
San Augustine Independent School District

1002 Barrett Street
San Augustine, Texas 75972
936.275.2306



2016-2017

PARAPROFESSIONAL HANDBOOK

Revised: July 2016



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



Dr. Virginia Liepman
Superintendent of Schools

Jonan Eberlan
Assistant to Superintendent

Patti McLerran
Chief Financial Officer Administrator
936-275-2306

Beth Carmichael & Veronica Porter
Assistant to Chief Financial Officer Administrator
Human Resources
936-275-2306

Crissy Haynie
Curriculum & Instruction/ Federal Programs Administrator
936-275-2301

Mandy Stewart
Assistant to Federal Programs Administrator
936-275-2301

Shelia Horrocks
Special Education Administrator
936-275-2302

Rhonda Hightower
Assistant to Special Education Administrator
936-275-2302

CAMPUS PRINCIPALS

Leasa Dunn
High School Principal
936-275-9603

Hugh Perkins
Assistant Principal
936-275-9603

Anna Sharp
Elementary Principal
936-275-3424

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.

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.



March 8, 2016

To the Administrator Addressed:

SUBJECT: EVERY STUDENT SUCCEEDS ACT

At the close of 2015, Congress passed and the President signed into law the Every Student Succeeds Act (ESSA), which brings about the first major overhaul to federal education policy in almost 15 years. The ESSA provides our state an opportunity to leverage new flexibilities that bring greater emphasis to Texas' priorities in educating our more than five million schoolchildren. Over the next several months, TEA will begin the process of engaging with stakeholders across the state to develop our plan for implementing ESSA. But in the short term, I wanted to provide you with an overview of the immediate impacts of this new federal legislation. **Please note that the new legislation does not impact any requirements or reports for the 2015-2016 school year, nor does it change any current state statutes or requirements.**

Title I Assessment

In general, ESSA did not change assessment requirements. All states accepting Title I federal funds used by LEAs must assess students as follows:

- Reading/language arts and mathematics – assess annually in each of grades three through eight and once in high school.
- Science – assess once during each of three specified grade spans: grades three through five, six through nine, and ten through twelve.
- English language proficiency – assess English language learners annually in each of grades kindergarten through grade twelve.

Title I Accountability

Most of the new accountability provisions of ESSA will not take effect until the 2017–2018 school year. For the transition year (2016-2017) we will maintain our current list of priority and focus campuses. This decision is a change from what is currently outlined in our September 2016 waiver renewal with the U.S. Department of Education (USDE) due to a new requirement from the Department that all new priority and focus campuses must be identified by March 1, 2016. Given the short time frame and inability to run data using the current school year assessment results, we have determined that maintaining our current list is the best, and least disruptive, action during this transition period.

Interventions for the 2016-2017 school year will be differentiated based on state accountability ratings that will be released in August 2016. We will provide more detailed information to affected campuses and districts.

Highly Qualified Teacher Requirements/Title II Professional Development

Requirements related to highly qualified teachers will remain in place through the end of the 2015-2016 school year. Beginning with the 2016-2017 school year, schools will no longer be required to comply with the highly qualified teacher requirements. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

Provisions under the ESSA will take effect when a new state plan is approved by USDE, which we anticipate being prior to the 2017-2018 school year. Many provisions that are currently outlined in the 2015 Texas State Plan to Ensure Equitable Access to Excellent Educators will cover the requirements outlined in ESSA. With that in mind, we will be using the 2016-2017 school year to prepare LEAs for the equity plan reporting and transitioning state data collection processes from highly qualified teacher requirements to state in-field data reporting.

Title III English Language Learners

To restate, most of the new accountability provisions of the ESSA will not take effect until the 2017–2018 school year. Standards for 2015–2016 and 2016–2017 are still to be determined and announced to LEAs. In the future, accountability for ELLs at the federal level is still required.

NCLB Consolidated Grant Application

As stated previously, the new requirements for ESSA will not take effect for formula grant programs until the 2017–2018 grant year. With that timeline in mind, there will be few changes to your current NCLB Consolidated Grant Application for the 2016–2017 grant year with more extensive changes to the application for the 2017–2018 grant year. Grant formulas for allocating entitlements, federal program plans, and federal requirements that are currently in place will remain for the 2016–2017 school year as well.

In closing, I look to gather input and guidance from stakeholders across our state as we develop Texas' state plan to be submitted to U.S. Department of Education.

If you have any questions, comments, and feedback regarding ESSA implementation in Texas, please direct them to essa@tea.texas.gov. I look forward to this opportunity to build upon our work to improve the educational outcomes for all schoolchildren in Texas.

Thank you,

Mike Morath
Commissioner

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.



§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.

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.

1) Paraprofessionals:

- Informal Observations (walk-through) throughout the school year.
- Feedback Form to be completed by classroom teacher by the end of March
- Summative Evaluation of walk-through's completed / given to para the first week of May.

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. Clock in and Clock out times should not be the same each day.
2. Meal and Rest Periods:
 - a. There is not a 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

Time and Effort Daily Schedule Paraprofessional

Name:				Duties: Assisting with instruction and personal care services of special education students.
Campus:				
Assignment:	Paraprofessional 8 hour work day with 30 minute lunch break			
Funding Source(s):				
	Minutes	Grade Level		Teacher & Subjects
7:15 – 8:00				
8:00 – 9:50				
9:50—11:25				
11:25-11:55				
11:55-12:25	30 minute duty free lunch			
12:25-3:00				
3:00-3:45				
Total minutes on duty	480			

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

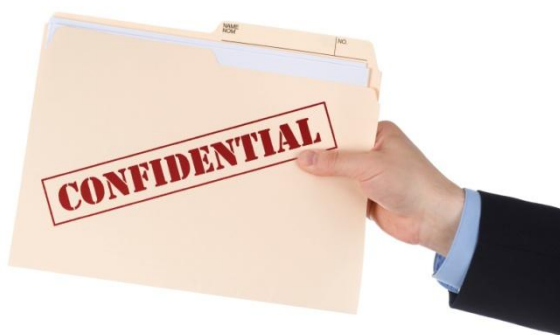
Federal law protects the confidentiality of records for all students. All policies regarding the release of information must be strictly followed. Access to the records of any students with disabilities is strictly limited, and all special education eligibility information is to be kept in a locked, 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. <i>34 CFR 300.572</i>
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. <i>34 CFR 75.734</i>



SAN AUGUSTINE ISD

HOME OF THE WOLVES



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 this year 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.

**2016-2017
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