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2012-2013
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VISION, MISSION AND BELIEF STATEMENTS

GREAT FALLS PUBLIC SCHOOLS

VISION:

All kids are engaged in learning today … for life tomorrow.

MISSION:

We successfully educate students to navigate their future.

WE BELIEVE:

- All students deserve teachers and staff who thrive on student success.
- Each student will have fair and equitable opportunity for quality instruction and academic success.
- All students learn when their individual needs are met through a personalized school experience.
- All students and staff learn and work best in a safe, secure, and nurturing environment.
- Highly skilled and committed personnel are our greatest asset.
- Quality education is a partnership of students, staff, family, and community engagement.
- Dedication to acknowledging, affirming, and including diversity enriches the educational experiences for all.
- District resources, programs and staff are flexible, adaptable and provide choice to meet the changing needs of all students.
- A well-educated community is the foundation of our democracy

GREAT FALLS - GREAT SCHOOLS - GREATER TOMORROWS

August, 2011
PREFACE

This handbook is intended as a method of communicating to Substitute Paraeducator regarding general District information, rules, and regulations.

Because this handbook is a general source of information, it is not intended to be, and should not be interpreted as, a contract. It is not an all-encompassing document and may not cover every possible situation or unusual circumstance. If a conflict exists between information in this handbook and Board policy or administrative procedures, the policies or procedures govern. It is the employee’s responsibility to refer to the actual policies and/or administrative procedures for further information. Complete copies of the personnel policies can be found at:

http://www.gfps.k12.mt.us/content/5000-series-personnel

Any employee is free to review official policies and procedures and is expected to be familiar with those related to his/her job responsibilities.

Although every effort will be made to update the handbook on a timely basis, the District reserves the right, and has the sole discretion, to change any policies, procedures, benefits, and terms of employment without notice, consultation, or publication, except as may be required by law. The District reserves the right, and has the sole discretion, to modify or change any portion of this handbook at any time. The District reserves the right to not change Handbook and carry-over provisions from year to year as allowed by law and policy.

WELCOME

We welcome you as an employee of the Great Falls Public Schools. As reflected in our mission statement, we take our commitment to serving the future of our society—our children—very seriously.

The work you perform as an employee is ultimately for the purpose of serving the students of the District. You have a valuable role in making the District an effective and efficient organization that educates and serves our students. We wish you success and happiness in your position with the District.

THE BOARD OF TRUSTEES

The Board of Trustees is composed of seven elected officials who serve as the governing body for the District. They establish the broad operating policies under which the District functions, drawing on the counsel and advice of the District’s chief administrator, the Superintendent of Schools.

Administration of the District’s operations is delegated by the Board of Trustees to the Superintendent of Schools. The Superintendent is assisted in this task by a staff of District educational, business, and financial administrators; managers; supervisors; professionals; and others in a variety of areas.

The Board of Trustees meet the 2nd and 4th Mondays most months of the year. A listing of meetings, agendas and minutes can be found at this website:

http://www.gfps.k12.mt.us/content/meeting-agendas

BOARD PERSONNEL GOAL

The Board believes that highly skilled and committed personnel are the District’s greatest asset. Therefore, the District will provide leadership in human resource and personnel practices that make the District the employer of choice in Montana. The Board seeks always to employ highly qualified individuals for all positions in the District.

JOB GOAL

To enable each child to pursue a proper education as smoothly as possible in the absence of the regular paraeducator.
# SCHOOL INFORMATION

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ADDRESS</th>
<th>PRINCIPAL</th>
<th>SECRETARY</th>
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<tr>
<td><strong>GRADES K-6</strong></td>
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<tr>
<td>Chief Joseph</td>
<td>5305 3rd Ave S 59405</td>
<td>Bob Ingalls</td>
<td>Paula Hruska</td>
<td>268-6675</td>
</tr>
<tr>
<td>Lewis and Clark</td>
<td>3800 1st Ave S 59405</td>
<td>Jackie Carlson</td>
<td>Debbie Holman</td>
<td>268-6705</td>
</tr>
<tr>
<td>Lincoln</td>
<td>624 27th St S 59405</td>
<td>Jon Koen</td>
<td>Tamra Johnson</td>
<td>268-6800</td>
</tr>
<tr>
<td>Longfellow</td>
<td>1101 6th Ave S 59405</td>
<td>Cal Gilbert</td>
<td>Debora Bibb</td>
<td>268-6845</td>
</tr>
<tr>
<td>Loy</td>
<td>501 57th St N 59405</td>
<td>Teresa Sprague</td>
<td>Donna Thunstrom</td>
<td>268-6885</td>
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<tr>
<td>Meadow Lark</td>
<td>2204 Fox Farm Rd 59404</td>
<td>Kelly Maki</td>
<td>Sandy Schroeder</td>
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<tr>
<td>Morningside</td>
<td>4119 7th Ave N 59401</td>
<td>Bill Salonen</td>
<td>Deb Lester</td>
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<tr>
<td>Mountain View</td>
<td>3420 15th Ave S 59405</td>
<td>Carole McKittrick</td>
<td>Linda Donovan</td>
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<tr>
<td>Riverview</td>
<td>100 Smelter Ave 59404</td>
<td>Howard Corey</td>
<td>Cathy MacDonald</td>
<td>268-7015</td>
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<tr>
<td>Roosevelt</td>
<td>2501 2nd Ave N 59401</td>
<td>Rhonda Zobrak</td>
<td>Nichol LaFond-Rooney</td>
<td>268-7045</td>
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<tr>
<td>Sacajawea</td>
<td>630 Sacajawea Dr 59405</td>
<td>Rae Smith</td>
<td>Deidre Martinko</td>
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<tr>
<td>Sunnyside</td>
<td>1800 19th St S 59405</td>
<td>Kathy McLean</td>
<td>Lisa Wiley</td>
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<td>Valley View</td>
<td>900 Ave A NW 59404</td>
<td>Rhonda McCarty</td>
<td>Sunny Fulbright</td>
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<tr>
<td>West</td>
<td>1205 1st Ave NW 59404</td>
<td>Michelle Meredith</td>
<td>Teri Belbright</td>
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<tr>
<td>Whittier</td>
<td>305 8th St N 59404</td>
<td>Ryan Hart</td>
<td>Willow Loney</td>
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<td>East Middle</td>
<td>4040 Central Ave 59405</td>
<td>Shelly Fagenstrom</td>
<td>Colleen Dabler</td>
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<td>North Middle</td>
<td>2601 8th St NE 59404</td>
<td>Fred Anderson</td>
<td>Kathie Sybrant</td>
<td>268-6525</td>
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<td></td>
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<td>Tara Rosipal</td>
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<td>228 17th Ave NW 59404</td>
<td>Dick Kloppel</td>
<td>Luanne Garrity</td>
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<td></td>
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<td>Kerry Parsons</td>
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<td>Great Falls High</td>
<td>1900 2nd Ave S 59405</td>
<td>Jane Gregoire</td>
<td>Mindie Moncur</td>
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<td>Brad Barringer</td>
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<td>Heather Hoyer</td>
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<td></td>
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<td>Julie Tramelli</td>
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<tr>
<td>Paris Gibson Education Ctr.</td>
<td>2400 Central Ave</td>
<td>Drew Uecker</td>
<td>Judy Atkison</td>
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<tr>
<td><strong>OTHER</strong></td>
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<td>Skyline Early Learning Ctr.</td>
<td>3300 3rd St. NE</td>
<td>Collette Getten</td>
<td>Patty Higgins</td>
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<tr>
<td>MSU-COT</td>
<td>2100 16th Ave S</td>
<td></td>
<td>Veronica Griffith</td>
<td>771-5108</td>
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<tr>
<td>Juvenile Detention Ctr.</td>
<td>1600 26th St. S.</td>
<td>Vern Francis</td>
<td></td>
<td>268-3333</td>
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GENERAL EXPECTATIONS

- Always be prompt both in reporting for work and in completing assigned tasks. If an emergency makes it necessary for you to be late to work or leave early from work, notify or ask your supervisor for permission as soon as possible.
- Courtesy and cooperation are two basic elements of success in your job and every job in the District. Be courteous and cooperative with the public, fellow workers, prospective employees, teachers, students, and parents who are all a part of the District you serve.
- Maintain open lines of communication. If any instructions given by your supervisor are not clear, ask for further explanation to make certain that you understand exactly what is expected of you.
- Always try to work carefully. Mistakes can be costly and at times, dangerous. If you make a mistake, be sure to find out exactly what happened and how to avoid making the same mistake again. Notify your supervisor of the mistake.
- Remember to keep all District business confidential. While many things that happen at the District are a matter of public record, releasing information about them is the responsibility of specific offices and individuals. Refer any unusual requests for information to the appropriate authority.
- Dress appropriately for your type of work. Maintain a well-groomed, modest, clean, and neat, and appearance at all times. Remember, you are representing the District to students and the public.
- GFPS believes that employees’ concerns are usually most effectively addressed at the lowest possible level within the organization. Therefore, employees are ordinarily expected to address issues and concerns with their immediate supervisor first. If the issue cannot be resolved at that level, the employee should move to the next level within that employee’s chain-of-command. Board Policy 5215 further delineates the formal Complaint Procedures.

GENERAL OPERATIONAL INFORMATION

CHILD ABUSE AND MANDATORY REPORTING

By Montana law, all GFPS employees are MANDATORY REPORTERS. All GFPS employees must report to DPHHS if they know or have reasonable cause to suspect that a child has been abused, neglected or abandoned. Regardless of whom the perpetrator is thought to be, school staff must report all suspected cases of abuse or neglect to the Child Abuse Hotline. If you think an act could be a crime, call the SRO or police immediately. If a GFPS employee is uncertain whether to report or to whom to report suspected child mistreatment, call the CHILD ABUSE HOTLINE.

In addition to reporting to DPHHS, GFPS employees are expected to report their concerns to their principal or supervising administrator. Reporting to the principal or supervisor, however, does not replace the duty to report to DPHHS. If the suspected perpetrator is a GFPS staff member, you are directed by GFPS to notify a GFPS principal, supervisor, or other administrator immediately in addition to your mandatory reporting obligations.

CHILD ABUSE HOTLINE
1-866-820-5437

COMMUNICATION

The District seeks to communicate and collaborate with students, staff, parents and the community at large to ensure sound, trusting relationships. Internal and external communications are important to creating open, two-way communication among the Board of Trustees, administration, staff, students, parents and the GFPS communities. To that end, Substitute Paraeducators are encouraged to access the Newsbits and the District website regularly as they serve as major means of communication for the District.

The District website is: www.gfps.k12.mt.us
Newsbits can be found at: http://www.gfps.k12.mt.us/newsbits
COMPLAINT PROCEDURES
Staff member complaints contending a violation, misinterpretation, or inappropriate application of District personnel policies and/or administrative regulations should be directed to the building principal for informal discussion and resolution.

If the complaint is not resolved informally, formal complaint procedures may be initiated by staff in accordance with Board policy and administrative regulations. (See Board Policy 5215 for more information.)

COMPENSATION
The rate of pay for Substitute Paraeducators is $62.00 per day. If a Substitute Paraeducator is called out for four (4) hours or less, they are paid for one-half day. When they are called out for over four (4) hours, they will receive the full-day’s pay. A half day for high school or middle school is 7:30 to 11:30 or 11:30 to 3:30. A half day for elementary school 8:00 to 12:00 or 12:00 to 4:00.

Payday for Substitute Paraeducators shall be the 10th day of each month. If the payday falls on a holiday or weekend, the last day worked prior to the holiday or weekend will be considered payday.

CONDUCT
Substitute Paraeducators should conduct themselves in a professional manner at all times while on duty. The Substitute Paraeducator should remember at all times they are in a role model position when on duty and conduct themselves appropriately around students and staff. The Substitute Paraeducator is obligated not to make comments about any student, teacher or administrator that will reflect negatively or put discredit upon that person or upon the teaching profession. A friendly, cooperative and cheerful attitude will set the tone for a good day. Acceptance by faculty and students is largely dependent upon the attitude conveyed by the Substitute Paraeducator.

Substitute Paraeducators have a professional responsibility to protect a pupil’s health, safety and welfare. All school staff members have the public’s trust and confidence to protect the well-being of all pupils in the District. To that end, all school staff are held to the highest level of professional responsibility in their conduct. Inappropriate conduct and conduct unbecoming a school staff member will not be tolerated. A staff member’s conduct will be held to the professional standards established by the Montana Board of Education. The Professional Educators of Montana Code of Ethics can be found at: http://opi.mt.gov/pdf/cert/EthicsCode.pdf

Substitute Paraeducators are required to report to the building principal any possible violations of this policy. In the event the report alleges conduct by the building principal, the Substitute Paraeducator may report directly to the Human Resources Director.

CONFIDENTIALITY
Any and all observations, conversations or negative behavior a Substitute Paraeducators observes or encounters during the school day should be kept confidential and discussed only with the school principal. All school records and reports should be handled with care. Records and any information contained therein are confidential and should be treated as such.

CRIMINAL RECORDS
Any Substitute Paraeducator recommended for hire shall submit to a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency. Employment is contingent upon results of the fingerprint criminal background check, which must be acceptable to the Board, in its sole discretion. Any requirement of an applicant to submit to a fingerprint background check shall be in compliance with the Volunteers for Children Act of 1998 and applicable federal regulations.
DISTRICT AND PERSONAL PROPERTY
All staff members are encouraged to exercise continuous and vigilant care of all district-owned property. Incidents of theft or willful destruction of district property through vandalism or malicious mischief should be reported immediately to the building principal.

It is your responsibility to ensure that your handbag, wallet, and other personal property are kept in a safe place. The District shall not assume responsibility for the maintenance, repair or replacement of any privately-owned property brought to a school or District function unless the use or presence of such property has been specifically requested in writing by the Superintendent. (See Board Policy 8320 for more information.)

DRESS AND GROOMING
Substitute Paraeducators are expected to be neat, clean, and to wear appropriate dress for work that is modest, in good taste and suitable for the job at hand. Substitutes have to make a first impression every day.

DRUG-FREE WORKPLACE
All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:
- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on District premises or while performing work for the District.
- Distribution, consumption, use, possession, or being under the influence of alcohol while on District premises or while performing work for the District.

For purposes of this policy, a controlled substance is one which is:
- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

As a condition of employment, each employee shall:
- abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
- notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five (5) days after such a conviction.

District Action Upon Violation of Policy: An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program. (See Board Policy 5227 for more information.)

EMERGENCY PROCEDURES
Substitute Paraeducators should be aware of procedures for emergencies. See Appendix F for Lock Down, Shelter In Place and Class Hold procedures.

ELECTRONIC MAIL AND ON-LINE SERVICES
The District computers, e-mail and Internet/network systems are intended to be used for educational or work-related purposes only. Use for informal or personal purposes is permissible within reasonable limits. All e-mail/Internet/network records are considered District records and should be transmitted only to individuals who have a need to receive them. Additionally, District records, e-mail/Internet/network records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process. Consequently, users should always ensure that the educational information contained in e-mail/Internet messages is accurate, appropriate and lawful. E-mail/Internet messages by users may not necessarily reflect the views of the District.
Abuse of computers, e-mail, Internet, or network systems, through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to or including termination of employment. Each person who uses electronic mail and/or on-line services must read and document in writing understanding and willingness to comply with the Great Falls Public Schools’ “Code of Ethics for Use of Electronic Mail and On-Line Services.” Failure to comply with the “Code of Ethics for Use of Electronic Mail and On-Line Services” may result in disciplinary action up to or including termination of employment.

The District may review e-mail/Internet/network records; users have no right or expectation of privacy in e-mail, the Internet or the network. The District owns the networking system and permits users to access it in the performance of their duties for the District. E-mail messages and electronic records are to be treated like shared paper files, with the expectation that anything in them is available for review. (See Board Policy 5450 for more information.)

**EVALUATION**

Every assignment will be part of your evaluation. All Substitute Paraeducator Appraisal Reports (See Appendix A) are and maintained in the Substitute’s file at the District Office Building. Substitute Paraeducators may make a written request to Human Resources to review the personnel file and Appraisal Reports. These evaluations serve as data which may be used in the future employment of regular full-time or part-time positions as well as for continuous/priority substitute placement. A Substitute Paraeducator may be observed by an administrator while working without prior notice.

Building principals will investigate school level complaints concerning substitutes in conjunction with Human Resources as necessary. Paraeducator Substitutes are expected to cooperate with any and all investigations. Paraeducator Substitutes may be requested to meet with the Human Resource Director regarding poor evaluations and/or reported issues.

**HAZING/HARASSMENT/INTIMIDATION/BULLYING/MENACING**

The Board will strive to provide a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, or bullying by students, staff, or third parties is strictly prohibited in the District and shall not be tolerated.

All complaints about behavior that may violate this policy shall be promptly investigated. Any Substitute Paraeducator who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, bullying, or menacing in violation of this policy is encouraged to immediately report his/her concerns to the building principal. Complaints against the building principal shall be filed with the appropriate Assistant Superintendent.

Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. (See Board Policy 5226 for more information.)

**HEALTH**

All staff members are expected to conduct their work in compliance with first aid and infection control procedures established by the District. Staff members are encouraged to maintain optimum health through the practice of good health habits.
An employee with a communicable disease shall not report to work during the period of time in which the employee is infectious. An employee afflicted with a communicable disease capable of being readily transmitted in the school setting (e.g., airborne transmission of tuberculosis) shall be encouraged to report the existence of the illness in case there are precautions that must be taken to protect the health of others. The District reserves the right to require a statement from the employee’s primary care provider prior to the employee's return to work. In all instances, District personnel shall respect the individual’s right to privacy and treat any medical diagnosis as confidential information. (See Board Policies 5130 and 5230 for more information.)

**HOURS**
A full-day of work for a Paraeducator Substitute is 8 hours. A half-day of work is 4 hours. The Substitute Clerk will explain the schedule when the Paraeducator Substitute is assigned. *Substitute Paraeducators are requested not to ask to be released early from their assignments unless there is an emergency situation.*

For your information, all elementary schools will have a common start time at 8:25 a.m. as well as common dismissal at 3:20 p.m. for all grades. In middle school, all teachers and students should be in their classrooms at 7:45 a.m., tardy bell at 7:50 a.m. and dismissal at 2:55 p.m. Great Falls High students starts at 8:00 a.m. and are dismissed at 3:10 p.m. CMR students starts at 8:05 a.m. and are dismissed at 3:15 p.m. The exceptions to these times are Early Out days and Professional Learning Community Time (PLCT) Wednesdays.

Substitute Paraeducators are given as much advance notice of their assignments as possible. It is expected that our substitutes will report to the building on time for these assignments or if notified late, as soon as possible. Don’t wait in bed to be called. BE READY.

**IDENTIFICATION BADGES**
Substitute Paraeducators will be issued identification badges. These will be done in the Human Resources Office. These badges should be worn in a visible manner at all times while substituting.

**PERSONNEL RECORDS**
The District maintains a complete personnel record for every current and former employee. The employees’ personnel records shall be maintained in the District’s Human Resource Office. Substitute Paraeducators may make a written request to Human Resources to review the personnel file and Class Report forms. (See Board Policy 5231 and 5231R for more information.)

**PHONE USE**
Personal phone calls should be made on landlines or cell phones only during breaks and lunch. Texting should also only be done when on break or at lunch. Cell phones should be in quiet mode at all times.

**RESIGNATIONS**
If a Substitute Paraeducator decides that she/he no longer wishes to substitute or if personal circumstances should make it necessary to stop substituting, the Department of Human Resources should be notified in writing immediately. Send resignation letters to Great Falls Public Schools, Human Resources, P O Box 2429, Great Falls, MT, 59403.

If a Substitute Paraeducator does not work at least 20 days during the school year that Substitute will be automatically terminated as a GFPS employee in June. If you do not think that you can work 20 days, please submit a letter of resignation.
RETIREMENT PROGRAMS
Substitute Paraeducators shall participate in retirement programs under the Federal Social Security Act and the Teachers’ Retirement System in accordance with state retirement regulations.

SAFETY
GFPS recognizes the importance of providing a safe learning and working environment for students, staff and visitors. Attention to safety on the part of each individual Substitute Paraeducator is an important part of a safe environment. Pro-actively devoting serious attention and effort towards safety and making it an integral part of day-to-day work is expected.

Substitute Paraeducators should be familiar with and consult the contents of the Safety Manual that is provided each employee. A building Safety Committee has been established to help implement the District’s safety program and as part of an on-going effort to help ensure the safety and health of students, staff and others while on District property.

All injuries to students, employees, or guests that occur on District property must be reported to the proper authority no matter how trivial they seem. Be alert to safety hazards, the presence of strangers, and other unusual or suspicious situations and immediately report to the proper authority any incidents in which you witness an accident or are yourself injured.

SIGN IN/SIGN OUT
All Substitute Paraeducators are REQUIRED TO SIGN IN/OUT at the Principal’s Office each morning and afternoon on EACH day that they substitute. When signing in, the Substitute should present his/her Time Sheet and then pick it up at the END of their assignment when they sign out. There are different time sheets for Teacher Substitutes, Class One Teacher Substitutes and Paraeducator Substitutes. It is important that you use the proper time sheet.

TERMS OF EMPLOYMENT
A Substitute Paraeducator for the Great Falls Public Schools is a temporary position assigned on a day-to-day basis and is not long-term employment. Hours, wages and other conditions of employment are established by the Board of Trustees. Employment can be terminated at any time, with or without cause, and with or without notice, at the option of either the District or the substitute. If the substitute no longer wishes to be a substitute, a resignation should be so noted in writing to the Human Resources Office. No representative of the District has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing.

If a Substitute Paraeducator does not work at least 20 days during the school year that Substitute will be automatically terminated as a GFPS employee in June.

If a Substitute Paraeducator does not return the Reasonable Assurance Form by the set forth deadlines, the Substitute Paraeducator will be automatically terminated as a GFPS employee.

TOBACCO-FREE ENVIRONMENT
The District maintains tobacco free buildings and grounds. Tobacco includes, but is not limited to any substance intended for human consumption that contains tobacco, including cigarettes, cigars, snuff, smoking tobacco, and smokeless tobacco.

Use of tobacco products in a public school building or on public school property is prohibited, unless the use of a tobacco product in a classroom or on other school property as part of a lecture, demonstration, or educational
forum sanctioned by a school administrator or faculty member, concerning the risks associated with using tobacco products.

For this purpose, “public school building or public school property” means:
• Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children that is established and maintained under the laws of the state of Montana at public expense; and
• Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school buses.

UNEMPLOYMENT
39-51-2108(1) MCA does not allow school employees to draw unemployment benefits, based on school wages, between two academic years or on school breaks when there is reasonable assurance that the employee will continue to work for the school the following year and after the break. In May of each year, the District will send a letter of “reasonable assurance” to those Paraeducator Substitutes the District is wishing to return the following year.

WORKERS’ COMPENSATION
All employees of the District are covered by workers’ compensation benefits. In the event of an industrial accident, an employee should:
1. Attend to first aid and/or medical treatment during an emergency;
2. Correct or report as needing correction a hazardous situation as soon as possible after an emergency situation is stabilized;
1. Report the injury or disabling condition, whether actual or possible, to the Administrative Assistant in the Principal’s office at the building within forty-eight (48) hours.
2. The Administrative Assistant will complete the Accident/Injury Report with you and will give you a form to take to the doctor should you decide to go.
3. Pertinent information will be forwarded to District offices and to the workers’ comp insurance carrier. GFPS supports a “Return to Work” philosophy which supports temporary transitional duty when appropriate and available.

PLACEMENT PROCEDURES

SUBSTITUTE CLERK
The Substitute Clerk is located in the District Office Building at 1100 4th St. S. The Substitute Clerk comes on duty at 6:00 a.m. when school is in session and begins to make calls for placing teacher and paraeducators substitutes at that time. There is a recording device in the Substitute Clerk’s office which records the calls of teachers and paraeducators who call in the evening and in the morning before the substitute clerk comes on duty. See “Substitute Clerk’s Answering Machine Instructions”. The Clerk is not available after 10:00 a.m. on Fridays. If you need immediate assistance, call the main Human Resources Office at 268-6010.

Substitute Paraeducator assignments are generated/delegated ONLY by the Substitute Clerk, a Human Resources Office representative or by a building principal through the Substitute Clerk. No SubstituteParaeducator is to accept a substitute assignment from any other source. Accepting an assignment by anyone other than those mentioned above, could affect approval of the substitute’s pay. If a Substitute Paraeducator is aware of an upcoming assignment and he/she is interested in that assignment, you are asked to coordinate the assignment through the Substitute Clerk by calling 268-6014.
TEACHER AND PARAEDUCATOR REQUESTS FOR SUBSTITUTES
Individual teachers and paraeducators do not have the authority to hire Substitute Paraeducators. Only the Substitute Clerk is authorized to do this. However, the Substitute Clerk does attempt to honor teacher requests whenever possible.

DAYS THE SUBSTITUTE PARAEDUCATOR IS UNAVAILABLE TO SUBSTITUTE
We sincerely appreciate the Substitute Paraeducator notifying the Substitute Clerk of the days and/or weeks that he/she will be unavailable for assignment. It is helpful if the Substitute Clerk is notified even if the unavailability is only for one day. This will alleviate unnecessary phone calls being made by the Substitute Clerk and expedites the Substitute Paraeducator assignment process. Substitute Paraeducators are encouraged to leave a brief and succinct message on the 24-hour call-in line at 268-6999.

BE WILLING TO RESPOND TO THE REQUEST OF THE SUBSTITUTE CLERK
As an employee of GFPS, the expectation is that you work as much as you can. Substitute Paraeducators who are most willing to come in to substitute whenever called upon are those substitutes who will be placed and considered most often for assignments. The Substitute Clerk has many calls to make each morning. When substitutes are called and they are unavailable for assignment, they will be given a lower priority for future calls. We realize that there are times when emergencies arise and Substitute Paraeducators are unable to accept an assignment. If the Substitute Paraeducator finds that they no longer want to be employed as a substitute, they should indicate that through a letter of resignation to the Human Resources Office.

PLACEMENT ERRORS
If an error is made in placement which results in the Substitute Paraeducator ending up at a building with no assignment, the Substitute Paraeducator should call the Substitute Clerk immediately. The following options are available to the substitute:
- Be directed by the Substitute Clerk to another assignment in a different building;
- Remain at the building for ½ day with assignment to be determined by the building principal or designee; or
- Leave the site immediately after phoning the Substitute Clerk with no compensation.

SUBSTITUTE CLERK’S ANSWERING MACHINE INSTRUCTIONS
Substitute Paraeducators, teachers, principals, etc., can call in and leave messages for the Substitute Clerk on the Human Resources voicemail system. When you call the substitute clerk’s voice mail, you will be asked to identify your message. Please be sure to leave the substitute clerk all critical information in a complete message. Please select one of the following:
- If you are a TEACHER or PARAEDUCATOR and wish to leave a message regarding an absence ON the current day/date, please press 1.
- If you are a TEACHER or PARAEDUCATOR and wish to leave a message regarding an absence AFTER the current day/date, please press 2.
- If you are a SUBSTITUTE TEACHER or SUBSTITUTE PARAEDUCATOR and wish to leave a message regarding your availability or placement ON the current day/date, please press 3.
- If you are a SUBSTITUTE TEACHER or SUBSTITUTE PARAEDUCATOR and wish to leave a message regarding your availability or placement AFTER the current day/date, please press 4.
- If you are calling to leave any other messages, please press 5.

For people with a rotary phone, please listen to the entire message menu and stay on the line. Leave a message after the tone and your message will automatically go to the Substitute Clerk.
This system should help the placement of Substitute Paraeducators as the Substitute Clerk can respond to critical messages (1) and (3) before messages (2), (4) and (5).

Please speak succinctly and clearly. Please keep your message short.

SUB CLERK 24-Hour Call-In Line: 268-6999
SUB CLERK Direct Line: 268-6014

TEACHER SUBSTITUTES AND PLACEMENT
Teacher substitutes will also be coordinated from the teacher substitute placement desk and done by the Substitute Clerk. Substitute Paraeducators may be considered to be a Teacher Substitute through a separate application and interview process. Being a Paraeducator Substitute as well as a Teacher Substitute will increase the potential of working and allow the District increased flexibility in placement. Contact the Substitute Clerk for more information.

SPECIAL EDUCATION RESOURCE INFORMATION

ACKNOWLEDGEMENTS
The following employees of the Great Falls Public Schools gave their tireless effort to provide input to and critique the assemblage of information for this resource information:

Colette Getten, Coleen Eidel, Sue Naprstek, Michelle Rhoads-Harris, Carol Shipley, Lisa Von Bergen, and Nancy Anderson

In addition we would like to recognize contributions to this resource information which were provided by the Paraeducator Handbook, 2002, compiled and published by the Montana Office of Public Instruction and the Alexandria School District, Alexandria, Minnesota.

LEGAL AUTHORITY

Montana Administrative Statues and Rules (2001):
Recognize a school's employment of a teacher and aide (Paraeducator) or instructional assistants and set forth the responsibilities in Montana schools. It states that instructional assistants do not need to be certified, but supervision is required as follows:

a) Instructional aides assigned, due to classroom size or diversity must be under direct supervision of a certified teacher. This means that the aide must be responsible to a certified teacher who has the legal authority for instruction and assessment of students. The supervising teacher must be available while the aide is fulfilling his/her responsibilities and must not be simultaneously assigned to another teaching duty or preparation time.

b) Instructional aides assigned to assist students with special education needs must be under the supervision of the teacher or other professional designated as primarily responsible for instructional planning for the student. The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional aide and not to delegate any activity to the instructional aide that requires professional skill, knowledge, and judgment.

c) Instructional aides hired to assist students in gaining specialized knowledge not generally available from a properly endorsed teacher shall be supervised by a teacher certified at the proper level. This certified teacher is responsible for instruction and assessment of students and must not be simultaneously assigned to another teaching duty or preparation time.
Federal Statutes and Regulations of IDEA Related to Paraeducators and Assistants

Paraeducators and assistants are allowed who are appropriately trained and supervised, and in accordance with state law, regulations, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services to children with disabilities.

No Child Left Behind Act of 2001

1) In general, each local educational agency receiving assistance under this part shall ensure that all Paraeducators hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have:
   o Completion of at least two (2) years of study (minimum of 48 semester credits) at an accredited institution of higher education with evidence of successful coursework in reading, writing and math (proof at time of hire required);
   o Obtainment of any Associate’s or higher degree (proof at time of hire required); or
   o The knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of the readiness of these subjects as demonstrated by a rigorous standard of quality through a formal local academic assessment. This will be accomplished by taking a proctored on-line assessment (to be passed within 30 days of hire) after completing a preparation course.

Substitute Paraeducators do not need to meet this requirement. For more information about highly qualified attainment, please contact Tammie Schield-Hickey, Adult Education Program, 771-5108 or Cindy Gordon, Human Resources, 268-6010.

2) Duties of Paraeducators-- A Paraeducator may be assigned:
   a) To provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
   b) To assist with classroom management, such as organizing instructional or other materials;
   c) To provide assistance in a computer laboratory;
   d) To conduct parental involvement activities;
   e) To provide support in a library or media center;
   f) To act as a translator; or
   g) To provide instructional services to students in accordance with the following additional limitations:
      i) May not provide any instructional service to a student unless the Paraeducator is working under the direct supervision of a teacher consistent with Section 1119; and
      ii) May assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

5) Use of Funds -A local educational agency receiving funds under this part may use such funds to support ongoing training and professional development to assist teachers and Paraeducators in satisfying these requirements.

SPECIAL EDUCATION DISABILITY CATEGORIES

The Individuals with Disabilities Education Act (IDEA) recognizes 13 disability categories. In order for children to be served by special education in school they must meet the criteria set out by the state for a specific disability category (or categories, if they meet the criteria for more than one) AND they must need special education services to allow them to progress academically. Some children may have a disability but not need special education.
**Autism**
A developmental disability that significantly affects verbal and nonverbal communication, social interaction, generally evident before age 3, and adversely affects a student's educational performance. Other characteristics often associated with autism are:

- Engagement in repetitive activities and stereotyped movements
- Resistance to environmental change or change in daily routines
- Unusual responses to sensory experiences

The term does not apply if a student's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

**Child with a Disability**
Any child ages 3, 4, or 5 who has evidence of a lack in developmental progress.

**Cognitive Delay**
Significant sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

**Deaf-Blind**
Both deafness or hearing impairment and visual impairment and severe communication problems are present that significantly restrict the student's ability to communicate and participate in educational programs solely for students with deafness or visual impairments. Written documentation includes the existence of a hearing impairment, deafness and visual impairments, significant deficits in speech-language performance, and the impact impairments on other developmental and educational problems so severe that the multiple disabilities require special education and related services.

**Deafness**
A hearing impairment that is so severe that the child's hearing is nonfunctional for the purpose of educational performance.

**Emotional Disturbance**
A condition exhibiting one or more of the following characteristics to a marked degree and over a long period of time that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances and or a general pervasive mood of unhappiness or depression or a tendency to develop physical symptoms or fears associated with personal or school problems. The category of emotional disturbance includes schizophrenia. The category does not include social maladjustment, unless it is determined that the child also has an emotional disturbance.

**Hearing Impairment**
An impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included within the definition of deafness.

**Orthopedic Impairment**
A physical disability that negatively affects a child's educational performance such as impairments caused by congenital anomaly (absence of or malformed limb, member), impairments caused by disease (poliomyelitis or bone fractures), and impairments from other causes (amputations, cerebral palsy).
**Other Health Impairment**
Limited strength, vitality, or alertness due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle-cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, that adversely affects a child's educational performance.

**Specific Learning Disability**
A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; cognitive delay; or environmental, cultural, or economic disadvantages, which includes them not having the opportunity to learn.

**Speech/Language Impaired**
A communication disorder such as stuttering, impaired articulation, or a language or voice impairment, that adversely affects a child's interpersonal relationships or educational performance.

**Traumatic Brain Injury**
This term refers to damage to the brain that produces impairment of cognitive abilities, speech, behavior or emotional control, or physical functioning, substantially limiting the student's functional or psychosocial ability or both and the student's ability to learn or participate in educational programs. Traumatic brain injury is not appropriate if the disability is primarily due to a visual or hearing impairment, cognitive delay, emotional disturbance, or environmental, cultural or economic factor or the injury to the brain is congenital, degenerative, or caused by birth trauma.

**Visual Impairment**
An impairment, after correction, that adversely affects a child's educational performance. The term includes partial blindness and blindness.

**SPECIAL EDUCATION TERMINOLOGY AND PROGRAM DESCRIPTIONS**

**Assistive Technology**
Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability.

**Child Find**
A free service for early identification of preschool-age children (birth to five) suspected of having a developmental disability.

**ESY (Extended School Year)**
A program available for a portion of the summer to students ages 3-21 who require continuous intervention or will experience unacceptable regression of skills over an extended period of time.

**ET (Evaluation Team)**
A group of individuals that determines whether a student meets the state criteria for a disability and is eligible for special education and related services provided in the public schools.

**FAPE (Free Appropriate Public Education)**
Provided at public expense under public supervision and direction an educational program designed to meet the needs of a student with a disability.
**Homebound Program**  
Provides instruction to students K-12 who are unable to attend school due to illness, disability or emotional crisis. A certified teacher provides instruction.

**IDEA (Individuals with Disabilities Education Act)**  
A law to protect students and parents involved in the special education process. Requires public schools to have a practical method to locate, evaluate and identify children who have a disability and need special education services and provide services necessary for a student with a disability to make academic progress.

**IEP (Individualized Education Plan)**  
A specific plan including goals and objectives written/reviewed annually that reflect a particular child's education while in special education.

**IFSP (Individual Family Service Plan)**  
A specific plan for a young child (birth to 3) and his/her family to meet the needs they have as a family and child with a disability. This document helps to ensure a smooth transition from early intervention services into the public school system.

**LRE (Least Restrictive Environment)**  
The environment(s) that allows a student with a disability to participate and demonstrate knowledge in the most typical manner.

**OPI**  
Office of Public Instruction, located in Helena, Montana.

**Related Service**  
Supportive services as are required for a child with a disability to benefit educationally, including speech and language therapy, occupational therapy, physical therapy, adaptive physical education, as well as orientation and mobility training.

**Resource Program**  
Provides special education services to students who benefit from general education with modifications and/or require additional instruction in a specific academic area. Resource programs are provided at all elementary, middle and high schools in Great Falls.

**Self Contained Program**  
Provides services for students needing more intensive support than a resource program can provide. Programs exist for students with moderate needs and for students with more severe/profound needs. Focus of the program may include language development, academics, life and social skills. Self contained programs are available at the elementary, middle and high school levels in Great Falls.

**Special Education**  
Specially designed instruction to meet the unique needs of a child with a disability.

**CONFIDENTIALITY**  
Confidentiality is a very important issue when delivering special education services. The special education Paraeducator Substitute, by virtue of the position, has access to a wealth of sensitive information pertaining to individual students. All such information is privileged and confidential, and correspondingly must be managed with extreme care. Confidentiality means that you will not speak about students to anyone who does not have a need to know about that student. This includes the fact that the child is served in special education, as well as any other information specific to that student or his/her family situation. To encourage accountability to
confidentiality, all team members may be required to sign off on an agreement to maintain confidentiality. The specific areas of confidentiality within the special education programs are:

**IEP (Individualized Education Plan/Program)**
The IEP becomes a part of the student's special education records and is placed in a locking filing cabinet. Only persons with a legitimate educational interest can review these records. When these records are removed from the file, the document must be signed and dated, and the reason for reviewing the records must be documented. Having access to this IEP information goes with the understanding the information is to be treated as privileged and a matter of confidentiality.

**The School Special Education Program**
The school special education program is usually very busy as so many people are involved in determining an appropriate education for a student with a disability. Conversations and consultations frequently take place between team members. Members may include school social workers, school psychologists, school health nurses, and outside consultants. Many school buildings do not have private conference rooms, so conversations and meetings are held in various school areas. These comments and conversations, if overheard, are confidential and should not be discussed with others or in the presence of students.

**General Education Classroom**
The Paraeducator Substitute’s role may be to support the special education students in the classroom. The Paraeducator Substitute must not discuss specific classroom or student situations with other people not having a legitimate educational need to know.

**Parents**
Paraeducator Substitutes may have contact with parents in the school setting and in the community. It is important to remember that confidentiality applies in the community at large, as well as the schools. In the past, lawsuits have been initiated by parents on behalf of students due to this breach of confidentiality. Conversations pertaining to specific students have been overheard in public areas. The best way to avoid any such confrontation is to respect the confidentiality of each student. Conversations regarding specific students must be confined to the school setting and occur only with adults directly and legitimately involved with the student.

This is not merely to act in accordance with school policy or state special education regulations, but it is a legal mandate pursuant to the Family Educational Rights and Privacy Act. This law prohibits information disclosure to anyone, other than parents and school persons who have a legitimate educational interest without parent consent. The law is intended to assist in safeguarding the legal rights of both students with disabilities and their parents. Being aware of the restrictions and protection provided by the law will enable Paraeducator Substitutes to be more responsible in carrying out their prescribed duties.

**What Confidentially Stands For:**
- Control information about the students
- Only share information with those who have a need to know and who have proper authorization
- Never discuss school information regarding students while attending social events
- Forward inquiries regarding students to teachers and supervisory personnel if you are approached for confidential information
- Interact with those who inquire in a manner in keeping with your responsibilities
- Don't discuss situations in the staff lounge with staff that have a need to know while others are present
Explanations for not discussing a student are easier than explanations for inappropriately divulging confidential information

Not sharing is caring
Think about privacy
It's important that things that happen at school stay at school
Appropriate information exchange carries with it responsibility
Learn how to handle inquiries in positive, courteous, and confidential ways
Identify acceptable ways that the necessary people can be informed
Treat confidential information as if your job depends on it—it does!
You are part of positive public relations for schools.

Confidentiality is a cornerstone. Protect it! (OPI Paraeducator Handbook, 2002)

CONFIDENTIALITY AGREEMENT
Confidentiality is one of the most critical and important aspects of a special education Substitute Paraeducator's job. Students and parents have a legal and ethical right to data privacy. Below are guidelines to consider when working within the Great Falls Public School system:

1. Consider, as a general rule, putting yourself in the student's and parent's position: What information would I want discussed with others regarding my child? In what settings and with whom?

2. Never use other students' names or share information regarding their programs with parents during staffings or other conferences.

3. Information regarding specific students and programs should remain confidential and should not be shared in lunch rooms, staff rooms, or in the community.

4. Substitute Paraeducators should question school policies only through the proper school-designated channels, generally beginning with their direct supervisor or, if necessary, the school principal.

5. Substitute Paraeducators need to support teachers' or therapists' techniques, materials, and methods, especially in the presence of students, parents, and other assistants. Questions should be directed to the specific teacher privately.

6. When having conversations or writing confidential information regarding a student or family, be aware of those around you who may be within hearing/reading distance. Look for a more private place within the school building if necessary.

7. The Individualized Education Plan (IEP) is a legal document developed by a team based on the student's needs with goals and objectives in areas of service. Review the content with the special education teacher.

I have read about and been instructed on confidentiality. I understand that a breach of confidentiality may be grounds for termination of my job.
Paraeducator Substitute Printed Name ________________________________

Paraeducator Substitute Signature ___________________________ Date __________

Director of Student Services Signature ___________________________ Date __________
RESPONSIBILITIES
Responsibilities may include:
- Carry out instructional programs and lessons in various learning environments as designated in the instructional plan based on the IEP
- Assist individual students in performing activities initiated by the professional
- Reinforce learning with individuals or in small groups
- Assist the professional in observing, recording, and charting behavior
- Assist the professional with crisis problems and ongoing approaches to behavior management
- Participate in building-level duties as assigned by building administrator or designee
- Score tests and papers and assist in ongoing data collection procedures
- Perform clerical tasks, i.e., typing, filing, and duplicating
- Assist in preparation, production, and maintenance of instructional materials
- Maintain and operate instructional and/or adaptive equipment
- Assist students with mobility and self-care needs
- Clean and disinfect the classroom and materials

REPORTING CHILD ABUSE AND NEGLECT
Reporting is the most critical step in obtaining help for both the child and the family. Under Montana Law, if any school staff member has reasonable cause to suspect, as a result of information received in a professional or official capacity, that a child is abused or neglected by anyone regardless of whether the person suspected of causing the abuse or neglect is a parent or other person responsible for the child’s welfare, they shall report the matter promptly to the Department of Public Health and Human Services (DPHHS) Child Abuse Hotline or the local law enforcement agency. In addition to reporting to DPHHS, GFPS employees are expected to report their concerns to their principal or supervising administrator. Reporting to the principal or supervisor, however, does not replace the duty to report to DPHHS.

**DPHHS Hot Line # 866-820-5437**

The following are indicators of child maltreatment: Physical indicators of child abuse and neglect are usually observable. They may be mild or severe, and they involve the child's physical appearance. They may be skin or bone injuries or evidence of lack of care and attention as manifested in conditions such as nutrition. Child abuse includes emotional maltreatment, physical abuse, neglect, and sexual abuse.

What if a child tells you about abuse or neglect? These general guidelines may help:
- Listen to what is being told to you. Do not project or assume anything. Do not push the child to share more than he or she is willing. The child needs warmth and acceptance, not curiosity. It is not necessary at this time that the child reveal specific or intimate details.
- Be supportive. Remember why the child came to you. The child needs your help, support, and guidance. Be there for him or her.
- Reassure the child that he or she has done the right thing by telling you. Acknowledge the difficulty of the decision and the personal strength shown in making this choice. Make it clear that the abuse or neglect is not the child's fault, that the child is not bad or to blame.
- Keep your own feelings under control. Be calm and non-judgmental. Do not express emotions such as shock, embarrassment, anger, or disgust. Do not criticize or belittle the child's family.
- Use the child's own vocabulary. The child may relate the abuse or neglect to you using family terminology. Do not try to substitute more polite or correct words.
- Do not promise not to tell. Know your limits. This is not a situation you can handle by yourself.
Tell the truth. Don't make promises you can't keep, particularly regarding secrecy, court involvement, placement and case worker decisions. After abuse or neglect has been disclosed, there may be actions taken over which neither you nor the child has control.

Assess the child's immediate safety. Is it safe for the child to return home? Is the child in any immediate physical danger? Is it a crisis? Are there in-home protections?

Let the child know that telling about the abuse or neglect was the right thing to do.

Report the maltreatment to your immediate supervisor (school counselor or school administrator if supervisor is unavailable). Your supervisor(s) will inform you as to whether you are responsible to contact the local Child and Family Services Office at 1-866-820 KIDS as soon as possible.

If you are required to contact Family Services, it is important that you know the child's first and last name, date of birth, current address, parent(s) name(s), home and work phone numbers for parent(s), and first and last names of others involved in the child's disclosure. Report information to the intake worker using the child's wording as much as possible.

**CONCLUSION**

Substitute Paraeducators are encouraged to consult with Human Resources any time there are questions about information contained in this Handbook or on other District policies and practices.

Thank you for being an important part of the educational team for Great Falls Public Schools.

**What is Success?**

*By Ralph Waldo Emerson*

To laugh often and much;
To win the respect of intelligent people and the affection of children;
To earn the appreciation of honest critics and endure the betrayal of false friends;
To appreciate beauty;
To find the best in others;
To leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition;
To know even one life has breathed easier because you have lived;
This is to have succeeded.
Paraeducator Substitute Appraisal Form

This form is to be completed by the classroom teacher each time the paraeducator substitute has worked in the classroom or weekly, if the substitute is scheduled long term. Please return it to the Human Resources Office at the District Office Building as soon as possible after the substituting assignment.

Paraeducator Substitute Name: ________________________________

Name of Paraeducator that was substituted for: _________________________

Name of Supervising Teacher: ______________________________________

Building: _______________________________________________________

Date(s) of substitution: ____________________________________________

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Comments
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Teacher Signature
_________________________________________________________________
Date __________________________
# Appendix B: SUBSTITUTE PARAEDUCATOR TIME SHEET

## Paraeducator Substitute Timesheet

Great Falls Public Schools  
P.O. Box 2429  
Great Falls, MT 59403

<table>
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<th>Name</th>
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**Office Use Only**

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**Paraeducator Substitute Signature**

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This form must be in the Business Office by the 2nd of each month. Checks will be in the mail by the 9th of each month. Any time sheets received later than the 2nd will be processed with the following month. Submit one paraeducator time sheet per month worked. Do not combine paraeducator substitute time sheets and substitute teacher time sheets.

SP 19A (Rev. 7/12)
Appendix C: REPORT OF MILEAGE

REPORT OF MILEAGE
For Month Of ________________

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TOTAL MILES ________ X $ _____ = $ ______

I certify that the above itemized statement of mileage driven is true and correct:

Employee's Signature __________________________

Mailing Address ____________________________

______________________________

SP-31 Revised 6/6/01

Approved by: Supervisor _________________________
GREAT FALLS SCHOOL DISTRICT

MILEAGE CHART

Appendix D: MILEAGE CHART

Revised 09/05/2010
Schools are in no particular order
Appendix E: SCHOOL CALENDAR

2012 Great Falls Public Schools 2013

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School Starts/Ends:
- August 29: First Day of School
- June 6: Last Day of School

End of Quarters:
- November 2: Grades 7-12
- January 18: Grades 7-12
- March 27: Grades 7-12

Early Outs:
- November 2
- January 18
- February 6
- March 22

Breaks:
- October 18-19: No school and some staff on duty
- December 21-26: School Closed
- January 21: First Day of School
- March 28: First Day of School
- April 1-2: First Day of School

Holidays:
- September 3: Labor Day
- November 22-23: Thanksgiving
- December 24-25: Christmas Break
- January 1-2: Presidents' Day
- February 18: Presidents' Day
- March 29: Presidents' Day
- May 27: Presidents' Day

Board Meeting:
- August 13 & 27
- September 10 & 24
- October 8 & 22
- November 12 & 26
- December 10
- January 14 & 18
- February 11 & 25
- March 11 & 25
- April 7 & 25
- May 13 & 28
- June 10 & 24
Appendix F: SAFETY PROTOCOLS

LOCK DOWN PROTOCOL

LOCKDOWN -
Defined as an internal and/or immediate threat- lock down in rooms, lights out, green/red placards in place, windows closed; stay still, hidden, and quiet. No one IN or OUT.

- WITNESS TO THREAT - CALL BUILDING OFFICE - THEN LOCK DOWN ROOM AND CALL 9-911...try not to break contact with 911!
  - Building office gives alert, calls their SRO and then the Assistant Superintendents Office with status and why. Superintendents and/or SRO decide if phone tree is to be activated.
  - Once you hear an internal call for a LOCK DOWN, follow these procedures:

- HALL SWEEPS – When going into LOCKDOWN...a quick visual shall be done in the process of closing the door. Anyone close should be instructed to enter your room and LOCKDOWN with you. This would include students, staff, parents, visitors, vendors. Classes that are meeting in hall ways, foyers, etc. are to go to the nearest lockable classroom, this will be incorporated as part of the schools lockdown/shelter in place procedure and instruction.

- BATHROOMS – Students and/or staff, who are caught in a bathroom at initiation of a lockdown, should remain in bathroom, stand on toilet so feet cannot be seen, stay quiet, and wait for police.

- LOCK YOUR ROOM DOOR and get your students on the floor in a safe location away from windows and doors. Turn out your lights, remain quiet.

- LAMINATED PLACARDS
  - Place card under the door. GREEN side up = OK! RED side up = HELP!
  - Place card in exterior window with appropriate color out.

**** NO PLACARD UNDER THE DOOR OR IN THE WINDOW WILL INDICATE A THREAT TO OUR LAW ENFORCEMENT OFFICERS!!!

- CLASSES AT RECESS/LUNCH – OUTSIDE – Class rooms adjacent to playgrounds shall be equipped with an air horn or bullhorn. Once the lock down signal has been given...class rooms adjacent to playgrounds shall give—multiple blasts out an open window as a signal for students and staff to vacate the playground and school area to a pre-determined spot, if safe...if that spot is not safe, then use your best judgment, and escort students to safety away from the school. The multiple blasts of the air horn will be referred to as “PANIC BLASTS”.

- PHONES AND CELL PHONES – phones will be PLACED IN the “call forward” mode. Do not answer/use phone. **Student cell phones are not to be used and shut off. Teacher is to collect all student cell phones. (return after incident is over)**. Teacher cell phones are to be on and in the VIBRATE MODE. Teacher cell phones are NOT to be used for private or inquiry calls. For classes locked in rooms where no district phone is present, the teacher must call the office on your cell phone to inform them of your whereabouts. (Have the school office phone number in your cell speed-dial) Please leave your computers on.
(continued  LOCKDOWN PROTOCOL)

- **ATTENDANCE** –

  - Once safely secured, a teacher must take attendance and be ready to relay that information when asked to. **DO NOT** relay the information until you are asked to do so by law enforcement or school officials.

  - **Do NOT** open the door for any reason. Law enforcement and school officials will have the ways and means to unlock your door if necessary. Do not respond to fire alarm during a lockdown. **(UNLESS THAT DANGER EXISTS)**

  - Use good judgment and **REMAIN CALM and QUIET!** Encourage your students not to panic. Silence is required for your safety in this situation. Whisper only if it is necessary to communicate verbally. You may be there for awhile.

  - After incident is over debrief your students for five (5) minutes before releasing them. If student(s) needs attention, take the necessary steps to meet their needs. 7/2009

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**SHELTER IN PLACE**

- Defined as a safety precaution taken for a possible External threat, that is **NOT** an immediate or internal threat. The decision to implement a Shelter in Place shall be decided by the acting building Administrator, their Supervisor, or Law Enforcement. **(Who shall determine if Crisis Phone Tree will be activated)**

**SHELTER IN PLACE ACTION**

- Lock External door
- No one in or out
- Notify Assistant Superintendents Office 268-6006/268-6008
- Conduct internal class/operations normal
- Do not release from school until cleared to do so 6/18/2009

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**CLASS HOLD**

Defined as a safety precaution implemented during an incident where students need to be kept in the classroom. The decision to implement a Class Hold shall be made by the acting building Administrator. **There is not requirement to notify your Assistant Superintendents Office.**

**CLASS HOLD ACTION**

- Conduct class as normal
- Do not release students from classroom until cleared by your building Administrator 6/18/2009
CONFIDENTIALITY AGREEMENT

Confidentiality is one of the most critical and important aspects of a special education Substitute Paraeducator’s job. Students and parents have a legal and ethical right to data privacy. Below are guidelines to consider when working within the Great Falls Public School system:

1. Consider, as a general rule, putting yourself in the student's and parent's position: What information would I want discussed with others regarding my child? In what settings and with whom?

2. Never use other students' names or share information regarding their programs with parents during staffings or other conferences.

3. Information regarding specific students and programs should remain confidential and should not be shared in lunch rooms, staff rooms, or in the community.

4. Substitute Paraeducators should question school policies only through the proper school-designated channels, generally beginning with their direct supervisor or, if necessary, the school principal.

5. Substitute Paraeducators need to support teachers' or therapists' techniques, materials, and methods, especially in the presence of students, parents, and other assistants. Questions should be directed to the specific teacher privately.

6. When having conversations or writing confidential information regarding a student or family, be aware of those around you who may be within hearing/reading distance. Look for a more private place within the school building if necessary.

7. The Individualized Education Plan (IEP) is a legal document developed by a team based on the student's needs with goals and objectives in areas of service. Review the content with the special education teacher.

I have read about and been instructed on confidentiality. I understand that a breach of confidentiality may be grounds for termination of my job.

Paraeducator Substitute Printed Name ____________________________________________

________________________________________  __________________________
Paraeducator Substitute Signature                Date

________________________________________  __________________________
Director of Student Services Signature          Date