San Augustine Independent School District

1002 Barrett Street
San Augustine, Texas 75972
936.275.2306

2015-2016

PARAPROFESSIONAL HANDBOOK

Revised: July 2015
Dear San Augustine ISD Paraprofessional,

Thank you for being a vital part of the San Augustine ISD Education Family. In an ongoing effort to provide you with as much information as possible this handbook has been exclusively prepared for you. The intent of this handbook is to provide our paraprofessionals with the most current and most commonly requested information in order to help them succeed in their respective paraprofessional positions.

This handbook is a tool for knowledge and understanding. However, this handbook is not intended to be all encompassing of every aspect of the paraprofessional position within San Augustine ISD. It is being presented as a guideline for a successful work experience.

In an attempt to keep our paraprofessionals up-to-date, I encourage any comments, suggestions and ideas that you may have in order to improve the quality of the information provided in future paraprofessional handbooks.
## CENTRAL OFFICE ADMINISTRATIVE STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Virginia Liepman</td>
<td>Superintendent of Schools</td>
<td></td>
</tr>
<tr>
<td>Jonan Eberlan</td>
<td>Assistant to Superintendent</td>
<td></td>
</tr>
<tr>
<td>Patti McLerran</td>
<td>Chief Financial Officer Administrator</td>
<td>936-275-2306</td>
</tr>
<tr>
<td>Beth Carmichael</td>
<td>Assistant to Chief Financial Officer Administrator</td>
<td></td>
</tr>
<tr>
<td>Crissy Haynie</td>
<td>Curriculum &amp; Instruction/ Federal Programs Administrator</td>
<td>936-275-2301</td>
</tr>
<tr>
<td>Mandy Stewart</td>
<td>Assistant to Federal Programs Administrator</td>
<td></td>
</tr>
<tr>
<td>Shelia Horrocks</td>
<td>Special Education Administrator</td>
<td>936-275-2302</td>
</tr>
<tr>
<td>Veronica Porter</td>
<td>Assistant to Special Education Administrator</td>
<td></td>
</tr>
</tbody>
</table>

## CAMPUS PRINCIPALS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leasa Dunn</td>
<td>High School Principal</td>
<td>936-275-9603</td>
</tr>
<tr>
<td>Hugh Perkins</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Deonna Courtney</td>
<td>Elementary Principal</td>
<td>936-275-3424</td>
</tr>
<tr>
<td>Anna Sharp</td>
<td>Assistant Principal</td>
<td></td>
</tr>
</tbody>
</table>
Chain of Command:

No matter how smoothly a program runs, problems will arise. If a problem does arise, the paraprofessional must follow the chain of responsibility in order to resolve the problem.

1. If a problem arises, the paraprofessional should contact the supervising teacher about the problem.

2. If the problem isn’t resolved, the next step is to contact the building principal.

3. If the problem isn’t resolved, the next step is to contact the program director.

If a problem arises with another paraprofessional, the first rule of thumb is to contact the person that you have the concern with. Try to work out the problem. If the person is unwilling to resolve the problem, then work through the chain of command until the problem is resolved.

Cell Phone Use

Because we expect cell phone use to be limited for our students and not to disrupt their learning we hold the same expectation for all staff. Do not use your cell phone during teaching / supervising times.

Paraprofessionals

There are several ways paraprofessionals help to improve the quality of educational programs and instructional activities. Probably the most important contribution they make is to enable teachers to concentrate on meeting instructional objectives for the students as well as small groups of children.

Paraprofessionals enhance the quality of various program activities in the following ways:

* The educational program becomes more child oriented and flexible within the classroom or other educational setting.

* Children benefit from extra "eyes and ears" that are alert to individual needs and problems.

* Teachers and other professional practitioners have more time to study and assess the needs of each child, confer with parents, diagnose problems, prepare and plan for individual instruction, try a broader range of teaching techniques, and evaluate the progress of each child.

The paraprofessional's primary role is to assist the teacher and promote more effective use of the teacher's abilities and professional knowledge. It is the teacher's responsibility to assure that students are meeting challenging content and performance standards. Paraprofessionals assist the teacher in helping to meet this goal for each student. In order for paraprofessionals to provide direct instruction to students, teachers plan the instruction for the student. Teachers assist the paraprofessional in the specifics of the instruction, evaluate student progress, and monitor the effectiveness of the paraprofessional's implementation of the instructional strategies.
PARAPROFESSIONAL ETHICS

In order to protect the rights of students and parents, the paraprofessional must be aware of and practice appropriate ethical behavior. As members of the SAISD team, paraprofessionals have special relationships with teachers and other colleagues, with children and their parents, and with other members of the community. The effectiveness of these relationships depends not only on the quality of the work performance, but also on professional and ethical behavior demonstrated on the job. The professional behaviors and attitudes expected at SAISD do not end at the close of the school day. Please remember paraprofessionals, like all school personnel, are representatives of SAISD.

As an SAISD paraprofessional you are expected to:

- maintain confidentiality about all personal information and educational records concerning children and their families.
- respect the legal and human rights of children and their families.
- follow district or agency policies for protecting the health, safety and well-being of children.
- follow directions of teachers and other supervisors.
- maintain a record of regular attendance, arrive and depart at specified contract times and notify appropriate personnel when you must be absent.
- demonstrate honesty, loyalty, dependability, integrity, and a willingness to learn.
- demonstrate respect for cultural diversity and individuality of all students.
- follow the chain of command for various administrative procedures.
- demonstrate a willingness to participate in opportunities for continuing education provided by SAISD.
Work Responsibilities

1. Recognize that the classroom teacher has the ultimate responsibility for the instruction and the behavior of the students and follow the directions given by your supervisor.
2. Realize that you may be assigned to a particular classroom or grade, but you may be asked to work with other classes and/or age groups at any given time.
3. Assist students in performing activities initiated by the teacher.
4. Supervise children in the hallway, lunchroom, playground, etc.
5. Reinforce learning in small groups or with individuals, while the teacher works with other students.
6. Refer concerns expressed by parents, students or others to the classroom teacher. The teacher is responsible for communicating progress and concerns with parents—not the paraprofessional.
7. Perform clerical tasks such as attendance, typing, copying, etc.
8. Assist the teacher in observing, recording, and charting behavior.
9. Assist the teacher with crisis problems and behavior management.
10. Carry out instructional programs designed by the teacher.
11. Work with the teacher to develop classroom schedules.
12. Assist in planning field trips or activities.
13. Read aloud or listen to children read.
14. Grade and hand out papers.
15. Assist in creating flashcards, posters, bulletin boards, etc.
16. Take care of student emergencies and illnesses such as vomiting, toileting accidents, etc.
17. Supervise when students arrive at school, eat breakfast, eat lunch, and get on buses in the evening.
18. Supervise in the restrooms.
19. Straighten room at the end of the day.
20. Complete time sheets in a timely manner.
21. Carry out any other responsibilities deemed appropriate for this position.
22. Avoid situations where you are alone in an enclosed area with a student.
23. STAY BUSY. If you have down time, ask your teacher what you can do to help. Move around the room, and avoid just sitting for extended periods of time.

Paraprofessionals May Not:

1. Communicate concerns or progress about students to parents.
2. Discuss any aspect of a student’s behavior, progress, and concerns with anyone outside of the school setting.
3. Be solely responsible for assigning grades.
4. Assume full responsibility for supervising assemblies or field trips.
5. Transport students.
**Characteristics of Effective Praise:**

1. Include the student’s name in your praise. It helps to be specific.

2. Praise should be descriptive. It should let the student know what he/she is doing correctly.

3. The praise must be convincing. You should use a tone of voice and body language, which convey that the praise is genuine. The praise must also be appropriate for the age and grade level of the student.

4. The praise is more effective if it is varied and praise should not disrupt the class or lesson.

5. **EXAMPLES:**
   a. “Steve, you went from one page right to the next; that’s the way to keep working.”
   b. “Shelia, you capitalized the first word of every sentence. You’ve really learned the rule!”
WAYS TO SAY “GOOD JOB”

Nice going.
That’s great.
That’s clever.
Very creative.
Excellent Work.
Very interesting.
What neat work.
You’ve got it now.
That’s a good point.
Thank you very much.
I appreciate your help.
You made it look easy.
Ann is paying attention.
Keep up the good work.
That’s the right answer.
Now you’ve figured it out.
That’s coming along nicely.
Everyone’s working so hard.
That’s quite an improvement.
Now you’ve got the hang of it.
I like the way Tom is working.
You’re on the right track now.
That’s a very good observation.
That’s an interesting way to look at it.
This kind of work pleases me very much.
Congratulations! You got ____ right.
It looks like you put a lot of hard work into this.
Thank you for raising your hand, Charles. What is it?
Thank you for (sitting down, being quiet, getting right to work, etc.)
I bet your mom and dad would be proud to see the job you did on this.
PARAPROFESSIONALS POSITIONS DEFINED

**Educational Aides**

- **Computer Lab** - Aide oversees the daily operation of the computer lab and works with students.

- **Content Mastery (CM)** - Qualifying students receive one-on-one or small group help in a small setting. Students are taught the lesson from the classroom teacher then go to the content mastery room for additional help or small modifications. The class has a teacher and an aide. Students attend as needed for approximately 10-20 minutes at a time.

- **English as a Second Language (ESL)** - Aide helps the teacher work with students who need help with English.

- **General Classroom Aide (GCA)** - Aide helps the teacher work with students who are in general education.

- **In School Suspension Aide (ISSA)** - Aide monitors students who are sent to In School Suspension (ISS).

- **Library Aide** - Aide helps the librarian with the daily operation of the library.

- **Primary Developmental Skills (PDS)** - Class hosts students between PK and 1st grade who have been identified as having a disability. Students could have a mild to moderate intellectual disability.

- **Physical Education (PE)** - Aide helps the physical education teacher with the lessons and activities.

- **Pre-School Program for Children with Disabilities (PPCD)** - The aide helps the teacher by monitoring and working with 3-6 years olds who have various disabilities.

- **Resource (R)** - Aide works with students who have an identified disability. Some students might be identified with a mild intellectual disability. The aide helps the teacher by helping students with lessons and moving from one classroom to another if needed.

- **SELF / Life Skills Aide** - Students could be medically fragile with a variety of disabilities. The aide may be assigned to one student or a group of students. Students may need help with lessons, mobility, eating, etc. Some students may be in wheelchairs.

- **Special Education Aide** - Aide assigned to any one of the special education classes or programs.

- **Special Student Aide** - Aide is assigned to a specific student(s) and tends to the needs of the student(s) based on the student’s Individual Education Plan (IEP).

- **Title I Aide** - Aide is employed at a Title I Campus. Must meet the No Child Left Behind (NCLB) requirements. Duties are decided by campus needs.
**Office Staff, Other Support Staff and Nurses**

- **Accounting / Payroll Assistant** - Works in the Business Office. Handles employee payroll and accounts payable.

- **Administrative Assistant / Secretary** - Works under the supervision of the principal or assigned administrator.

- **Administrative / Counselor Clerk / Records Management Clerk** - Works in a specified office under the supervision of the principal, assistant principal or counselor.

- **Attendance Clerk** - Maintains daily attendance records, student enrollment, withdrawals, documentation and all related data entry, accountability reports and audits. Works in an office environment.

- **Benefits Specialist** - Coordinates and maintains employee health and insurance benefits.

- **General Office Clerk (GOC)** - Generally works in the office area with duties as assigned by the principal.

- **Licensed Vocational Nurse (LVN)** - Works in the school clinic. Must meet requirements provided by Health Services Department.

- **PEIMS and Student Records Assistant** - Works with the Public Education Information Management System (PEIMS) and student records, which includes testing and attendance data.

**Educational Aide Certification**

*Policy DBA(LEGAL) AND DBA(LOCAL)*

§230.553. Certification Requirements for Educational Aide I

An applicant for an educational aide I certificate shall:

1. be a high school graduate or hold a general education diploma (GED) certificate;

2. have experience working with students or parents as approved by the employing superintendent. Experience may be work in church related schools, day camps, youth groups, private schools, licensed day-care centers, or similar experience; and

3. be recommended by the employing superintendent.
§230.554. Certification Requirements for Educational Aide II
An applicant for an educational aide II certificate shall:

1. be a high school graduate or hold a general education diploma (GED) certificate;
2. have satisfied one of the following requirements:
   (A) have two creditable years of experience, as defined in Subchapter Y of his Chapter, as an educational aide I; or
   (B) have a minimum of 15 semester hours of college credit with some emphasis on child growth and development or related subject areas; or
   (C) have demonstrated proficiency in a specialized skill area as determined by the local school district;
3. have experience working with students or parents as approved by the employing superintendent; and
4. be recommended by the employing superintendent.

§230.555. Certification Requirements for Educational Aide III
An applicant for an educational aide III certificate shall:

1. be a high school graduate or hold a general education diploma (GED) certificate;
2. have satisfied one of the following requirements:
   (A) have three creditable years of experience, as defined in Subchapter Y of this Chapter, as either an educational aide I or II; or
   (B) have 30 semester hours of college credit with some emphasis on child growth and development or related subject areas;
3. have experience working with students or parents as approved by the employing superintendent; and
4. be recommended by the employing superintendent.

Requirements for Highly Qualified Paraprofessionals
A paraprofessional is an employee of a local education agency who provides instructional support. Duties of a paraprofessional may include:

- providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- assisting with classroom management, such as by organizing instructional materials;
- providing instructional assistance in a computer laboratory;
- conducting parental involvement activities;
- providing instructional support in a library or media center;
- acting as a translator; or
• providing instructional support services under the direct supervision of a highly qualified teacher (Title I, Section 1119(g)(2)).

Paraprofessional Requirements

NCLB requires paraprofessionals performing instructional duties on a Title I, Part A Schoolwide served campus, or those that have at least part of their salary paid for by Title I, Part A on a Targeted Assistance campus, to meet the Paraprofessional Highly Qualified requirements. Highly Qualified paraprofessionals must meet one of the following requirements:

• Complete at least two years of study at an institution of higher education (defined as completion of 48 semester hours or equivalent trimester hours) of college coursework or an applicable number of semester hours as defined by the institution of higher education attended, whichever is less;
• Possess an associate’s (or higher) degree;
• Meet a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment –
• Knowledge of and the ability to assist in instructing reading, writing, and mathematics; or
• Knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

Paraprofessionals whose duties consist solely of parental involvement activities or translation services are exempt from the qualification requirement.

• Paraprofessional Requirements Under No Child Left Behind (NCLB) Act To the Administrator Addressed letter dated August 24, 2010

Texas Education Agency

August 24, 2010

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Status of No Child Left Behind (NCLB) Title I, Part A Paraprofessional Qualifications Requirements

Section 1119 of the No Child Left Behind (NCLB) Act requires that all paraprofessional working in Title I, Part A programs, whether Schoolwide or Targeted Assistance programs, meet minimum qualification and supervision requirements.

Requirements

Any paraprofessional with instructional support duties working in a Title I, Part A program must have a high school diploma or its recognized equivalent. Additionally, these paraprofessionals also must meet one of three additional criteria specified in Section 1119.
• Two years of study at an institution of higher education [defined as completion of 48 semester hours (or equivalent trimester hours) of college coursework or an applicable number of semester hours as defined by the institution of higher education attended, whichever is less]; or
• An associate’s degree or higher; or
• Meet a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment –
  o knowledge of, and the ability to assist in instructing, reading, writing and mathematics; or
  o knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

In addition, LEAs are prohibited from assigning any paraprofessional who does not meet the qualification requirements to a program supported with Title I funds. Also, Title I paraprofessionals must work under the supervision of, and in close proximity to, a highly qualified teacher on the campus.

However, paraprofessionals whose duties consist solely of parental involvement activities or translation services (with no instructional support duties) are exempt from the qualification requirements. These paraprofessionals must have a high school diploma or its equivalent, but do not have to meet the other educational requirements. Additional information regarding Title I paraprofessional hiring and retention is available in the Guidance Document included as Attachment 1.

**Reporting**
The Texas Education Agency (TEA) collects paraprofessional data annually at the campus level as part of the Highly Qualified Teacher Compliance Report (PR1100). Local education agencies (LEAs) are required to report their paraprofessional compliance at the beginning of the school year (as of September 15, 2010), amend during the school year if there are changes, and complete an end of school year update by June 15, 2011.

**Required Implementation**
In accordance with NCLB statute and in response to U. S. Department of Education (USDE) monitoring findings, the state is required to monitor and ensure that all paraprofessionals with instructional support duties working in a Title I, Part A program (Schoolwide and Targeted Assistance) have a high school diploma, or its recognized equivalent, and meet one of the required qualifications described above no later than the September 15, 2010, reporting date. **For the 2010-2011 school year and beyond, the LEA must remove, or reassign to another non-Title I campus, any non-qualified paraprofessionals from Title I programs immediately.**

TEA will be required to report to the USDE on this required corrective action. If any non-qualified paraprofessional is reported on the PR1100 report, Division of NCLB Program Coordination staff will contact the LEA to discuss the required removal or reassignment of the paraprofessional and the subsequent documentation that must be provided by the LEA.

If you have questions concerning the paraprofessional requirements under NCLB, please contact the Division of NCLB Program Coordination at (512) 463-9374.

Sincerely,

Gene Lenz
Deputy Associate Commissioner for Special Programs

Attachment

GL/cg
§230.560. Role Descriptions
School districts shall use the following guidelines to assign educational aides.

(1) **An educational aide I:** is assigned and performs routine tasks under the direction and supervision of a certified teacher or teaching team; releases the teacher from routine tasks and participates in selecting, planning, organizing, and evaluating; helps the teacher with clerical operations; helps the teacher supervise students in routine movement from one recreational activity to another; helps supervise the playground, bus, and lunchroom; helps the teacher prepare and use instructional media; duplicates instructional materials for teachers; performs classroom clerical operations under the supervision of a certified teacher; or performs equivalent activities determined by the local school district.

(2) **An educational aide II:** is assigned and performs tasks under the general supervision of a certified teacher or teaching team; releases the teacher from routine tasks and participates in selecting, planning, organizing, and evaluating; helps the teacher prepare and use instructional materials; conducts drills and exercises as directed by the teacher; helps administer and score objective measurement instruments; helps the teacher work with individual students and groups; duplicates materials; records grades and attendance; prepares instructional aides, including displays and mockups; assists with play area activities; helps operate and use educational media; assists with testing routines; works with individual students in drills and exercises; conducts group drills and exercises; assists students with programmed or precise units of instruction; or performs equivalent activities determined by the local school district.

(3) **An educational aide III:** performs and assumes responsibility for tasks under the general guidance of a certified teacher or teaching team; releases the teacher from routine tasks and participates in selecting, planning, organizing, and evaluating; helps the teacher implement methodology and use instructional media to yield an educational environment for all students; assists the teacher with instructional activities; works with individuals or groups of students in a variety of educational experiences; relieves the teacher of selected exercises and instructional drills with students; or performs equivalent activities determined by the local school district.

**EDUCATIONAL AIDE CERTIFICATE RENEWAL**

Educational Aides are required to maintain a current educational aide certificate. Renewal information is available on the Texas Education Agency (TEA) website under Educator Certification. <<<www.tea.state.tx.us/>>
DUTIES AND RESPONSIBILITIES

Paraprofessionals provide an important service toward the education of San Augustine ISD students. Many paraprofessionals serve in classrooms as educational aides while others work in the library, computer lab or in an office setting as clerks and secretaries.

Job descriptions have been written for each position; however, the actual duties and responsibilities of our paraprofessionals vary greatly from campus to campus as well as by the needs of the students. Because of the variety of duties, individual job descriptions should be written and reviewed yearly, for each paraprofessional, based on campus, classroom, and office needs as well as the paraprofessional’s skills.

Included in this handbook is a job description outline. This outline should be completed together by the paraprofessional and supervisor at the beginning of each school year and modified as needed throughout the school year.

Additionally, general job descriptions for each position are available in Human Resources.

LETTER OF ASSURANCE AND RESIGNATIONS

Letter of Assurance (LOA)
Prior to the end of each school year, a letter of assurance will be extended to “at-will” employees for the following school year. Letters of Assurance are not contracts and are not to be considered as such.

Letter of Resignation
A Letter of Resignation, indicating the employee’s intended last day of work, should be sent to Human Resources as soon as the resignation is known about. A resigning employee should notify his/her immediate supervisor and send the written notification to Human Resources.

Time Records for Non-Exempt Employees

1. San Augustine ISD’s policy regarding overtime compensation is as follows:
   a. Each workweek stands alone in determining any overtime worked.
   b. The Fair Labor Standard Act (FLSA) only recognizes overtime after 40 hours per week.
   c. Paraprofessionals are paid a daily rate based on an eight-hour workday.
   d. Time sheets MUST be turned in to your supervisor each Monday from the previous week. Clock in and Clock out times should not be the same each day.

3. Meal and Rest Periods:
   a. There is no FLSA requirement to provide meal or rest periods, i.e. coffee breaks, etc.
b. A 30 minutes meal period is non-compensable time if they meet the following conditions:
   i. Employee is completely relieved of all duties and is free to leave duty station

c. There is no requirement that employees be allowed to leave premises.

d. There is no expectation that paraprofessionals receive a “conference period”.

**Paraprofessional Job Description and Work Schedule**

*NOTE: All paraprofessionals shall keep and maintain a job description and work schedule. As duties change, the job description and work schedule should be revised.*

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**Paraprofessionals paid with Title 1 Funds:** Job descriptions and daily schedules will be given to you by the Special Programs Administrator.

**Paraprofessionals paid with Special Education Funds:** Job descriptions and daily schedules will be given to you by the Special Education Administrator.

**Sample Daily Schedule**

<table>
<thead>
<tr>
<th>Time and Effort</th>
<th>Daily Schedule Paraprofessional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Campus:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment:</strong></td>
<td>Paraprofessional</td>
</tr>
<tr>
<td><strong>Funding Source(s):</strong></td>
<td>8 hour work day with 30 minute lunch break</td>
</tr>
<tr>
<td><strong>Duties:</strong></td>
<td>Assisting with instruction and personal care services of special education students.</td>
</tr>
<tr>
<td><strong>Minutes</strong></td>
<td><strong>Grade Level</strong></td>
</tr>
<tr>
<td>7:15 – 8:00</td>
<td></td>
</tr>
<tr>
<td>8:00 – 9:50</td>
<td></td>
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<tr>
<td>9:50—11:25</td>
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</tr>
<tr>
<td>11:25-11:55</td>
<td></td>
</tr>
<tr>
<td>11:55-12:25</td>
<td>30 minute duty free lunch</td>
</tr>
<tr>
<td>12:25-3:00</td>
<td></td>
</tr>
<tr>
<td>3:00-3:45</td>
<td></td>
</tr>
<tr>
<td><strong>Total minutes on duty</strong></td>
<td>480</td>
</tr>
</tbody>
</table>

NOTE: All paraprofessionals shall keep and maintain a job description and work schedule. As duties change, the job description and work schedule should be revised.
EDUCATIONAL AIDE CHECKLIST

This checklist is a tool to help our educational aides develop a job description, understand expectations and establish good communication between supervisors and co-workers. By answering the questions on the checklist, educational aides will gain added knowledge and expertise in their job assignment as well as become a contributor to student success.

1. Have I exchanged telephone numbers with my supervisor, teacher/immediate co-workers?
2. Have I learned emergency procedures in case of such events as fire or weather conditions?
3. Have I become familiar with the daily classroom schedule?
4. Do I understand my job description?
5. Do I understand how I am to divide my time among tasks?
6. Do I understand the teacher’s discipline methods?
7. Do I know in what ways the teacher wants me to assist in disciplining students?
8. Do I know what student records I am to keep and where to file them?
9. Do I know which outside-the-classroom activities (i.e., lunchtime or playground duties) I am responsible for?
10. Do I know where supplies are kept?
11. Do I know where to obtain equipment?
12. Do I know how to operate classroom equipment?
13. Am I familiar with the school policy concerning releasing a child to a parent (or other adult) who comes to pick up that child early?
14. Do I understand the school policy regarding reporting suspected cases of child abuse or neglect?
15. Have I reviewed/discussed educational and medical student information with the teacher?
16. Am I familiar with district policy and procedures?
17. Do I have a substitute folder of instructions and job duties for my sub?
18. Do I know how to report my absences?
19. Have I reported my absences to the absence reporting system?
20. Have I read the district’s policy on Leaves and Absences?
21. Have I notified my supervisor that I will be absent?
22. Do I know how to access the San Augustine ISD website in order to find district information, questions and answers, forms, policy and employee information?
23. Have I read and do I understand district policy and procedures regarding confidentiality of records and information for both students and employees?

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CONFIDENTIALITY OF STUDENT RECORDS

Federal law protects the confidentiality of records for all students. All policies regarding the release of information must be strictly followed. Access to the records of any students with disabilities is strictly limited, and all special education eligibility information is to be kept in a locked, secured location.

The Family Educational Rights and Privacy Act of 1974 (FERPA) limits the release of any personally identifiable information about any student only to the student’s parents, educators with a direct educational interest in the child, and appropriate persons in the event of an emergency. Release of confidential information to any other agency or person requires the written consent of the parent.

Teachers and paraprofessionals should give careful consideration to any written descriptions of student behavior. Any written description of student behavior, once shared, becomes accessible information. Any verbal communication about a student containing personally identifiable information may be a violation of the student’s right to confidentiality.

Policy FL (Legal): Confidentiality of Student Records

| FL (LEGAL) | The District shall protect the confidentiality of personally identifiable information in collection, storage, disclosure, and destruction of records. One official in the District shall assume responsibility for ensuring confidentiality of personally identifiable information. All persons collecting or using this information shall receive training or instruction concerning the legal requirements involved in handling these records. The District shall maintain for public inspection a current listing of the names and positions of employees who may have access to this information. 34 CFR 300.572 |
| RECORDS RETENTION | The District shall retain education records of students with disabilities for at least five years after the student's graduation or dismissal from special education. 34 CFR 75.734 |
PARAPROFESSIONAL EVALUATION

The supervising teacher, principal and/or program administrator conduct an annual evaluation for each San Augustine ISD paraprofessional. Use of the information from the evaluation serves as a tool for paraprofessionals to improve skills, define job descriptions, apply clearly defined processes and procedures, and increases the educational partnership for optimal student and classroom success.

Reports, correspondence and memoranda can also be used to document performance. Paraprofessionals will receive a copy of their written evaluation. A performance conference may be scheduled at which time the employee will have an opportunity to respond to the evaluation.

At the beginning of the school year, the evaluator will meet with all paraprofessionals to explain the evaluation process and documents, review job expectations, and clarify roles and responsibilities. Paraprofessionals will have an opportunity to seek suggestions for goal-setting from their evaluator during this initial meeting.

1) **Paraprofessionals:**
   - Informal Observations (walk thoughts) throughout the school year.
   - Feedback Form to be completed by classroom teacher by March 11
   - Paraprofessional Self Report and Reflection of Progress Form submitted to evaluator by March 11.
   - Formal Observation completed by April 15
   - Summative Evaluation completed by May 6

2) **Paraprofessionals on Performance Improvement Plan:**
   - Performance Improvement Plan will be created collaboratively for those who rate an overall Needs Improvement or Unsatisfactory rating.
   - Informal Observations (walk thoughts) throughout the school year.
   - Formal Observation #1 completed by December 15
   - Formal Observation #2 completed by April 15
   - Reflection of Progress Form submitted to evaluator by March 11
   - Feedback Form to be completed by classroom teacher by March 11
   - Summative Evaluation completed by May 6
A new school year presents many new opportunities, new classes, new faces, sometimes new courses, and often new materials. Newness alone, however, cannot produce significant change. We must be willing to be caught up in the rebirth that is possible with each new year. Starting a new year gives us the opportunity to make new plans, design new strategies, and implement new ideas. Whether one's responsibility is administrating, teaching, preparing lunches, transporting students, maintaining a building, or managing an office, there is always room for improvement and for new ways to do a good job even better. We can be proud of what we have achieved--but our achievements are not due to complacency and satisfaction with the status quo. Our program is what it is because a staff of dedicated, aspiring men and women have a common goal--to do what is best for students--and are always looking for ways to achieve that goal. This year, as in the past, we must concentrate on the processes that spur continuing advancement: evaluating what we have, determining what we can do to improve, and identifying what we need to make those improvements. Let us make 2015-2016 our best year ever!

SAN AUGUSTINE SCHOOL SONG

Deep In The Piney Woods

Deep in the Piney Woods
Where our dear School does stand,
Throughout the years ne'er failing
To lend a helping hand.
To those there who taught us
To honor and obey
May we now pause to remember
San Augustine High School, today.
2015-2016
Paraprofessional Handbook
Verification Form

I, __________________________________________________ have received a copy of the Paraprofessional Handbook.

I also understand that I have access to the handbook on our district website.

I understand I MUST communicate and coordinate with all teachers and administrators on a regular basis to ensure success for the students.

I understand that I am required to comply with district policies and can be subject to disciplinary action for non-compliance.

_________________________________
Paraprofessional Signature

_________________________________
Campus

_________________________________
Date