KEYSTONE SCHOOL DISTRICT

PARAPROFESSIONAL HANDBOOK



A GUIDE TO EFFECTIVE PARAPROFESSIONAL PRACTICES

2022 - 2023

- ***Highlighted words/sentences indicate new, changed or updated information.***

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KEYSTONESCHOOL DISTRICT

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WELCOME TO OUR DISTRICT

Welcome to our school district and to your school, classroom, and team. We hope that your employment here will be filled with positive growth and learning for you, as well as for the students and teachers with whom you will work with every day.

You have been hired to assist students to meet their educational goals. As you begin to settle into your new job, we are providing you with this handbook as one way to share some general information intended to support you in your day-to-day work with students and staff. Please familiarize yourself with the information on the following pages. Complete the signature page at the end of the handbook and return it to me. After reading this handbook, if you have any questions, comments, or concerns about your role as a paraprofessional, please contact me or an administrator in your building.

We are confident that our school community will benefit in many ways from your contributions to the students and staff. We will provide you with ongoing direction and support to help you be the best that you can be and also further develop your many talents and skills. Again, welcome to our school community!

Sincerely,

Kaylan Blair
Director of Special Education

022 Pa. Code § 14.105. Personnel.

(a) *Paraprofessionals.*

(1) An instructional paraprofessional is a school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to children with disabilities or eligible young children. The support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP. Instructional paraprofessionals shall meet one of the following qualifications effective July 1, 2010:

(i) Have completed at least 2 years of postsecondary study.

(ii) Possess an associate degree or higher.

(iii) Meet a rigorous standard of quality as demonstrated through a State or local assessment.

(2) Nothing in subsection (a) should be construed to supersede the terms of a collective bargaining agreement in effect on July 1, 2008.

(3) Instructional paraprofessionals, each school year, shall provide evidence of 20 hours of staff development activities related to their assignment.

(4) A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants shall provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

ROLE OF A PARAPROFESSIONAL

- **How do paraprofessionals contribute to the school community?**

Did you know that paraprofessionals comprise one of the fastest growing positions in public education? Employment projections indicate that the need for skilled paraprofessionals to assist with many instructional and non-instructional tasks in public schools will continue to increase dramatically over the next 10 – 20 years. As the number of skilled paraprofessionals increase, their roles and responsibilities continue to change and evolve, becoming both more specialized and comprehensive. One reason for the increase is that children in classrooms are much more diverse than even 10 years ago. A specific area of increased diversity has resulted from students with disabilities receiving their educational services in general education classrooms. Frequently, paraprofessionals are hired to provide assistance to students with and without disabilities, and to general and special education teachers.

- **Who are paraprofessionals?**

As you may already know, a variety of job titles are used throughout the country to refer to personnel who function in the role of a "paraprofessional." Our District uses the title paraprofessional. Titles in other districts include: paraeducator, instructional assistant, teacher's assistant, individualized learning assistant, pupil support assistant and many more. In this handbook we are using the term "paraprofessional" to refer to school employees;

> Whose position is either instructional in nature or who delivers either direct or indirect services to students and/or parents; and who work under the supervision of a teacher or other professional staff member who is responsible for the overall conduct of the class, the design and implementation of individualized educational programs, and the assessment of the effect of the programs on the student progress (Pickett, 1988. P. 2)

The focus of this handbook is for paraprofessionals who work primarily with students with special needs and who may be included in one or more educational teams with certified professionals.

- **Providing Curriculum & Instructional Support**

The general and special educators have primary responsibility for the design and development of daily instruction for all of the students in the class, including students with disabilities and other unique learning needs. As a paraprofessional, you will have many responsibilities related to supporting the implementation of instruction, as well as classroom management. Because you are a valued and skilled member of the team, frequently you will be asked to provide input, to generate ideas, and to assist in the development of materials and adaptations for students. You might be asked to provide very specific types of support to individual students with disabilities; for example, implementing specific instructional procedures developed by the special educator, or assisting with the physical management and position of students as specified by the occupational or physical therapists. You might also be asked to assist individual or small groups

of students to review or practice skills under the direction of certified personnel. Certified personnel include classroom teachers, speech-language pathologists, special educators, adaptive physical education teachers, occupational and physical therapists, administrators, and other specialists.

Although, your primary role and initial focus is to assist individual student(s), you may also be asked to assist with classroom management so that the certified educator can more effectively deliver instruction to small or large groups of students. Other examples of paraprofessional roles are: monitoring students during a test, assisting students understanding of classroom expectations, organizing lunch count and distributing papers. In addition, general or special educators and others may ask that you perform specific tasks. As you notice tasks that would contribute toward the classroom community as a whole, offering your support will be appreciated. Such an offer may seem small, but it can go a long way in establishing your integral membership on the classroom team.

The following table delineates some of the roles and responsibilities for teachers and paraprofessional staff:

Area	Teacher/Case Manager/Related Service Provider	Paraprofessional
Organization	● Plans weekly schedule ● Plans lessons/activities ● Sets and/or maintains/monitors documentation system ● Communicates all decisions/plans ● Communicates needs of the student's safety and welfare	✔ Implements plan following training and demonstrated competency
Assessments	● Assesses the student ● Administers the assessments	✔ Assists in monitoring and scoring
Individual Planning	● Develops and implements the individual plan ● Communicates with all team members	✔ Carries out individual student(s) plan under the direction of teacher, IEP manager or related service provider ✔

Area	Teacher/Case Manager/Related Service Provider	Paraprofessional
Goals & Objectives	● Determines appropriate goals and objectives with the IEP team	✔ Implements lessons/strategies to meet objectives and assists in collecting data
Instruction & Training	● Gives instructions for entire group, small groups, and individual student	✔ Works with small groups and individual students to reinforce teacher/service provider instructions and training
Behavioral Management	● Plans behavior management strategies for groups and individuals ● Describes/prescribes appropriate risks and limitations for each student	✔ Implements behavioral strategies using the same emphasis and techniques as the teacher/case manager or related service provider
Working with Parents	● Meet parents ● Responsible for IEP development, progress reporting and overall communication	✔ Communicates with parents under supervision and direction of the IEP manager ✔ May be requested to attend staffings or IEP conferences
Data Collection	● Design systems for data collection based on IEP Goals and Objectives or other educational purposes	✔ Collect and record data in accordance with teacher's instructions

Information a Paraeducator Should Gather at the Start of the School Year

Information Regarding Supervision…	What are the District's Policies regarding…	My Roles and Responsibilities in this Position…
● Who is my direct supervisor? Will I have more than one supervisor? ● What is my work schedule? Will it change? ● Who is responsible for evaluating my performance and how will that occur? ● How do I receive communication from the administration? ● Will I receive any specialized training for this position? ● Are there any opportunities for future professional development to achieve the required 20 hours of training each year?	● Emergency Procedures (fire drills, injuries, terroristic threats, intruders, etc.)? ● Student Discipline Procedures – What are my responsibilities? ● Line of communication and order of authority if I have a policy question or if special issues arise? ● Confidentiality of student information and records? ● Sick leave and personal leave? ● Required membership in organizations or affiliations (such as a paraeducator union)?	● Will I be working with more than one teacher? ● What kind of instructional duties will I have? ● What kind of non-instructional duties will I have (classroom, lunchroom, playground, etc.)? ● Will I be responsible for any recordkeeping? ● If the teacher is absent, will my responsibilities change in any way?

WORKING WITHIN SYSTEM EXPECTATIONS:
The Paraprofessional's Responsibilities

Using the checklist below, paraprofessionals can effectively learn about the expectations within buildings and the school districts.

Building or district issues concerning:

- Dress code
- Access to phone for making or receiving personal calls
- Attendance at staff meetings or in-services
- Attendance at parent conferences
- District and building communications – email, mailbox
- Discussion of work-related issues and concerns
- Keys to the building and/or classroom
- Committee assignments or extra duties
- Parking
- Emergency procedures such as fire, earthquake, tornado, or bomb threat
- Safety regulations (guns, weapons, drugs, etc.)
- Student information/records and confidentiality
- Map of the building and tour
- Staff directory
- School calendar and schedule of special events
- Where to find or obtain:
  - ✔ office/art supplies/facial tissue
  - ✔ personnel forms
  - ✔ first aid supplies
  - ✔ coffee/pop
  - ✔ mailbox
  - ✔ technology equipment, copier, overhead projector
- What to do in case:
  - ✔ a student becomes ill
  - ✔ a student misses the bus
  - ✔ a stranger is in the halls
  - ✔ a student has a seizure
  - ✔ I suspect child abuse
  - ✔ a student needs medication or forgets it at home

- ✔ a student needs to call home
- ✔ a student needs to go to the bathroom, nurse, office

- *When*, *where*, and *who* issues
  - ✔ when must I be at work?
  - ✔ who do I call when I am ill and not able to work that day?
  - ✔ when are my lunch and breaks?
  - ✔ when is my workday over?
  - ✔ when and where are paychecks distributed?

- Supervision and evaluation
  - ✔ who is my supervisor?
  - ✔ is there a weekly schedule? Who gives it to me?
  - ✔ what other teachers/service providers do I work with during the day?
  - ✔ has planning time with the teacher been set in the schedule?
  - ✔ is there a formal evaluation of my work?

- People to meet
  - ✔ custodian
  - ✔ nurse
  - ✔ bus drivers
  - ✔ cafeteria manager
  - ✔ principal/assistant principal
  - ✔ secretaries
  - ✔ guidance counselor
  - ✔ general education teachers
  - ✔ special education teachers
  - ✔ other paraprofessionals
  - ✔ special teachers (PE, art, technology, media)
  - ✔ area educational agency staff: speech language pathologist, team representative, social worker, psychologist, consultant or other AEA staff

CONFIDENTIALITY

Paraprofessionals often have access to confidential information regarding students. A key responsibility of paraprofessionals is to practice responsible and ethical standards regarding confidential information. Paraprofessionals need to be knowledgeable about laws regarding confidential information and practice appropriate behaviors reflecting the law and respecting the privacy of students and families. The list below, from *Paraprofessional Connection – Color Me Successful: Ideas to grow by for beginning and experienced paraprofessionals* by Sam Mule, outlines some of the issues in a creative and memorable manner.

C – Control information about the students.

O – Only share information with those people who have a need to know and who have proper authorization.

N – Never discuss school information regarding students while attending social events.

F – Forward inquiries regarding students to teacher and supervisory personnel, if you are approached for confidential information.

I – Interact with those who inquire in a manner in keeping with your responsibilities.

D – Don't discuss student situations in the lounge with staff who have no need to know.

E – Explanations for not discussing a student are easier than explanations for inappropriately divulging confidential information.

N – Not sharing is caring.

T – Think about privacy.

I – It's important that things that happen at school, stay at school.

A – Appropriate information exchange carries with it responsibility.

L – Learn how to handle uncomfortable inquiries in positive and courteous, but confidential ways.

I – Identify acceptable ways that the necessary people can access information.

T – Treat confidential information as if your job depended on it – it may.

Y – You are part of positive public relations for schools. Confidentiality is a cornerstone.

MAINTAINING CONFIDENTIALITY

Confidentiality is an import aspect of your job as a paraprofessional. Through your work you will learn information about students and families. Such information is personal and private. It **must not** be shared beyond the family and the student's service team. Not only is it potentially disrespectful to do so, it is illegal.

Beyond students with disabilities, the privacy right of all students and families who are associated with our school must be regarded. Following are suggested guidelines for maintaining confidentiality:

- Never discuss information about a student in a public place (e.g., faculty lounge, hallway, grocery store)
- Never discuss information about one student with the parents of another student.
- Never discuss information about one student with another student.
- Never discuss information about a student with school personnel who are not considered a member of that student's service providing team.
- If you need to access a student's records or other personal information, go to your supervisor.
- Do not create your own personal files on a student or family.
- Review the confidentiality policies of our school district with your immediate supervisor. If you have questions regarding the policies and procedures of our school regarding confidentiality, speak to your supervisor immediately.

Here are some examples on how you might respond to questions that people ask you about your job.

Possible Question	Possible Response
"Who's that funny looking kid that flaps his hands all the time?"	"Student information is confidential to everyone but his parents and teachers."
"I heard you're working at the school. Is that third-grade teacher as mean as everyone says?"	"I'm an employee at the school now. I can't talk about my colleagues that way." **OR** "Employees aren't allowed to talk about one another outside of school."
"What's the scoop on Gail? I heard her husband……?"	"Gail's my fellow employee as well as my friend now; I can't discuss her private life."
"What's wrong with Suzanne?"	"Student information is protected by law. I'd be breaking the law if I spoke about any student outside of school."
"I heard Jason is doing better with that new special education teacher."	"Jason's progress is confidential. It is not okay for me to discuss it."
"Is Tanya in the special reading class?"	"Placement of students is a confidential matter. We're not allowed to speak about student placement outside of school."

CODE OF ETHICS FOR PARAPROFESSIONALS

A code of ethics defines and prescribes acceptable practices. A code for paraprofessionals examines specific responsibilities of the paraprofessional, as well as the relationships that must be maintained with students, parents, teachers, school, and community.

Accepting Responsibilities

- Recognize that the supervising teacher has the ultimate responsibility for student's instruction and management.
- Engage only in activities for which you are qualified or trained.
- Do not communicate progress or concerns about students to parents unless directed to do so by the supervising teacher or administrator.
- Refer concerns expressed by parents, students, or others to the supervising teacher.
- Practice the standards of professional and ethical conduct approved by the school district.
- Perform tasks that are within an identified scope of responsibility for paraprofessionals in different positions.

Relationships with Students and Parents

- Discuss a child's progress, limitations, and/or educational program **only** with the supervising teacher in the appropriate setting.
- Discuss school problems and confidential matters **only** with appropriate personnel.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background, or religion.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Present yourself as a positive adult role model.
- Refer concerns expressed by learners or others to the supervising teacher or other professional practitioner.
- Share appropriate information about a learner's performance, behavior, progress, and/or educational program only with the supervising teacher in the appropriate setting.
- Discuss confidential issues and school problems only with the supervising teacher or designated personnel.
- Follow the guidelines established by the district to protect the health, safety, and well-being of all learners and staff.
- Represent the school district in a positive manner.

Relationship with the Teacher

- Establish communication and a positive relationship with the teacher.
- Recognize and respect the roles of teachers as supervisors and team leaders.
- Recognize and respect the differences in the roles of teachers and paraprofessionals.
- Recognize the teacher's responsibilities for planning learner programs and developing behavior management programs.

- Follow the chain of command established by the district to address policy questions, system issues, and personnel practices.
- When problems cannot be resolved, utilize the school district's grievance procedures.

Relationship with the School

- Accept responsibility for improving skills.
- Know school policies and procedures.
- Represent the school district in a positive manner.
- Participate with administrators and other stakeholders in creating and implementing comprehensive systems of professional development for paraprofessionals.
- Participate in continuing staff development.

PERSONAL CONSIDERATIONS

The following are expected behaviors:

- Be on time! Promptness is essential – students may not be safe while you are "running late".

- Regular attendance is very important. Students, teachers, and other paraprofessionals depend on you each day.

- Follow building procedures for absences.

- Maintain professional behavior in the classroom at all times. Your job is to support students. Conducting personal business (personal phone calls, reading newspapers, e-mails, or other recreational reading material, etc.) is not acceptable while on duty.

- As a paraprofessional, you are always expected to present a professional appearance and to conduct yourself in a professional manner.

    - ✔ Maintain good personal hygiene. You will be in close proximity with many people.
    - ✔ Alter your dress if it causes a distraction or challenging behaviors for the student(s). (ie., dangling earring that distract the student.)

Also, very important:

- Take concerns directly to the person involved or your immediate supervisor. Avoid "venting" your concerns with co-workers or students in the hallways or lounge.

- Avoid talking about students, other personnel, or other personal matters in front of students.

- Maintain and exhibit respect for families.

ESTABLISHING EFFECTIVE COMMUNICATION

There are many things that need to be communicated with educational team members. Minimally, you will need to communicate about issues related to individual student programs, curriculum planning and adaptations, roles and responsibilities, behavioral and/or health considerations, and scheduling. Communication is the foundation of effective teamwork and occurs both in person and in writing. It may be helpful for you to ask both the special and general educators that you work with how you will fit into the communication loop. Of particular importance will be how to communicate on a regular basis about individual student programming needs. Some teams have a regularly scheduled time to meet each week.

Even with proactive systems of communication in place, you may encounter situations with students that require you to think and act quickly. When these situations arise, make your best decision based on your knowledge of the student and the situation as it presents itself. Frequently, these spontaneous decisions are made related to difficulties with changes in schedules, activities, or student groups. It may be helpful to document these incidents in order to keep the entire educational team informed of the student's instructional and behavioral progress.

COMMUNICATING WITH PARENTS & FAMILIES

Another situation in which you may need to communicate with your supervising teachers is with regard to contact, either written or verbal with family members. Given your close proximity to students, you may sometimes come in direct contact with parents or other family members. Ongoing communication with parents is the responsibility of the IEP case manager and classroom teacher. However, there may be situations in which you are the person to whom parents initially communicate a need or question. Be clear with families that communications regarding student progress, academic content, classroom behaviors, and other educational concerns should be discussed with the classroom teacher. Be sure to inform the teachers about the information discussed.

RESPECTFUL INTERACTIONS TOWARDS STUDENTS

You may develop a close relationship with the student(s) you support on a daily basis. It is important that you consider what interactions are the most respectful to the student(s) and those around him or her. Your body language, tone of voice, facial expressions, choice of words, and age-appropriate language all need to be considered when communicating with the student(s).

CLASSROOM MODIFICATION GUIDELINES

Modifications are a type of adaptation. Adaptations are defined "as any adjustment or modification in the curriculum, instruction, environment, or materials in order to enhance the participation of a member of the classroom community" (Udvari-Solner, 1992, p. 3). Many students, with or without disabilities, benefit from adaptations in order to accomplish tasks more efficiently and to participate fully in classroom activities.

It is not uncommon for paraprofessionals to help in the development of adaptations for individuals and classrooms of students. This is a very important and valued support. When considering how to develop and use modifications:

- Focus on what the student **CAN** do.
- Use the least obtrusive support first.
- Use age-appropriate materials, goals and activities when planning.
- Maximize active student participation.
- Facilitate positive and valued interactions with peers.
- Promote independence.

A PROCESS FOR CREATING MODIFICATIONS

Based upon the subject and activity occurring in the classroom consider the following questions to assist in creating modifications for a student(s).

	1.	Can the student do the same activity, in the same way, at the same level as peers?
If not….	2.	Can the student do the same activity but with modified expectations?
If not…	3.	Can the student do the same activity but with modified expectations and materials?
If not…	4.	Can the student do a similar activity but with modified expectations?
If not…	5.	Can the student do a similar activity but with modified materials?
If not…	6.	Can the student do a different parallel activity?
If not…	7.	Can the student do a different activity in a different section of the room?

STUDENT CHARACTERISTICS CHECKLIST

Use the following checklist to help you find out what you need to know about the learning needs and characteristics of the students with whom you work. For each student you work with, consider:

- The characteristics of the student (communication needs, visual impairments, preferences, etc.)
- General class room adaptations
- Adaptations to the physical environment
- Adaptations to instructional materials (what types of materials you give the student)
- Adaptations to instructional procedures and testing (how you deliver instruction)
- Behavioral interventions (formal or informal plans in place)
- Medical concerns (medications, medical conditions, special procedures)

IT'S THE "PERSON FIRST" – THEN THE DISABILITY

What do you see first? ● The wheelchair? ● The physical problem? ● The person? If you saw a person in a wheelchair unable to get up the stairs into a building, would you say "there is a handicapped person unable to find a ramp?" Or would you say "there is a person with a disability who is handicapped by an inaccessible building?" **What is the proper way to speak to our about someone who has a disability?** Consider how you would introduce someone – Jane Doe – who doesn't have a disability. You would give her name, where she lives, what she does or what she is interested in – she likes swimming, playing cards, or watching Robert Redford movies. **Why say it differently for a person with disabilities?** Every person is made up of many characteristics – mental, as well as physical – and few want to be identified only by their ability to play tennis, or by their love for fried onions, or by the mole that's on their face. Those are just parts of us. In speaking or writing, remember that children or adults with disabilities are like everyone else – except they happen to have a disability.	**Say…** Child with a disability Person with cerebral palsy Person who is deaf or hard of hearing Person with cognitive limitations Person with epilepsy or person with seizure disorder Person who has… Without speech, nonverbal Developmental delay Emotional disorder, or mental illness Uses a wheelchair With Down Syndrome Has a learning disability Non-disabled	**Instead of…** Disabled or handicapped child Palsied, or C.P., or spastic Deaf and dumb Retarded Epileptic Afflicted, suffers from, victim Mute or dumb Slow Crazy or insane Confined to a wheelchair Mongoloid Is learning disabled Normal, healthy

Therefore, here are a few tips for improving your language related to disabilities and handicaps. 1. Speak of the **person first**, then the disability. 2. Emphasize abilities, not limitations. 3. Do not label people as part of a disability group – don't say "the disabled", say "people with disabilities." 4. Don't give excessive praise or attention to a person with a disability; don't patronize them. 5. Choice and independence are important; let the person do or speak for him/himself as much as possible; if addressing an adult, say "Bill" instead of "Billy." 6. A **disability** is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc.; use **handicap** to describe a situation or barrier imposed by society, the environment or oneself.	Has a physical disability Congenital disability Condition Seizures Cleft lip Mobility impaired Medically involved, or has chronic illness Paralyzed Has hemiplegia (paralysis of one side of the body) Has quadriplegia (paralysis of both arms and legs) Of short stature Accessible parking	Crippled Birth defect Disease (unless it is a disease) Fit Hare lip Lame Sickly Invalid or paralytic Hemiplegic Quadriplegic Dwarf or midget Handicapped parking

ADDITIONAL INFORMATION

Substitutes – If available, a substitute will be provided to cover paraprofessional absence. Please provide a "sub" folder to the substitute caller by the end of the first week of school. Include your schedule and details about your day for the substitute.

Classroom Guidance –

- Paraprofessionals are not to assess, diagnose, instruct or prescribe
- All paraprofessionals must work under the direct supervision of a teacher including:
    - The teacher must plan the instructional activities that the paraprofessional carries out.
    - The teacher must evaluate the achievement of the students with whom the paraprofessional is working.
    - The paraprofessional must work in "close and frequent physical proximity" to the teacher.
- ~~All paraprofessionals will maintain a daily events log to be reviewed by administration periodically. This log will be handed in to the Director of Special Education at the end of each school year.~~

KEYSTONE SCHOOL DISTRICT
PERFORMANCE DESCRIPTION

JOB TITLE: Paraprofessional

REPORTS TO: Supervisor of Special Education; Principal; Superintendent

PURPOSE OF THE JOB:

The person selected will support students in their cognitive, physical, and social-emotional development.

ESSENTIAL FUNCTIONS:

1. Assist students through consultation with teacher and/or supervisor to improve student development.
2. Work with individual and/or small groups of students to re-enforce material initially introduced by the teacher.
3. Perform other tasks and duties that may be assigned by the teacher or an administrator.

OTHER JOB FUNCTIONS:

1. Ability to work in the area of assignment.

ESSENTIAL KNOWLEDGE, SKILLS AND ABILITY:

1. Ability to maintain cordial relations with students, parents, and staff.
2. Possess knowledge essential to the function of the assignment.
3. Ability to take direction and follow through with assignments.

4. Complete and submit all paperwork on time.
5. Possess physical energy and ability to perform assignments.

PREFERRED KNOWLEDGE, SKILLS, AND ABILITY:

1. Experience in fostering student achievement and performance.
2. Possess organizational skills.

ESSENTIAL EXPERIENCE/EDUCATION:

1. Possess and maintain Highly Qualified Status.
2. Satisfactory rating on School District documents.
3. Current required PA Clearances.

_____ _____

Signature Date

Board Approved: 3/21/2011

CONFIDENTIAL AGREEMENT

Substitutes, Paraprofessionals, Student Teachers, Block Students, and Other Classroom Visitors

I, the undersigned, agree to the conditions state below regarding Keystone School District student confidentiality.

1. I understand that I may have access to information, such as Individual Education Plans and Evaluation Reports, and may observe circumstances which are confidential according to State and Federal law. Under no circumstances will I discuss the observed information or behavior without the permission of the Keystone School District representative, or reveal names of individuals to any unauthorized persons.

2. I understand that, with the permission of the Keystone School District Director of Special Education, I may discuss relevant and appropriate matters with authorized persons, if appropriate release of information forms are completed by parents.

3. I understand that if I am a block student or student teacher I may discuss certain aspects of students/classrooms with my professor or cooperative teacher and will assure the anonymity of all students. These discussions will be limited to: (1) type of situation presented; (2) teacher approach to situation; (3) alternative solutions; (4) how the situation was resolved; and (5) critique of the process.

I have read this agreement and promise to abide by it. I understand that the right of confidentiality is guaranteed to each individual with disabilities, and I agree not to violate this right.

_____ ___ _____

Signature Title

_____ _____

Date Signature of Witness

Keystone School District

Network User Acceptable Use Policy for Computer Technology and Internet

To use networked resources and the Internet, all network users must sign and return this form.

The full text of Keystone School District Policy 815, Acceptable Use of Internet, Computers and Network Resources is available for download on the Intranet.

Guidelines:

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.
<u>Safety</u>
It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, e-mail, social networking web sites, etc.
Internet safety measures shall effectively address the following:
1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities. 4. Unauthorized disclosure, use, and dissemination of personal information regarding minors. 5. Restriction of minors' access to materials harmful to them.
<u>Prohibitions</u>
Users are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. The District reserves the right to determine if any activity not appearing in the list below constitutes an acceptable or unacceptable use of the network and electronic communications systems. Specifically, the following uses are prohibited:
1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs.

9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Inappropriate language or profanity.
11. Transmission of material likely to be offensive or objectionable to recipients
12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
13. Impersonation of another user, anonymity, and pseudonyms.
14. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
15. Loading or using unauthorized games, programs, files, or other electronic media.
16. Access or transmit gambling or any games of chance.
17. Disruption of the work of other users.
18. Destruction, modification, abuse or unauthorized access to network hardware software and files.
19. Accessing the internet, district computers or network resources without authorizations.
20. Disabling or bypassing the Internet blocking/filtering software without authorization.
21. Accessing, sending, receiving, transferring, viewing, sharing, or downloading confidential information without authorization.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.

Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.

Consequences For Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Network User Agreement:

I have read District Policy 815 and agree to use the school network as outlined in the policy. I am aware that the district uses monitoring systems to monitor and detect inappropriate use.

Building **Room#**

Name (please print)

Agency

Signature

Start / Effective Date **End Date (If Block or CUP Student)**

Keystone School District Paraprofessional Evaluation

Employee Name: _____ School Year: _____ Building: _____

*This evaluation form shall be used for all employees of the paraprofessional job classification.
*The designated rater will place his/her signature on this evaluation form and provide either a satisfactory or unsatisfactory rating.
*Each employee will be rated at least once per year.
*Each employee will be given a copy of their evaluation.
*The rater will rate each employee under the professionalism, instructional assistance and general classroom assistance portions of this form. Total rating scores will be recorded according to job duties and assignments. You will receive a total job rating (sum or rating column) and then the rater will insert the total possible rating score (according to applicable areas) below the job rating score.
*A satisfactory rating consists of an overall rating equal to or greater than the total number of lines you are rated in multiplied by 3 (example: 6 lines x 3 = 18; therefore, a rating of 18 or more would be considered a satisfactory rating). An unsatisfactory rating will be anything below the total number of lines rated multiplied by 3 (example 6 lines x 3 = 18 so a rating of 17 or below would be an unsatisfactory rating). An average rating of 3 or above would be considered a satisfactory rating. An average score below a 3 would be considered an unsatisfactory rating.
*An unsatisfactory rating in any area will result in an employee being placed on an improvement plan prior to a recommendation for dismissal.
*Two consecutive unsatisfactory ratings will result in a recommendation to the Board for dismissal.

Rating Scale: 5 = Excellent 4 = Exceeds expectations 3 = Meets expectations 2 = Needs Improvement 1 = Unsatisfactory
NA = Does not apply

Professionalism

	Rating	Comments:
Personal appearance: dresses and grooms appropriately for assigned position.		
Maintains a satisfactory record of attendance and punctuality.		
Presents a positive attitude toward children, parents, staff and administrators, conducts self as a positive role model.		
Adapts to new ideas and situations, willing to go above and beyond when necessary.		
Maintains a strict code of confidentiality.		
Participates in professional development activities as required.		
Is willing to help others as needed.		
Total rating in this area		

Overall Rating score ☐

Overall Average Rating ☐

Comments:

Satisfactory Rating

Date of Rating: _____

Employee Signature: _____

Rater Signature: _____

Paraprofessional Comments:

Unsatisfactory Rating

Date of Rating: _____

Employee Signature: _____

Rater Signature: _____

Paraprofessional Comments:

PARAPROFESSIONAL HANDBOOK
SIGNATURE PAGE

After you have completed reading this manual, if you have any questions regarding material presented, please discuss it with your supervisor. Sign and date below, detach the page and return it to your supervisor. You may keep the manual for future reference.

☐ I have read and understand the contents of the Paraprofessional Handbook.

Name: _____

Signature: _____

Date: _____