SOURCE 7

Resources
### 7.1 Disability and Special Education Acronyms

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<th>Acronym</th>
<th>Description</th>
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<td>Alternative Augmentative Communication</td>
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<tr>
<td>ABA</td>
<td>Applied Behavioral Analysis</td>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>APR</td>
<td>Annual Performance Report</td>
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<td>ASD</td>
<td>Autism Spectrum Disorder</td>
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<td>ASL</td>
<td>American Sign Language</td>
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<td>AYP</td>
<td>Adequate Yearly Progress</td>
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<td>BIP</td>
<td>Behavioral Intervention Plan</td>
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<td>CP</td>
<td>Cerebral Palsy</td>
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<td>CST</td>
<td>Child Study Team</td>
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<td>DDD</td>
<td>Division of Developmental Disabilities</td>
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<td>DVR</td>
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<td>OT</td>
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<td>Physical Therapy</td>
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### 7.2 Glossary

**Accommodations:** Special academic and/or behavioral adjustments that assist a student to participate in the general education classroom, also known as supplemental aids and services. Accommodations do not change what is being measured or taught, only the way it is delivered. (See modifications.)

**Adapted Physical Education (APE):** A component of the educational curriculum in which physical, recreational, and other therapists work with children who exhibit delays in motor development and perceptual motor skills. It is a related service some children might need in addition to or in place of physical education.

**Advocate:** An individual who represents or speaks on behalf of another person’s interests (as in a parent with his/her child).
**American Sign Language (ASL):** A method of communicating by using hand signs. Each sign represents either one word or a concept that is typically expressed with several spoken words. For words that do not have a sign, finger spelling is used.

**Americans with Disabilities Act (ADA):** A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

**Annual Performance Report:** The report that is submitted by each state to the U.S. Department of Education that provides data and information on compliance and results of special education for children with disabilities.

**Aphasia:** A communication disorder characterized by difficulty with producing language and/or with understanding language.

**Assessment:** The gathering of information by qualified personnel on a child's development and on the needs and priorities of the family, which is used in planning the Individual Family Service Plan (IFSP).

**Assistive Technology Device (AT):** Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Public schools are required to consider the assistive technology needs of students with disabilities.

**Attention Deficit Disorder (ADD):** A neurobiological disorder. Typically, children with ADD have developmentally inappropriate behavior, including poor attention skills and impulsivity. These characteristics arise in early childhood, typically before age seven, are chronic, and last at least six months. Children with ADD may also experience difficulty in the areas of social skills and self-esteem.

**Attention Deficit Hyperactivity Disorder (ADHD):** A neurobiological disorder. Typically, children with ADHD have developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. These characteristics arise early in childhood, typically before age seven, are chronic, and last at least six months. Children with ADHD may also experience difficulty in the areas of social skills and self-esteem.

**Autism (AU):** A developmental disability significantly affecting verbal and non-verbal communication and social interaction.

**Autism and Pervasive Developmental Disorder (PDD):** Developmental disabilities that share many of the same characteristics. Usually evident at age three, autism and PDD are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

**Behavioral Assessment (BA):** Gathering (through direct observation and by parent report) and analyzing information about a child’s behavior. The information may be used to plan ways to help the child change unwanted behaviors. Observations include when a behavior occurs as well as the frequency and duration of the behavior.

**Behavior Disorders (BD):** A term used by some states for children who exhibit difficulties with social interactions and inappropriate behavior that interferes with learning.
Behavior Intervention Plan (BIP): A plan that is put in place to teach a child proper behavior and social skills. It should be positive in nature, not punitive.

Cerebral Palsy (CP): A disorder of movement and posture control resulting from non-progressive damage to the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. It may be caused by a lack of normal fetal brain development or by injury to the brain. The extent and location of the brain damage determine the type of cerebral palsy and the associated symptoms.

Certified Occupational Therapist Assistant (COTA): An individual who has received special training and instruction in the area of occupational therapy.

Cognitive Delay (CD): A disability where a child’s intellectual and adaptive behavior is below average and impacts the child’s education.

Consent: Written parent permission before initial evaluation and placement in special education.

Continuous Improvement and Focused Monitoring Process (CIFMP): The monitoring process used by the U.S. Department of Education to check compliance and results of special education in states.

Council for Exceptional Children (CEC): The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Comprehensive Educational Evaluation: The evaluations and observations done by the school staff to find out if the child has a disability and requires special education and related services. The school’s multi-disciplinary team is required to do this evaluation and hold a meeting with the parent to discuss the results. A parent may choose to share any evaluation and assessment information done by the child and family agency or by other qualified persons.

Comprehensive System of Personnel Development (CSPD): A state or school plan to train and provide technical assistance for school staff and parents.

Deaf-Blindness (DB): Concomitant hearing and visual impairments that cause severe communication, developmental, and educational needs.

Developmental Disability (DD): Any physical or mental condition that begins before the age of 18 years, causes the child to acquire skills at a slower rate than his/her peers, is expected to continue indefinitely, and impairs the child’s ability to function in society.

Disability: A substantially limiting physical or mental impairment that affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning, or working.

Due Process: A process for resolving a dispute between the family and the child and family service agency related to the delivery of early intervention services. In special education, due process refers to a process for resolving a dispute between the family and the public school related to the identification, evaluation, or placement of a child with disabilities.
**Dyslexia**: A learning disability in which the child has difficulty with reading due to difficulty distinguishing written symbols. For example, transposing letters and words such as reading “top” as “pot.”

**Dyspraxia**: Difficulty with planning and performing coordinated movements although there is no apparent damage to muscles.

**Early Intervening**: A general education responsibility, providing evidence-based strategies for students experiencing academic and behavioral difficulties.

**Early Intervention (EI)**: Specialized services provided to infants and toddlers ages birth to three who are at risk for or are showing signs of developmental delay.

**Educational Assistant (EA)**: A person who provides assistance to students under the supervision of the teacher.

**Emotional Disturbance (ED)**: A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance. (A) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) inappropriate types of behavior or feelings under normal circumstances; (D) a tendency to develop general pervasive mood of unhappiness or depression; or (E) a tendency to develop physical symptoms or fears associated with personal or school problems.

**Extended School Year (ESY)**: The delivery of special education and related services during the summer vacation or other extended periods when school is not in session. The purpose for ESY is to prevent a child with a disability from losing previously learned skills. The IEP team must consider the need for Extended School Year at each meeting and must describe those services specifically with goals and objectives. Not all special education students require an extended school year. Extended school year services must be individually developed to meet the child’s unique needs.

**Family Education Rights and Privacy Act (FERPA)**: A federal law that protects the privacy and transfer of student education records.

**Focused Monitoring**: A monitoring approach that examines those requirements most closely relating to improving results for children with disabilities and those states most in need of support to improve compliance and performance.

**Functional Behaviors**: Behaviors (basic skills, such as meal-time skills) the child has mastered, or needs to master, in order to get along as independently as possible in society.

**Functional Behavior Assessment (FBA)**: A process that examines why a child behaves the way he or she does given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.

**Gifted and Talented (GT)**: Those students with above average intellectual abilities.

**Head Start**: A federal program started in 1965 aimed at providing a comprehensive preschool program for children ages three to five from low income families. Planned
activities are designed to address individual needs and to help children attain their potential in growth and mental and physical development before starting school.

**Health Insurance Portability Accountability Act (HIPAA):** Federal law that outlines the confidentiality and protection of medical records.

**Independent Educational Evaluation (IEE):** An evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child.

**Individuals with Disabilities Education Act (IDEA):** The federal law that provides the legal authority for early intervention and special educational services for children birth to age 21. Part B outlines services for children ages three to 21. Part C outlines services for children birth to age three.

**Individualized Education Program (IEP):** A written statement of a child’s current level of educational performance and an individualized plan of instruction, including the goals, specific services to be received, the staff who will carry out the services, the standards and timelines for evaluating progress, and the amount and degree to which the child will participate with typically developing peers (Inclusion/Least Restrictive Environment). The IEP is developed by the child’s parents and the professionals who evaluated the child and/or those who are providing the services. It is required by the Individuals with Disabilities Education Act (IDEA) for all children eligible for special education.

**Individual Family Service Plan (IFSP):** The written document that defines the early intervention services provided to the child and family. The program is designed to meet the needs of the child and the family, and is based on family-identified priorities.

**Individualized Health Care Plan (IHCP):** A plan developed by the school nurse in collaboration with parents and teachers that outlines specific health care procedures to be provided to a student.

**Intelligence Quotient (IQ):** The score of an intelligence test that is a form of psychological testing of an individual’s capacity to learn and deal effectively with his/her environment.

**Learning Disability (LD):** A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in an imperfect ability to listen, think, speak, read, write, or spell or to do mathematical calculations.

**Least Restrictive Environment (LRE):** The placement for children with disabilities, to the maximum extent appropriate, where they are educated with children who are not disabled. This includes children in public or private institutions or other care facilities. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**Limited English Proficiency (LEP):** Children whose primary language is other than English.
**Modifications:** Changes or alterations to what is being measured or taught. Modifications create a different standard for children whose disabilities require more intense adjustments. Modifications are also typically included in the IEP. (See accommodations.)

**Music Therapy:** A therapeutic service to meet recreational or educational goals. Music therapy includes playing instruments, moving to music, singing, and listening to music. It is used in a variety of applications in schools, hospitals, and private settings through both individual and group approaches, often in conjunction with other types of therapy. Both music education and music therapy contribute to special education by promoting learning and self-growth through enjoyable activities.

**Natural Environment:** The natural or everyday settings for children – where a child would be if he or she didn’t have a special developmental concern. It is where all children would be (ex. home, childcare, parks, etc.).

**No Child Left Behind Act (NCLBA):** Reauthorized in 2001, the Elementary and Secondary Education Act (ESEA) is the principal federal law affecting education from kindergarten through high school for children who are at risk. The NCLBA provides opportunities for children to learn and progress.

**Occupational Therapist (OT):** A professional who provides therapy services based on engagement in meaningful activities of daily life such as self-care skills, education, recreation, work, or social interaction.

**Oppositional Defiant Disorder (ODD):** Children who exhibit defiant and anti-social behaviors over a long period of time and in various environments.

**Orientation and Mobility (O&M):** Services provided to the blind or visually impaired by qualified personnel to enable a child to safely move in school and other environments.

**Orthopedic Impairment (OI):** Any orthopedic impairment that adversely affects a child’s educational performance.

**Other Health Impaired (OHI):** An educational classification that describes students who have chronic or acute health problems that cause limited strength, vitality, or alertness that adversely affects a child’s educational performance.

**Pervasive Developmental Disorders (PDD):** Refers to the overall category of Pervasive Developmental Disorders that includes autism, Rett Syndrome, Asperger’s syndrome, PDD-NOS, and Childhood Disintegrative Disorder.

**Physical Therapist (PT):** A professional who is devoted to improving a person’s physical abilities through activities that strengthen muscular control and motor coordination.

**Preschool Special Education:** An educational program that is designed to meet the unique developmental needs of an individual child with a disability who is three, four, or five years of age. It is a child-focused educational effort. Sometimes referred to Section 619 of the law.

**Present Levels of Academic Achievement and Functional Performance (PLAFFP):** Statements written in the IEP that accurately describe the student’s strengths, weaknesses, and learning styles.
Prior Written Notice (PWN): A form that the school must use to tell parents why they’re doing what they’re doing or why they’re not doing what they’re not doing – parents must be informed in writing.

Related Services: A service that assists a student to benefit from special education. Examples are physical therapy, occupational therapy, and school counseling.

Responsiveness to Intervention (RTI): A general education process that provides support for students experiencing academic and behavioral difficulties.

Screening: The process of looking at a child’s development to find out if there are any areas of concern. It is used to recommend children for more in-depth evaluation.

Section 504 Coordinator: A school employing 15 or more persons must assign a person to coordinate compliance with Section 504 regulations. It is recommended that all school districts appoint a 504 coordinator. It is recommended that the same individual serve as the Title VI, Title IV, and Americans with Disabilities Coordinator.

Section 504 of the Rehabilitation Act: A federal law that protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504 if they meet the 504 eligibility criteria.

Section 619: Authorizing section of Part B of IDEA that requires states to provide preschool services to children with disabilities, ages three to five.

Self-Stimulation: Often referred to as stimming, these are abnormal behaviors, such as head banging, watching fingers wiggle, or rocking side-to-side, that interfere with the child’s ability to sit still, pay attention, and/or participate in meaningful activity.

Sensory Integration Disorder (SID or SI): Also known as Sensory Integration Dysfunction, the inability to process information received through the senses, causing problems with learning, development, and behavior.

Sensory Integration Treatment (SI): A technique of occupational therapy that provides playful, meaningful activities that enhance an individual’s sensory intake and lead to more adaptive functioning in daily life.

Short-Term Objectives (STO): Part of a child’s IEP that breaks down an annual goal into small, measurable steps; these are optional except for students taking alternate assessments.

Special Education: Specialized instruction tailor made to fit the unique learning strengths and needs of students with disabilities. A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. Special education programs focus on academics and also include therapy and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings but are required by IDEA to be delivered in the least restrictive environment.

Specific Learning Disability (SLD): A disorder that affects the ability to listen, think, speak, read, spell, or do mathematical calculations.
**Speech and Language (SL) Disorders:** Problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

**Speech Language Pathologist (SLP):** A trained therapist who provides treatment to help a person develop or improve articulation, communication skills, and oral-motor skills; the SLP also helps children with speech errors and/or those with difficulties in language patterns.

**Student Assistance Team (SAT):** A team of general education staff trained to assist school personnel and parents in solving difficult instructional and behavioral challenges. It is also known as a pre-referral team of a school-based support team and is made up of a variety of educators who provide the teacher with ideas for interventions in the classroom.

**Tactile Defensiveness:** An abnormal sensitivity to touch indicated by avoidance or rejection of touching and handling. The child who has tactile defensiveness may resist touching or being touched by something that is wet, that is an unusual texture, or that is an unfamiliar temperature or pressure.

**Telecommunications Device for the Deaf (TDD/TTY):** An assistive technology device attached to a telephone to enable individuals who are deaf to communicate with others.

**Therapy:** A treatment for certain physical or psychological conditions. The most common forms of therapy provided through early intervention and special education include occupational therapy, physical therapy, and speech/language therapy.

**Transition:** The movement from one service, location, or program to another. Young children with disabilities transition at age three from early intervention to preschool special education services or to other community settings and services (early intervention and special education). Adolescents transition from school to adult services.

**Transportation:** A related service. If it is determined that a child needs this service to benefit from his or her education, the school district must provide the transportation, contract with another agency, or contract with the parents to bring the child to school. Transportation could mean round trip, home to school and school to home, services.

**Traumatic Brain Injury (TBI):** Physical damage to the brain that could result in physical, behavioral, or mental changes depending on which area of the brain is injured. TBI could impact a student’s education; special education services might be needed.

**Visual Impairment (VI):** An impairment in vision that, even with correction, adversely affects a child’s educational performance.

**Vocational Rehabilitation (VR):** A program of rehabilitation through job training, focusing on the participant moving toward gainful employment.
7.3 USING SAMS AND VERITIME: FOR SUBSTITUTE PARAPROFESSIONALS

SAMS: SOURCE4TEACHERS ABSENTEE MANAGEMENT SYSTEM

- SAMS offers you the flexibility to proactively search for jobs and fill your own schedule however you choose.

- With SAMS, not only can you plan your schedule ahead of time, but you can also choose non-work days, specify preferred schools, and adjust call times to fit your schedule. You can also view your work history and receive phone and email notifications of available jobs.

- SAMS notifies substitutes of available jobs they qualify for. Most employee absences are entered the day before the absence occurs, but they can be submitted very far in advance. Depending when the teacher enters the absence, substitutes can discover available jobs weeks, or even months in advance.

- SAMS can alert substitutes of new jobs through both phone and email services. Substitutes can then choose to accept or reject assignments.

- To log in to SAMS, go to Source4Teachers.com/SAMS.

- Please contact Source4Teachers with any questions at (877) 983-2244 or HumanResources@Source4Teachers.com.
SEARCH FOR AVAILABLE ASSIGNMENTS
To log in to SAMS, go to Source4Teachers.com/SAMS and enter your login ID and PIN. Upon logging in, you will be directed to your SAMS homepage. From here, you are able to view and accept available assignments. Please reference the below screenshots for some pointers.

1. You are able to view all available assignments right from your homepage.

2. Available assignments are highlighted green.

3. By clicking a single date on the calendar, you are able to view positions, review assignment details, and enter non-work days.

4. Accept or reject jobs with a single click!

5. Once you click the accept button for an assignment, a black dropdown bar will appear with your confirmation number. You have not accepted an assignment without receiving a confirmation number.
PREFERENCES
SAMS makes it easy for you to tailor the system to your personal preferences. From here, you are able to view your personal information such as your email address and phone number. You are able to update your PIN and manage your multi-district list as well.

1. Click this tab to access your preferences.

2. View your personal information here.

3. Change your PIN

4. If you work with other school districts outside of Source4Teachers who also use Frontline Technologies products, you can merge your accounts together and create a Multi-District Login. Your first name, last name, and phone number must match exactly in all districts that you are employed with.

5. If you need to update your personal information, you must do so in PrimePoint and it will change in SAMS.

1. Click “Schools” if you want to edit your school list.

2. Use this dropdown menu to access schools at each district.

3. You are able to set up your list one of two ways.

4. Checking off the highest level will affect the schools below it. You can check or uncheck at individual schools as well.

5. Make sure you save your changes.
MY SCHEDULE
You are able to access your scheduled positions right from your homepage. Once logged in, you can use the calendars to view scheduled assignments or click “Scheduled Jobs.” Please reference the below screenshot for some pointers.

1. Scheduled jobs are highlighted in blue.

2. Click on this tab to view a list of all your scheduled jobs.

3. Notes and attachments are shown here.

4. Just in case you need to cancel a job.
NON-WORK DAYS
Non-work days can be used to let Source4Teachers know you are unavailable to work on certain days. Source4Teachers will review your non-work days prior to contacting you for available positions. SAMS makes it easy to schedule non-work days. Please reference the below screenshot for some pointers.

1. Non-work days you have created are colored dark grey.
2. From this tab: create, edit and remove non-work days.
3. Click here to add a non-work day.
4. Easily remove non-work days with a single click.
WORK HISTORY
To view your work history, click the tab labeled “History.” The history tab can be accessed from any point in the system. You are able to select different preset ranges, or customize your own date range to review past, present, and future assignments. Please reference the below screenshot for some pointers.

1. Click here to view your work history up to 366 days in the past.

2. Blue dates on this page show your work history.

3. Choose a date range to view all of the jobs you worked during that time period.

4. You can even search a custom date range of your choosing.
VERITIME
The barcode on the back of your Source4Teachers/MissionOne photo identification card will clock you in and out of your position. Scan the barcode underneath the scanner that is located next to the VeriTime computer at your assignment. The VeriTime computer will have the time, date, and location listed and is ready for your scan.

After you scan your barcode under the scanner, you will see a message listing “Success!” on the VeriTime computer screen noting that your clock in or clock out went through correctly.

If you receive the below message when scanning in or out, please contact our office at (877) 983-2244. You are not clocked in or out when the below message is received, which could affect your accurate pay.
SAFETY PRINCIPLES

- All occupational injuries and illnesses can be prevented.
- Each employee has the responsibility to work safely.
- Taking preventative measures to avoid on-the-job injuries is our major priority.
- If an accident does occur, we want to learn from it and prevent future reoccurrences.
- Source4Teachers/MissionOne is committed to your safety as our employee!

PREVENTION

- Always wear the appropriate footwear for your job. Please be sure to consider weather conditions and classroom environment.
- Never stand on chairs.
- Use handrails.
- Provide sufficient lighting for your tasks.
- Don’t risk serious injury by taking shortcuts.

BEHAVIOR CONCERNS

- Talk to the students; unpredictable behavior is more likely when students do not understand what is happening to them.
- Plan moves in advance. Refer to students’ Individualized Education Programs and make sure all equipment is available and ready to use.
- Positive, rather than negative interventions should be emphasized whenever possible to manage student behavior.
- Positive techniques range from positive verbal statements to specific, tangible rewards.

ACCIDENT INVESTIGATION AND REPORTING PROCEDURE

1. Immediately report accidents to the school nurse.
2. The nurse and injured employee will partner to complete an injury report.
3. Contact Source4Teachers/MissionOne's human resources department at (877) 983-2244 for appropriate medical attention. Source4Teachers/MissionOne will assign a medical facility to assess your injury.
4. Source4Teachers/MissionOne will complete a full accident investigation report.

WORKERS’ COMPENSATION FRAUD

- Unfortunately, workers’ compensation fraud and workers’ compensation claim abuses are on the rise.
- Source4Teachers/MissionOne will aggressively pursue fraudulent claims.
- If anyone has a reason to suspect that a workers’ compensation claim is fraudulent or that an employee is abusing his/her workers’ compensation benefits, please call Source4Teachers/MissionOne’s human resources department at (877) 983-2244.
7.5 STAY CONNECTED

*Social Media Information*

Source4Teachers is making a splash in social media! Keep up to date with the latest company news and information by connecting with us on:

- Facebook
- Google+
- Twitter
- LinkedIn
- Instagram
- Pinterest

Our lively posts offer teaching tips, upcoming opportunities, company volunteer efforts, inspiring stories, substitute spotlights, industry-relevant links and advice, and so much more. We encourage you to join in discussions with fellow Source4Teachers substitutes, contribute advice, and share your success stories. Plus, be sure to keep a lookout for our flash giveaways and prizes!

**MAINTAINING PROFESSIONALISM IN A DIGITAL WORLD**

Always remember that you are a professional and it is crucial that you extend your professional image to your internet identity. Information shared online is never private so please be very careful to maintain the highest level of propriety when posting to the company page and your personal page, as well.

In addition to monitoring the content you share online, please understand that it is completely inappropriate for you to contact or interact with students outside of the school setting. Following the below tips will help you maintain a professional, safe, and appropriate relationship with the students in your care:

- Never share your personal information with students
- Never ask for or accept personal information from students
- Do your best to keep your personal social media pages private to avoid being tracked down by students
- Do not connect with your students via social media platforms under any circumstance
- Do not engage in calling or texting your students at any time
- The use of cell phones (calls, texts, email, social media, web browsing, etc.) is strictly prohibited during your work day outside of your lunch break and prep periods
- Never use school computers for social media, personal email, or personal web browsing

*Thank you for your cooperation in this important matter!*
Debbie Perez-Giles is currently a department supervisor for special education for the Freehold Regional High School District. As a department supervisor for twenty-five years, Debbie is responsible for the supervision of special education staff, paraprofessionals, Child Study Team, and related services personnel. Her responsibilities include both curriculum and professional development, staff evaluations, and implementing district approved programs that address the diverse needs of the special population. As a supervisor, Debbie facilitated the inclusion of the special needs students within the school community. Debbie has worked with paraprofessionals towards continuous improvement in professional growth through professional development and training on topics relevant to their position within special education. Debbie also served as a co-chairperson for the Middle States Committee.

Prior to her position as a Supervisor, Debbie was a special education teacher at Central Regional Middle School for eleven years. She has extensive teaching experience within various special education programs. Debbie served as the chairperson for the Special Education Parent’s Group and conducted many programs on disability awareness for both the students and parents. She was involved with Madeline Hunter’s Instructional Theory Into Practice (ITIP) training and received extensive training at The Academy in Edison, NJ on learning styles and cooperative learning. Debbie was a recipient of the Teacher of the Year Award. She also involved herself within the school community by serving as a cheerleader coach and club advisor.

Debbie has a M.A. in Administration/Supervision/Curriculum from Georgian Court College and a B.A. in Special Education from Rowan University. She also holds an additional certificate as a Learning Disabilities Teacher Consultant (LDT-C). Debbie also pursued additional studies within the area of reading, which led her towards her M.A.+30. After thirty-six years of professional experience as an educator and school administrator, Debbie remains committed and passionate about her field and meeting the needs of the special education students.

Stephanie Kayafas currently works with Source4Teachers/MissionOne, a leading educational staffing company, in the development of materials used to train paraprofessionals. Previously, Stephanie enjoyed a successful thirty-year career as a special education teacher and department supervisor of special education and music in New Jersey schools.

Having taught special needs students in grades K through 12, Stephanie has had extensive classroom teaching experience in the implementation of effective educational techniques and strategies necessary to support special needs students and has further worked to facilitate the inclusion of special needs students in all aspects of school life.

Stephanie has designed, staffed and implemented new district approved school programs benefitting special populations as needs have emerged. Stephanie has been responsible for the direct supervision of school staff members to include special and general education teachers, paraprofessionals, school psychologists, school social workers, learning disability teacher consultants, speech specialists and occupational therapists. In this capacity, Stephanie has worked with staff toward continuous improvement in professional growth.

Working with paraprofessionals, specifically, Stephanie has provided professional development and training on topics and language relevant to special education and has worked with paraprofessionals in the implementation of specific supports for special needs students. Stephanie has, further, worked with paraprofessionals in building professional relationships with classroom teachers and other school employees.
Stephanie has served on the New Jersey, Monmouth County Special Education Panel. She has traveled to China with a group of educators and presented on the topic: Inclusion in American High Schools, representing the United States at the Sino-American Conference held at Beijing University.

Stephanie holds an M.A. degree in Educational Administration, Supervision and Curriculum Design with a Management Specialization from Georgian Court College in Lakewood, New Jersey and a B.S. degree in Elementary and Special Education from Rutgers University.

James Wasser is currently Director of Education for Source4Teachers, a leading educational staffing company. Previously, Jim was a proven educational leader for the Freehold Regional High School District, the largest regional district in the state of New Jersey. He has extensive experience in school administration, professional development, teacher training, curriculum development, substance abuse education, and the implementation of educational technology for students and staff. Jim implements successful programs for increasing student motivation for learning, effective classroom management, preparing for crisis, substance awareness, bullying/violence prevention, effective parent/child communication, and improving superintendent/board member relationships.

Jim held the position of Assistant Superintendent for Personnel where he instituted a conferencing coaching model for staff evaluations and a professional development committee to foster professional growth for teachers and administrators. As an educational innovator, Jim developed “Project Respect” which has been used statewide and nationally as an exemplary program for student peer leadership training and has received both national and international recognition. He also received a National Drug-Free Schools Recognition Award from the U.S. Department of Education.

Jim trained school administrators, teachers, school nurses, and mental health professionals as an adjunct professor for Rutgers University and consultant to Johnson and Johnson. He currently supervises student teachers for Fairleigh Dickinson University. Jim has been a consultant to the U.S. Air Force, traveling as far as Germany to provide peer leadership training and substance abuse prevention strategies for young adults, parents, and military staff. He is actively engaged in providing training to numerous school districts throughout the state and nationally. He published several articles and appeared on television including ABC's Nightline Special on teenage suicide. He is past president of the New Jersey Association for Supervision and Curriculum Development (NJASCD) and serves as a professional development trainer in “Increasing Student Motivation for Learning.”

Jim also traveled abroad in China, visiting elementary, middle, and high schools throughout the country. He met with government officials, school administrators, teachers, and students to compare the educational systems of China and the United States.

Jim has an M.A. in Student Personnel Services from Montclair State University and a B.A. in Elementary Education from New Jersey City University. He has also completed advanced doctoral studies in the area of at-risk students’ behavior and drop-out prevention. After thirty-eight years of professional experience as an educator, trainer, staff developer, and school administrator, Jim remains enthusiastic and dedicated to students and teachers.
Acknowledgment of Paraprofessional Training

I, ______________________, on the date of ____________________, acknowledge that I have attended the Source4Teachers/MissionOne Training and understand what is expected of me as a Source4Teachers/MissionOne employee.

The training covered the following areas:

• Individuals with Disabilities Act (IDEA)
• Student Safety
• Behavior Management Strategies
• Accident Prevention
• Source4Teachers/MissionOne’s Company Standards
• School District Policies/Procedures:
  • Harassment, Intimidation, and Bullying (HIB)
  • Child Abuse/Neglect Reporting
• Managing your work schedule through SAMS Absentee Management System:
  • Searching and Accepting Available Work Assignments
  • Setting Up Work Preferences and Profiles for Accepting Calls and Emails
  • Viewing Employee’s Work Schedule and Scheduling Non-Work Days
  • Using VeriTime to Clock In/Out for Work Assignments

I understand that it is my responsibility to maintain my credentials and work schedule. Failure to follow all Company and School District policies and procedures may have negative consequences upon my employment and related benefits. Further, I give my permission for a Source4Teachers/MissionOne staff member to take my picture and use this photograph for the sole purpose of a Source4Teachers/MissionOne identification badge that is required in all Source4Teachers/MissionOne schools where I work.

________________________________________  __________________________________
Signature of Employee Acknowledgment          Instructor’s Signature

________________________________________  __________________________________
Date                                          Date
7.8
Source4Teachers/MissionOne
Training Program Evaluation

Your Name (Optional): ___________________________________________ Date: ____________

Number of years as a paraprofessional: _______ Prior Experience with Special Education: None Some Extensive

Please rate the following items: Excellent - 5 Poor - 1

Training Program:
General information for paraprofessionals
Individuals with Disabilities Act (IDEA)
Special education teaching strategies
Information provided will help me improve the quality of my performance
Training guide and handouts were organized, thorough and useful

Trainer/Facilitator:
Prepared and organized training topics and activities
Demonstrated knowledge about topics
Trainer was engaging, friendly, and professional

What were the most useful topics, skills, strategies, or activities you learned during today's training?
__________________________________________________________________________

How could this training seminar be modified to contribute to your success as a paraprofessional?
__________________________________________________________________________

What additional topics would you like to have training on?
__________________________________________________________________________

Can you recommend any other paraprofessional or substitute referrals?
Name: ___________________________________________ Phone #: _______________________
Name: ___________________________________________ Phone #: _______________________
Name: ___________________________________________ Phone #: _______________________

Thank you for completing this form. Your feedback and comments help us to improve the training program.
In recognition for successfully completing the Source 4 Teachers/Mission One Comprehensive Paraprofessional Training Program.

James Wasser
Director of Education

Kendley J. Davenport
President, Source 4 Teachers