

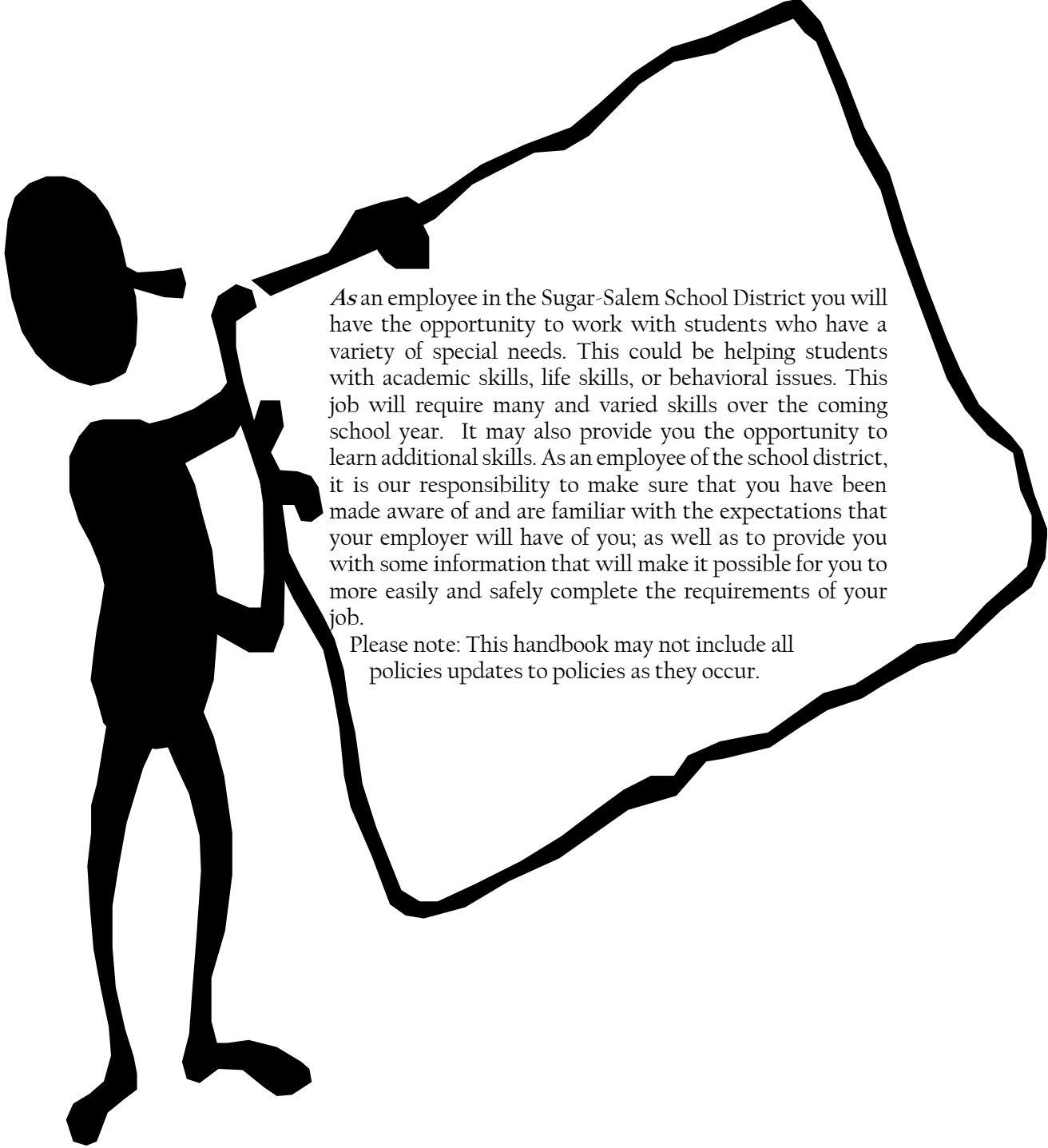


For: Paraprofessionals, CBRS, Clerks,
Behavior Interventionists
Departments: Special Education, Title 1, ELL

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GENERAL INFORMATION



As an employee in the Sugar-Salem School District you will have the opportunity to work with students who have a variety of special needs. This could be helping students with academic skills, life skills, or behavioral issues. This job will require many and varied skills over the coming school year. It may also provide you the opportunity to learn additional skills. As an employee of the school district, it is our responsibility to make sure that you have been made aware of and are familiar with the expectations that your employer will have of you; as well as to provide you with some information that will make it possible for you to more easily and safely complete the requirements of your job.

Please note: This handbook may not include all policies updates to policies as they occur.



MISSION STATEMENT

Purpose (why we are here): Learn, Achieve, Succeed

Vision Statement (what we will become): The Sugar-Salem Joint School District will maximize the student potential of becoming life-long learners, and promote excellence, through the collaborative support of family, school and community partnerships.

Mission Statement (How we will attain our vision): All staff members of the Sugar-Salem School District, in partnership with the community, are committed to provide an educational environment where teaching and learning can adapt constructively in a changing society. We emphasize demonstrable lifelong skills, knowledge and values that develop responsible and contributing members of society.

VALUE STATEMENTS (What we believe about education)

1. Positive attitude is essential to learning.
2. Safe and secure surrounds are essential to learning.
3. Civic responsibility is essential to success of our community, state, and nation.
4. Each person should have an opportunity to reach their potential. Developing a student’s full potential is a shared responsibility of the student, family, school, and community; each actively participating.
5. The recognition of success promotes the desire for future success.
6. Each individual can learn and learns in their own unique way through varying learning styles.
7. There is an inescapable relationship between our example of integrity, honesty, and love of learning and its influence on others.
8. Extra-curricular and co-curricular activities are important aspects of learning.
9. Positive self-image is fostered by a focus on the individual.

GENERAL POLICIES

TERMS OF EMPLOYMENT



Your position is an at-will employee of the district. You are not guaranteed a return to a particular school each fall. Employment is based on student population and need. If your supervising teacher and school administration are satisfied with the job that you are doing they will recommend you for hire in the fall of the next school year. If the population of students with special needs is large enough to merit the continued support of a paraeducator your administrator or federal program administrator may ask you to return.



Equal Employment Opportunity

Sugar-Salem School District 322 is an equal opportunity employer and provides equal employment opportunities to all applicants and employees regardless of race, color, religion, national origin, sex, age or disability. In addition, District policy strictly

prohibits sexual harassment.

Nature of Employment

Employment in a classified position shall be considered in all respects “employment at will”(the employment relationship may be terminated by either the District or the employee at any time without cause). Terms such as “employment period,” “annual wage, “ “monthly wage, “ or any other terms set forth in policy, handbooks, job descriptions, or other communications provided to classified employees are used to advise the employee of the

period of time services may be required and the wages that may be earned so long as employment continues. Such terms shall not create a property right of continued employment for any classified employee.

All provisions of this handbook shall be interpreted in a manner consistent with the above paragraph, and in the event of any inconsistency, the terms of this paragraph shall prevail. The provisions of this handbook apply to all classified employees of the District as defined herein.

Terms of Employment

Employees must supply the District with the information required to complete a Form I-9, verifying the employee is legally eligible to work in the United States. Employees must complete a Form W-4 indicating tax withholding information. In addition, individuals selected for employment in the school district must be fingerprinted, and a criminal background check must be completed through the Department of Education. Completed fingerprints cards and the fee for the criminal background check will be turned in by the employee at the time of hiring.

Definitions

For the purposes of this handbook, certain words shall have the meanings ascribed below:

Employment Year: A period of time designated annually which is used solely for purposes of calculating an employee's compensation and benefits, the beginning of which may be July, August, or September depending on an employee's job description. The use of such term shall in no way imply or otherwise be construed to establish a specific term of employment.

Classified Employee Wage Information Form: A form initiated by District Office staff and used as a source document for employment information such as rate of pay, days worked, hours worked, benefit status, etc.

Regular Employee: An employee who has been, or will be, employed for a period of at least five consecutive months within any employment year, or consecutive employment years, without a break in service.

Seasonal Employee: An employee who has worked, or who is assigned to work, for less than five (5) consecutive months at any given time regardless of the number of hours per day or work week.



School-Community Relations

The goal of school-community relations is to bring about a harmony of understanding between Sugar-Salem School District 322 and the public it serves. All District personnel are encouraged to support school activities and the education program by exhibiting a positive attitude toward their work, co-workers, students, and patrons of the District.

Safe Work Environment

The District strives to provide a safe and healthy place of employment. It expects employees to participate in all health and safety programs that are made available to them. Supervisors will require training in the rules, practices, and procedures that are necessary for the safe performance of various jobs. Employees will be expected to follow those guidelines established by the District and individual supervisors with the understanding that such guidelines promote the safety and health of all concerned. Any thoughts or suggestions that might provide for a safer work environment are encouraged and appreciated.

Classification of Personnel

All employees who are not certified teachers or administrators are considered classified employees. Generally speaking, these positions are categorized into one of the following service groups. These classifications are considered typical and not all-inclusive.

Transportation	Paraprofessional
Business Services	Food Services
Custodial	Secretarial
Grounds	Social Workers
Maintenance	Resource Officers
Technology	Translators
IEP Clerk	School-Based Rehab Specialists

Employee classification, hours, and wages will be determined at the time of assignment and will be set forth in a written Classified Employee Wage Information Form. Changes in employment status will be made only by appropriate supervisors. A new Classified Employee Wage Information Form will be issued annually.

Personnel Records and Forms

A personnel record folder will be kept on all employees. Pay information and periodic evaluations are kept in the employee's personnel record as well as personal information. The payroll office should be made aware of any changes in address, telephone number, marital status, beneficiary, or dependents. Name changes may be made only consistent with the employee's Social Security card. The personnel record for each employee will be kept as a confidential matter and will not be open to the general public except as required by Idaho Code Section 9-340(36). Materials placed in the employee's file are available for the employee's review while in the presence of a person responsible for the files.



Annual Performance Evaluation

Supervisors shall evaluate the individual performance of each employee under their direct supervision at least once each year. The results of the evaluation will be discussed with the employee and filed in the employee's personnel file after being signed by the employee, supervisor, and building administrator or Federal Programs Director for that department.

Resignation

Classified employees in Idaho are "at will" employees; that is they may be released from employment or resign from employment without reason. However, the District requests that an employee who intends to resign give two weeks advance notice to the immediate supervisor. This notice needs to be received in writing.

Voluntary Transfers

Transfers to another job within the school district are permissible. Once a notice of vacancy has been posted, an employee must apply for the vacant position on the District's Request for Reassignment Form. The school district, at its discretion, may choose to limit the applicant pool to those currently employed by the District or may open the position to the community. If transferred to another position, the employee will be paid the salary rate the job is assigned in Column I on the classified salary schedule, even if it results in a lower salary rate than the previous position.

Involuntary Transfers

From time to time it may be necessary to involuntarily transfer an employee to another position. The employee so transferred will be paid at the salary rate the job is assigned on the classified salary schedule, even if it results in a lower salary rate.

Jury Duty

Employees called to jury duty which necessitates an absence from their regularly scheduled duties shall be granted leave with no loss of salary or benefits. Notice of the receipt of a summons for jury duty should be given to the employee's immediate supervisor as soon as possible. The employee may keep the per diem stipend given by the court for travel and expenses. If the employee is released from duty in a local court before the work day is over, he or she shall return to work as soon as possible that day.

CLASSIFIED SALARY INFORMATION



Job Description, Salary, and Employment Year

A job description has been written for each job classification in the District. Individual job descriptions can be obtained from a supervisor. The salary paid for a job is dependent upon several factors as defined in the job description. Some of these factors are education/training background, experience, skill requirements, job responsibilities, physical effort, and working conditions. Employees are placed in a particular step on the salary schedule based on the position they fill. All newly hired classified employees and all employees moving from one step to another are placed in Column I of their appropriate Step. Movement within a step, such as from Column 1 to Column 2, may occur when an employee reaches the appropriate year of experience and meets the standards rating. Salary increases which occur based on an employee's movement from one column to another within a particular step are granted at the beginning of each new employment year and not at the employee's anniversary date of employment. Contact the district office for a copy of the Classified Salary Schedule.

Employees who transfer from one position to another will receive the salary commensurate with the new job as determined by the salary schedule. Such transfers may result in an increase in salary but may also result in a reduction in salary.

Any mistakes made in the placement of employees on the salary schedule, either to the benefit or detriment of the employee will be corrected at the time the mistake is discovered with no retroactive effect. However, if an employee was mistakenly paid at a rate different from that indicated on the Classified Employee Wage Information Form, either to the benefit or detriment of the employee, a corresponding retroactive adjustment will be made for the current fiscal year only.



Time Sheets

A time sheet is kept by every employee who reflects actual time worked and/or approved absences. Time sheet due date is the 1st of each month.

Hours per Day

An employee is authorized to work only the number of hours per day indicated on the Classified Employee Wage Information Form. Authorization to work additional hours per day must be received from the supervisor in the case of Federal program director, food services,

transportation, or custodial employees or from the building principal.

Overtime

Overtime (working in excess of your regularly scheduled hours) is prohibited without the advance approval of an immediate supervisor and the administrator over the budget in which you are paid. Advance approval must be obtained before overtime will be granted for either payment or comp time. Comp time should be used in the same pay period that the extra hours are worked.

Pay Period

Pay checks are distributed on the 20th of each month. Checks are sent to each school location for distribution. Most June, July, and August checks are sent to the employee's current address. It is the employee's responsibility to ensure their address is current at all times. All deduction changes, special arrangements, etc. should be made by the 5th of each month.

BENEFITS



Sick Leave

Each classified employee that works five days per week shall receive a minimum of one day sick leave with pay for each contract month of employment in which the *employee has worked* the major portion thereof. Unused sick leave shall be accumulated as long as the employee remains continuously in the service of the District. Sick leave may be used for maternity leave for the

employee or for the illness, accident, or death of the employee's spouse, children, or parents. A doctor's verification of illness may be required for any sick leave claims. Unused sick leave will be transferred to/from other districts in Idaho according to Idaho Code 33-1217.

Miscellaneous Leaves

All classified supervisors, mechanics, full time clerical staff, custodians, and grounds workers who are contracted to work in excess of 185 days during any school year, are entitled to three days of personal leave each year and three days for bereavement. All other classified employees not listed above are entitled to three days for bereavement.



Classified Employee Absence Reporting

Employees, who miss work for any of the reasons stated above, or for any other reason, must complete absence information on your timesheet.

Even Pay

Even pay is when your salary is projected to what the highest potential of earnings for the school year and then divided evenly across 12 months. This benefit would allow for the district to cut a check to you during the months of June, July, and August. Enrollment in this benefit is on an individual basis where the program can be offered or rescinded at any time. This is a payroll procedure that needs to have the district office approval for you to be able to participate. Do not assume that because you have had this benefit in the past, that you currently will have the benefit for the current/next school year.



Family Medical Leave

Employees who meet the following requirements will be eligible for Family Medical Leave. Employees who have been employed for at least one year in total and who have worked at least 1250 hours (approximately 7 hour/day for 180 days) during the twelve month period preceding commencement of the requested leave, may be granted a total of twelve work weeks annually for Family Medical Leave.



For the purpose of calculating the amount of family leave allowed on an annual basis, the twelve week annual period shall be a rolling twelve month period measured retroactively from the date an employee first uses Family Medical Leave, such that each time an employee takes Family Medical Leave, the remaining leave entitlement will be an amount equal to the balance of the twelve week Family Medical Leave that has not been used in the immediately preceding twelve months.

Family Medical Leave may be requested for the birth of the employee's child, placement of a child within the employee's household for adoption or foster care, for time to care for a member of the employee's immediate family who has a serious medical/health condition, or when the employee has a serious medical/health condition and is unable to perform the essential functions of the position held.

Requests for Family Medical Leave must be made in writing to the principal or supervisor at least thirty days in advance when leave is planned or foreseeable. When leave is unplanned or unforeseen, the notice should be reasonable and practical. All Family Medical Leave must be taken in whole day segments and whenever reasonably possible should be scheduled in a manner as to not unduly disrupt the operations of the department in which the employee is employed. Written requests for Family Medical Leave should include the following:

1. Date on which the serious health condition commenced
2. Probable duration of the condition
3. Appropriate medical facts from treating physician
4. Name of individual who is being treated and the relationship to the employee, if the individual being treated is not the employee
5. Name of attending physician
6. When the employee is expected to return to work

If an employee requests Family Medical Leave for personal use, the request must identify the medical reason and the job functions the employee is unable to perform.

Requests for intermittent leave for planned medical treatment must include the dates on which treatment is expected and the duration of such treatment. Intermittent leave may not be taken for the birth or placement of a child for adoption or foster care. Placement of a child is defined as the assumption of physical custody of a minor child or the issuance of an order of adoption by a court to an employee or the employee's spouse. When both spouses are employed by the District, they are only entitled to a total of twelve weeks leave (rather than twelve weeks each) for the birth, adoption, or foster care of a child.

If an employee uses accrued sick leave, personal leave, or vacation leave benefits for purposes qualifying for Family Medical Leave, then such paid leave shall be considered as Family Medical Leave for the purposes set forth above. If an employee's accumulated paid leave is less than the twelve week family leaves benefit, then additional leave without pay shall be granted to the extent necessary to allow a full twelve weeks of leave. If an employee has in the aggregate more than twelve weeks of accrued sick leave and vacation leave, then no additional leave shall be given for Family Medical Leave purposes.

Employee's qualifying for FMLA who are absent from work for five or more days due to an FMLA qualifying reason will be notified by the District that the leave is considered part of their FMLA leave. Supervisors will notify the payroll secretary.

The District may require at any time, from an employee requesting or exercising Family Medical Leave the following:

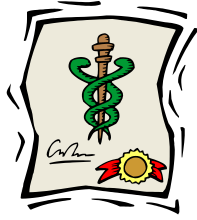
1. Medical certification to support a claim for leave
2. Schedule of treatments
3. Appropriate medical facts

The District may also require at its expense a second medical opinion. The employee must periodically notify the payroll secretary of the current health status and when the employee intends to return to work.

The term "Immediate Family," as related to the Family Medical Leave benefit, is defined as follows: a spouse, parent, a biological, adopted or foster child, a stepchild, or a legal ward. The child must be under 18 years of age or incapable of self care due to a mental or physical disability regardless of age.

A serious health condition is an illness, injury, or impairment (physical or mental) that involves in-patient care in a hospital, hospice, or licensed medical care facility or continuing treatment by a licensed health care provider. A serious health condition or the treatment therefore requires that the employee be absent for more than three working days for treatment or recovery. The term "serious health condition" is not intended to cover short-term conditions such as minor illnesses that last only a few days and surgical procedures that typically do not involve hospitalization and require only a brief recovery period.

Benefits for health insurance will continue while on Family Medical Leave. However, the employee will not accrue vacation, sick leave or holiday pay if the employee is using leave without pay while on Family Medical Leave. The District may require the employee who does not return to work following the use of Family Medical Leave, to reimburse the District an amount equal to the premiums paid for insurance benefits while on Family Medical Leave without pay unless the reason for not returning to work is the continued health condition. If the employee fails or refuses to make such reimbursement, the District may terminate employment or require restitution from the employee. Employees may be required to sign an authorization for such deduction and/or payments as a condition for the grant of Family Medical Leave. If Family Medical Leave is denied, the employee may appeal such denial in a manner stated in the District's grievance procedure.



Insurance Benefits

All classified supervisors, mechanics, full time clerical staff, custodians, and grounds workers who are scheduled to work in excess of 185 days during any school year, are entitled to medical, dental, and life insurance benefits in a percentage share to be determined by the District.

Regular employees who work 30 hours or more per week [during the full calendar year] are eligible for medical, dental, and life insurance benefits. An eligible employee may choose single coverage, two party coverage, two party/no spouse coverage, family/no spouse coverage, or full family coverage. The premium cost will be calculated based on current district procedures. Employees that constantly work over 20 hours per week are eligible for PERSI retirement benefits. Employees working less than 20 hours per week are not eligible to be enrolled in the plan.

Payroll Deductions

All W-4 deduction changes and special arrangements for checks should be made by the 1st of each month. It is the responsibility of the employee to fill out the Authorization of Payroll Deduction Form.

Workers' Compensation and Procedures

As required by law, Sugar-Salem School District No. 322 is insured for injuries received by employees during the course of their work for both medical costs and loss of wages. All claims must be filed with the State Insurance Fund for any work-related injury. These claims should not be filed with the employee's own insurance carrier (i.e., Blue Cross).

When injured on the job, the employee is to complete the injury report in the school office. If there is a need for medical assistance, then the employee is to utilize Teton Medical Group with Dr. Jones. The office is presently at 255 N. 3rd E., Rexburg, ID 83440. Tel: (208) 356-7585 See District policy #5460

Any employee who is unable to work due to a work-related accident does not receive salary compensation from the District for those days the employee is unable to work. Such compensation will come from the State Insurance Fund and will be paid directly to the injured employee after meeting the required waiting period. Where the amount paid is less than what the employee would otherwise have earned, the employee may elect to use accumulated sick leave to compensate for the difference.

All evidence of amounts paid from State Insurance Fund must be submitted for review to the payroll office prior to approval for the use of sick leave compensation. The combination of amounts paid to an injured employee from both State Insurance Fund and by the District from sick leave accumulations are not, by law, to exceed the amount that would otherwise have been paid to the employee in the absence of injury.

As long as an absence from work because of a Workers' Compensation incident is less than six calendar weeks from the date of the incident, the District will continue to pay its portion of the employee's insurance benefits. If an employee misses work because of the incident beyond six calendar weeks, the employee must pay each month's total insurance premium (including the District's share) until the employee is released to return to work.

Employees who receive only Workers' Compensation benefits will not receive retirement credit for the period they are receiving benefits. Those who use at least one sick leave day each month continue to receive retirement credit during the period they are receiving Workers' Compensation benefits.



The following steps must be followed when a work-related accident occurs:

1. Immediately report any accident in the work place, whether the accident needs medical attention or not, to the employee’s immediate supervisor.
2. If medical attention is required, the supervisor must contact the District Office immediately.
3. In case of emergency, the employee should go directly to Madison Memorial Hospital’s emergency room or their own doctor’s office for treatment.
4. A claim form must be filled out by the employee and submitted by the District Office to the proper agencies within ten days of the injury.
5. For a time-lost accident, a “Return to Work Authorization” from the physician must be submitted to the District Office before an employee returns to work. The supervisor cannot allow the employee to work if a Return to Work Authorization has not been received.

PERSI

All regular employees who are assigned to work at least twenty (20) hours per week for five (5) consecutive months or more must contribute to the Public Employee Retirement System of Idaho (PERSI). The amount withheld will be calculated on the employee’s gross compensation at the rate established by law. Retirement contributions are sheltered from state and federal income taxes. The payment of any retirement benefits, the procedures for deducting employee contributions and payments, the qualifications for retirement benefits, and all other terms and provisions regarding a classified employee’s retirement benefit shall be in accordance with the provisions of Chapter 13 Title 59 of the Idaho Code. The District will provide no other retirement benefit, allowance, or retirement insurance except as otherwise provided by PERSI.

***SICK LEAVE**

All staff that work 5 days per week during the school year will earn 10 days of sick leave each year. Any staff that works less than 5 days per week will have their number of sick days prorated based on the number of days per week that they actually work. The proration is figured by taking the number of days projected to work (i.e. 120) and divide by the number of school days in the calendar for 5 days/week (i.e. 170) then multiply by 10 to get the number of their number of days of sick leave.

PERSONAL CONDUCT

Drug-Free Environment



The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance and/or alcohol is prohibited in the workplace. Any employee found in violation of such prohibition may be placed on probation and be required to complete an established drug abuse assistance and/or rehabilitation program or may, at the discretion of the Board of Trustees, be dismissed. Employees shall notify the District of any criminal drug or alcohol

statute conviction for a violation occurring in the workplace or while the employee is on duty no later than five (5) days after the conviction. Any employee who is arrested and charged with a DUI while driving a District vehicle must immediately report such arrest and any conviction resulting therefrom.



Smoke and Tobacco Free

Smoking and the use of tobacco products is prohibited in school buildings, upon District-owned or controlled property, and in District-owned vehicles.

Sexual Harassment

The sexual harassment of any employee or student of the District is absolutely forbidden. (See District policies 3290, 3295; 3295F, 3295F; 5240, 5240F,5241)

Employee/Student Conduct and Relations

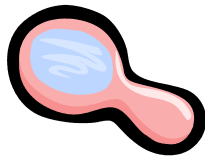
To avoid inappropriate conduct between employees, student teachers, college students, and students, employees should:

1. Refrain from discussions that undermine parent/child relationships. Situations of a serious nature relative to the student/parent relationship should be referred to counselors or administrators.
2. Refrain from revelations of personal problems or anecdotes that are inappropriate for the age and maturity level of the student. Discussions that might cause offense or embarrassment should be particularly avoided.
3. Avoid one-to-one employee/student contact in private settings, particularly outside of school hours and off-campus.
4. Carefully consider the appropriateness, setting, circumstances, age, and body area of all physical contact between employee and student. The safest practice is to refrain from all physical contact with students, particularly in private settings.

For additional information, please see district policy #5240 and 5241.

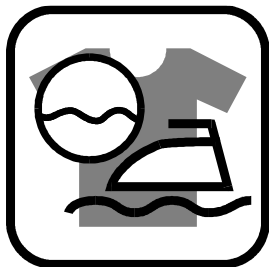
Outside Employment

Employees shall not engage in any other employment or in any private business during the hours necessary to fulfill the employee's assigned duties. Employees should not engage in any employment that would affect their usefulness as an employee to the District, make time and/or energy demands upon the employee which would interfere with their effectiveness in performing their regular duties, compromise or embarrass the District, adversely affect their employment status or professional standing, or in any way conflict with assigned duties.



Appearance and Conduct

All employees are expected to maintain a high standard of conduct and a clean, well-groomed appearance suited to their positions. Good manners require a sincere regard for the feelings and self-respect of others. Courtesy is more than surface politeness. Genuine regard for others is recognized in the way you relate with patrons and colleagues. Tolerance for other people's shortcomings should be the standard by which employees interact with each other, with students, and patrons of the District. Positive and productive interaction with students and patrons should be a goal of every employee. District employees are expected to be on task during the times when they should be performing the normal functions of their job.



Appropriate Attire

You will probably have questions regarding what sort of dress is appropriate for your new job. Discuss this with your supervising teacher. Typically, paraeducators wear types of clothing that allow them to comfortably complete their job assignments. Clothing with tatters, holes in knees, short shorts, shirts that reveal midriffs and faded old-looking jeans are not recommended. Also, be careful when choosing what jewelry to wear to work. Do not wear types of jewelry that might put yourself or a student at risk of injury. For further information about the dress code, see District policy #5360 [student dress policy #3255].



Promptness

It is the personal responsibility of each employee to report for work at the scheduled time and place. Chronic lateness will be investigated by the supervisor and appropriate disciplinary action will be taken if the tardiness continues.



Telephone Use

The use of District telephones is limited to District business. However, the District recognizes that calls of a personal nature are occasionally necessary. The District relies on the employee to use good judgment in keeping personal calls to a minimum. No personal long distant calls should be made in a way that the District is charged for them. The employee is expected to use appropriate telephone manners at all times.



Employee Use of Electronic Communication Devices

Electronic communication devices include all district-issued, and personally-owned communication devices as well as electronic mail and on-line services usage. Employees who have received district-issued equipment shall be held responsible for the safekeeping of the equipment and exercise reasonable efforts to see that the equipment is not lost, stolen, or damaged.

Employees may carry and use personally-owned cellular telephones, pagers/beepers, and PDA's or laptops. Personally owned hand-held citizens band radios, portable police scanners, and long/short range walkie-talkies should not be used or carried by employees on school property without specific permission from immediate supervisor.

Cellular telephones and pagers/beepers should not be used during employee's normal duty times to send/receive messages of personal nature, but such is allowable during normal break times, lunch times, and preparation times. Use of cellular phones/pagers/beepers should be curtailed during instructional time or at school-sponsored programs, meetings, conferences or any other time when there would be a reasonable expectation of quiet attentiveness.

For additional information, see district policies ["Employee Electronic Mail and On-Line service usage"](#)[5330] ["Employee Use of Electronic Communication Devices"](#) [5335] and ["Technology Acceptable Use"](#) [3270].

Safety

The safety of employees and students is of utmost importance. Training and direction will be provided to employees so they may carry out their duties in a safe manner. Employees must follow safety regulations and practices, use proper safety equipment, and report immediately any on-the-job injuries or accidents.



School Closures

At times, schools will be closed due to safety issues. Some of those issues could be weather related, broken pipes, etc. Notifications are done through local news stations, district Facebook page, email, texts, etc. A district calling tree is not used, so become familiar with the best way for you to be notified. Generally speaking, staff who do not come to work on a school closure day will not be paid for that given day. At the discretion of the department director, time may or may not be made

up or used to complete other tasks or responsibilities on the same day or later. (*see board policy #2210*)



Grievance Procedure

The District places a high priority on maintaining a productive work environment for all employees. If differences occur between an employee and a supervisor or between employees who cannot be resolved in a satisfactory manner by discussion, employees may use the established grievance procedure shown below.

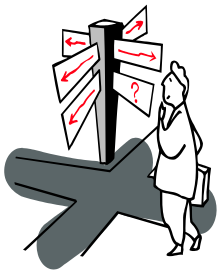
1. An aggrieved employee shall present the complaint informally to his or her immediate supervisor.
2. If after an informal discussion with the immediate supervisor the employee remains dissatisfied with the response, he or she shall submit the grievance in writing to the immediate supervisor

within six working days of the incident giving rise to the grievance. A written response from the supervisor shall be provided to the employee within six working days.

3. If the interview with the supervisor proves unsatisfactory to the employee, he or she may request an interview with the superintendent and supervisor. If the aggrieved employee desires, a colleague of the aggrieved employee will be invited to attend this interview.
4. If the aggrieved employee is not satisfied with the decision of the superintendent, he or she may present the complaint to the Board of Trustees in a hearing within a reasonable period of time. After such a hearing, the decision of the Board will be final, except that the Board must reopen the case for appeal at the request of either party if new validated evidence is made available. The superintendent, by official Board action, will correct and/or remediate any discrimination identified through this grievance procedure. Notification of the decision will be given by the Board of Trustees to all interested parties.
5. Any complaint against any employee which arises within the membership of the Board of Trustees or which comes to the attention of the Board, except through the Superintendent, shall be referred to the Superintendent, who may in turn refer the complaint to the appropriate supervisor if an investigation is required.
6. No rights or procedures accorded by this policy shall apply to situations involving dismissal of employees, which matters shall be governed solely by the laws of the State of Idaho and by policies and procedures set by the Board of Trustees.

See also district policy#5250.

New School Orientation



Your job may be different from year to year as your supervising teacher(s) might have changed, or program responsibilities/guidelines might have changed and you will probably have questions as you begin your job regarding the specific building that you will be working in. Your supervising teacher will show you the building and classrooms and give you a general tour of the school. Your supervising teacher will have a system for communication regarding potential absences and leave. If you are going to be absent for any reason, your supervising teacher will want to know as soon as possible. S/he may want you to contact them at home, if need be, and will have a procedure that is specific to their particular school that will be followed in case of your absence. However, questions regarding pay, general leave, sick time and possible benefits should be addressed to the office secretary and/or district office secretary.

Pointers: Components of orientation could include: safety and emergency procedures; school schedules; school handbook; building map; building discipline procedures; lunch/break procedures; using building equipment; phone numbers of supervisors, etc.; chain of command; getting substitutes; etc.



Inclusive Education

Many par educators complete their job assignments in general education classroom settings or at student job sites. This is part of the school district's philosophy of "inclusive education". This means that wherever possible we attempt to provide educational experiences for students in typical classrooms. As an employee working with students in an inclusive setting your job will be challenging. There will be a teacher within your school who is your immediate supervisor. You will need to know what that teacher's expectations are for each student that you will be working with. Your supervising teacher will be able to tell you what the immediate goals and objectives are for each student and how those goals and objectives will be consistently addressed in the classrooms or settings in which you will be working.

Behavior Management

Many of our students have behavioral needs. It is the responsibility of the classroom teacher and/or the special education teacher to communicate specialized behavior plans with paraprofessionals and model how behaviors

should be handled. It is important that all member of the educational team remain consistent and predictable when addressing problem behaviors with all students.

- NEVER tell a student they are “bad”. Approach student behavior by discussing good and bad choices.
- Avoid power struggles. Use a repetitive command or broken record technique to communicate expectations.
- Redirect students through telling them what they should do, not what they should not do. Be sensitive to a student’s feelings when providing redirections. Redirect quickly and discretely.
- Minimize disruption to group activities through limiting verbal redirections. Use as few words as possible to communicate what you need to the students. For some, use picture cue cards.
- Provide clear expectations of behavior and check for understanding of those expectations.
- Provide fair and consistent consequences for inappropriate behavior.
- Catch the student displaying appropriate behavior or for finishing a task well and praise him/her.
- Be specific in praising desired behavior such as, “I like the way Carrie is working on her math.” “John, I like the way you quickly lined up.”
- Consistently follow individual behavior intervention plans that were developed by the student's team of professionals.
- Continually evaluate the stress and frustration level of student. Communicate your observations and perspectives with the general and/or special educator.
- Remember when modifying behaviors they tend to get worse before they begin to improve. • Maintain and calm and neutral tone of voice. Save loud voice for very serious and dangerous situations.
- Use positive body language. Try not to stand over student or used frustrated facial expressions. Guard yourself against being more ready to criticize than to praise.
- Assist the teacher in observing, recording, and charting behavior and implementing Behavior Improvement Plan
- Debrief crisis situations.
- Follow behavior plan. Use district approved restraints as little as possible and as trained. Complete documentation after and debrief situation.



Promoting Independence:

Avoid becoming overprotective. Students may initially require intensive support, but you should fade to a coaching and indirect support role as soon as possible. • Use the least obtrusive support first. • Encourage independence and interdependence with classmates. Students will interact more naturally when you are not sitting or standing next to them. • Recognize the importance of peer modeling of appropriate behavior and point out examples of effective behavior and its consequences. Natural supports enhance student's independence and social acceptance. • Assist students by providing resources rather than giving them the answers. Allow students to make as many decisions for themselves as possible. Give opportunities for making choices. • Maintain a professional, but supportive role with student as opposed to a "friend" relationship. • Try not to show favoritism; spread your warmth and friendliness around.



CONFIDENTIALITY

As a member of the school community you will have access to information about students that is privileged and confidential. State and federal law protects the privacy of students and families with specific laws. Information about a particular student is not to be discussed with anyone other than the special services team or the general education teacher. You will most likely be asked questions about the disability or problematic conditions of the student(s) that you work with. You will need to respond to those questions in a professional manner, deferring the questions to your supervisory teacher. You are not at liberty to discuss any part of the students handicapping condition or educational programming, but you can feel free to discuss the things that you know about a student that are typical of all children, such as; likes and dislikes, friends and activities, events that you know are fun for the student, etc.. It is your job to represent the students you work with in a professional manner that guards the dignity and rights of those students and their families.

Note: A record is defined as: Any personally identifiable information directly related to the student and maintained by the district and may include, but not limited to: identifiable data [name, address, parents, siblings, personal characteristics making identification possible], academic work completed; level of achievement [grades, test scores]; attendance data, records of teachers, other school staff; interest inventory results; observations and verified reports of serious or recurring behavior patterns; audio/video tapes; health data; family background and transportation records.

Confidentiality Pointers: “I can neither confirm nor deny that information.”

- ***Avoid using names if you are asked about your job.***
- ***Suggest that questions about a student are best directed to the special education teacher.***
- ***Do not share other student’s names or information regarding their programs with parents during IEP meetings, conferences, or informal conversations.***
- ***Information regarding specific students and programs should not be shared in the lunchroom, workroom, office areas, hallways, or other open/common areas of the school.***
- ***No matter who asks you a question about a student, if you are unsure whether you should answer, DON’T. You can do this gently and politely. Remember only staff that has a need to know should be given information about a student.***
- ***For consistency of program as well as confidentiality, paraprofessionals must support teacher techniques, materials and methods, especially in the presence of students, parents, and other staff. Questions should be directed to the specific teacher privately.***

PROFESSIONALISM

Your first priority in your job will be the students that you will be working with. It will be your responsibility to manage your time well and make sure that you are at work on time and that throughout the school day you are where your schedule says that you should be. As an employee you will have many questions about the students that you will be working with. Feel free to ask your supervising teacher any question that you might have. This is a wonderful way to learn and to clarify job expectations. While working with students be sure to devote your time to them and their classrooms. Steer clear of personal conversations and the temptation to chit chat about personal matters with other adults around you. Save this type of communication for break time or when the school day is over. Remember, even if you are doing recess duty, monitoring the cafeteria or waiting for a student to use the restroom, you have been hired to use your time for the students that you manage and not for personal matters.

Code of Ethics

1. Practice and follow department and district policy and procedures.
2. Recognize and respect the roles of teachers as supervisors and team leaders.
3. Recognize and respect the differences in the roles of teachers, other professional practitioners, and para-educators.
4. Recognize the teachers’ responsibilities for planning learner programs, modifying curriculum and instruction, assessing learner progress, and developing behavior management programs.
5. Perform tasks that are within an identified scope of responsibility for para-educators in different position levels.
6. Share information with parents about their child’s performance as directed by the supervising teacher.
7. Refer concerns expressed by learners or others to the supervising teacher or other professional practitioner.
8. Share appropriate information about learner’s performance, behavior, progress, or educational program only with the supervising teacher in an appropriate setting.
9. Discuss confidential issues and school problems only with the supervising teacher or designated personnel.
10. Respect the dignity, privacy, and individuality of all learners, families, and staff members.

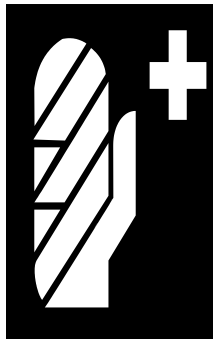
11. Refrain from engaging in discriminatory practices based on a learner's disability, race, sex, cultural background, or religion.
12. Follow the guidelines established by the district to protect the health, safety, and well-being of all learners and staff.
13. Represent the school district, schools, colleges, and staff in a positive manner.
14. Follow the chain of command established by the district to address policy questions, systems issues, and personnel practices.
15. Participate in continuing staff development.
16. Know school and district policies and procedures.

Teamwork



Typically, paraprofessionals are hired to work in a school setting as part of a special services team or support service department [i.e. special education, Title 1, Migrant/ESL, etc]. You will need to know who the members of the special services team are. Feel free to ask other members of the team questions or seek help from them when you do not clearly understand the expectations of the job. You may have many questions at first and will often wonder if you are doing what is expected of you. If you are not sure, ask.

Some of the members of the special services team that you might be working with could include a learning disabilities teacher, speech and language teacher, special education teacher, school nurse, psychologist, social worker, physical therapist, occupational therapist, vision or hearing therapist, parents and other paraprofessionals.



Health & Safety

Paraprofessionals in school settings have a high level of physical contact with many of the students that they work with. This may include assisting students with eating, toileting, personal hygiene, lifting, using therapeutic equipment, pushing a wheelchair or assisting with a specific health related need. It is very important that you understand how to carry out these job expectations while keeping yourself and the students that you work with safe. Any part of your job that requires the use of equipment, a specific procedure or physical contact with a student should be clearly defined and explained to you by a supervisory staff member before you attempt that part of your job.

Universal Precautions



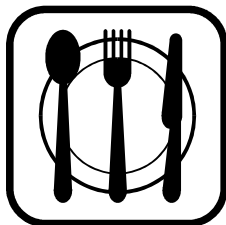
Universal precautions are a series of actions and activities that you will use across the school day to keep yourself safe from the risk of infectious diseases or from spreading infectious diseases to others. It is not possible to know who may be a carrier of an infectious disease just by being acquainted with the students or staff in your school. Across the school day you will be expected to:

1. Wash your hands as often as possible, preferably between working with students, just as you might expect a doctor or nurse to do between patients. Use soap and hot running water. Make sure that you wash your hands after handling diapers, Kleenex, equipment that students have used, after handling soiled clothing, and before and after handling food. Do this even if you wore protective gloves during these activities.

2. Use disposable gloves. Use the gloves only once. Use the gloves for any activity that may include contact with bodily fluids of any kind. Remember, just because you know a student well and are very comfortable with them does not mean that you could not contract something from them or pass on an infection that you may be carrying. Wear disposable gloves when you are physically assisting a student with eating or drinking. If a student has a physically handicapping condition that requires assistance with eating, you may come into contact with their saliva. Wear gloves when assisting them. If you do not know where gloves are kept, ask. If you are allergic to latex you will need to discuss this with the school nurse or your supervising teacher and non-latex gloves will be supplied.

3. If a room surface has blood or bodily wastes on it, it will need to be cleaned immediately. Your supervising teacher, the school nurse or the school custodial service will know where approved disinfectants are kept. Each school will have a specific procedure for cleaning surfaces with these sorts of contaminants on them.

Using universal precautions will greatly increase your personal safety and will protect you from risk of infection from HIV, Hepatitis B and many other infectious diseases. It also increases the likelihood of better health and the safety for those around you.



Assisting Students with Eating

Many students with multiply handicapping conditions require assistance with eating. This may include completely feeding a student, preparing food and giving minimal physical prompts, or visually monitoring students during meal times.

When assisting a student by feeding them, first review the specific mealtime process with your supervising teacher. Keep the following procedural guidelines in mind:

- Use disposable gloves.
- Student should be seated as upright as possible.
- Sit at eye level with the student.
- Talk to/with the student while you are feeding him/her. Mealtimes are typically social times for most people. Be conversant and pleasant and do not ignore the student you are assisting while talking to others around you. The student you are assisting should be the center of your attention.
- Tell the student when you are about to give them a bite of food and what the food item is.
- Never feed a student using a plastic utensil. Always use a metal spoon.
- Do not use a fork unless specifically directed to do so.
- Use small amounts of food. Cut meats and other chewier foods into small pieces. All hotdogs should be cut lengthwise so as to avoid cylinder shapes that easily cause choking.
- Make sure food has been swallowed before delivering the next bite.
- Place food on center of tongue, press down gently and remove spoon with upward movement that will encourage student to clear the spoon with their upper lip.
- Give only several, 1 or 2, swallows of fluid at a time.
- Review the Heimlich maneuver. If needed, ask about the maneuver specific to the size of student that you will be feeding.
- Ask what procedures are used for a student who uses a wheelchair who might be choking.



Seizures

Seizures are not uncommon events in the school setting. Some students with special needs have seizure conditions. Typically, seizures are controlled with medication. There are occasions when this is not the case. Some seizures are mild and as an employee you may not notice that the student has had one. If the student should have a more involved episode of seizure activity, follow this list of procedural guidelines:

- Don't panic, be calm and be in control of the situation
 - Send another person for help immediately.
 - Ask for the school nurse/administrator.
 - Note the time of the onset of the seizure. It is important to be able to identify the length of the seizure in order to make prompt and informed decisions regarding possible needed medical attention.
 - If the student is not already lying down, ease him/her to the floor. You may need assistance to do this. Ask for help from those around you if you cannot do this yourself. Lay the student **on their side**, protecting their head from contact with the floor. If you do not have a coat or sweater or some other soft object to place under the student's head, use your hand until something else can be managed.
 - Position the student's head so as to facilitate drainage of any oral secretions.
 - Clear the immediate area of any objects that could cause injury if they came into physical contact with the student during the seizure.
- Do not attempt to contain the seizure movements of the student.
 - Do not attempt to place anything in the mouth of the student.

- Loosen any tight or restrictive clothing.
- If the student is in a wheelchair they should remain there unless they are injuring themselves on the chair. Loosen foot restraints and remove any restraints or objects that would interfere with seizure related arm and leg or head movements.

Remember: *You cannot control or stop a seizure. It will run its course. Your school nurse will make any further decisions regarding possible needed medical assistance. Assisting someone having a seizure can be a frightening experience and you may need to discuss the episode with your supervising teacher. Once again, if you have questions, ask.*

Wheelchair Safety

Placing students in a wheelchair can be a complicated procedure and should be discussed with a supervising teacher or therapist before attempting to do so. Unless a therapist has a specific procedure that is followed, the following guidelines should be helpful for most students who use a wheelchair:

- **Always** set wheelchair breaks before placing a student in or removing from a wheelchair.
- Typically students should be placed in a wheelchair with their buttocks as far back in the seat as possible, so as to encourage upright posture.
- Fasten hip or seat belts first, secure to a snug position after making sure that student is seated as far back in the seat of the chair as possible.
- Fasten shoulder straps and foot straps next.
- Check feet to make sure that they are placed securely in foot rests before fastening straps.
- When escorting or pushing a student using a wheelchair, discuss where you are going with the student. Do this regardless of the severity of their handicapping condition.
- Until you are directed to do otherwise, **do not allow** students using wheelchairs to be pushed by other students.
- Always set the brakes when you come to a stop for more than a few seconds.
- When outdoors and pushing a student using a wheelchair, turn the chair around and go backwards down short inclines and over curbs. Watch for gratings in the sidewalk that front wheels could easily fall into and cause the chair to tip over or forward. Proceed across gratings at an angle.



Lifting

If you are working with a student who is physically disabled and needs to be lifted in and out of a wheelchair or equipment you should ask your supervising teacher about the procedure before attempting it. Here are some general rules or guidelines that you should follow to help keep you injury free:

- If the student appears to be over 40 pounds or if you feel that you may have difficulty lifting a student who weighs less than 40 pounds you should request assistance with the lift.
- When lifting a larger student, over 40 pounds, always use a 2 person lift procedure, this should be demonstrated and reviewed by a supervisory staff member.
- When lifting, always bend your knees and lift with your legs, not your back.
- Keep your legs shoulder length apart to provide you with better balance and stability.
- When lifting smaller students support them with an arm around their back and under their mid-thighs.
- **Never** lift a student by their arms, this could result in dislocated joints.
- Hold the student's body close to yours while carrying them.

Toileting

Many students with handicapping conditions require assistance using the restroom.

This assistance may include:

- Changing diapers
- Assisting student to and from the toilet
- Physically assisting a student with pulling pants up or down before and after using the toilet
- Visually checking to make sure a student has successfully used the restroom or just reminding a student that it is time to use the restroom.



While assisting with any of the listed procedures that require physical contact you should wear disposable gloves. If the student requires a diaper change you should request demonstration and supervision the first time. A supervisory staff member will review any specific diapering or toileting procedures with you. Our district requires that 2 staff members be present at all times if a student needs physical assistance during a toileting procedure. The larger the student is, the more complicated and sometimes difficult the procedures may be. Remember, the dignity of the student must be regarded and respected at all times. Even though some regard this aspect of the paraprofessionals job as difficult and unpleasant it still needs to remain a dignified, personal process for the student.



Medications

State and Federal laws prohibit the delivery of medication to students by an adult in the school unless the adult has had specific training under the supervision of a nurse or parent. As an employee it is unlikely that you will be asked to deliver medication to students. ***Remember, you cannot deliver any kind of medication*** to a student ***unless*** you have had training that is specific to that student. Training for one student does not qualify you to deliver medication to another student. You must receive training specific to each student that you would deliver medication to. For more information, please see district policy #3510 about distributing medication.



Thank you again for your desires to help Sugar-Salem students succeed to be college and/or career ready when they graduate with their peers. You make a difference within our school community!



JOB DESCRIPTION

TITLE: Paraprofessional [academic and/or behavior support personnel]

—Title 1, ESL, Migrant, Special Education

JOB GOAL:

To assist, support, and work closely with teachers, administrators, and other team members in providing educational benefit for students. The work completed could be with an individual on a one on one basis or in small group settings.

QUALIFICATIONS:

1. Post-secondary education {Meet one of the following requirements}
 - a. 32 college academic credits [provide official transcript]
 - b. Associate degree or higher
 - c. Pass the ETS ParaPro Assessment with score 460 or higher
2. Aptitude for the work to be performed
3. Previous experience preferred, but not mandatory
4. Interest in children and education
5. Desire to assist students with various types of special needs in a learning environment
6. Emotional maturity and stability necessary for the specialized work involved
7. Ability to maintain high standards of ethical behavior and confidentiality
8. Ability to perform assigned duties that may or may not be specified in or adjusted after the hiring process
9. Such alternatives to the above qualifications as the Board find appropriate and acceptable

ADDITIONAL SKILLS:

- A. Ability and capacity to lift 30+ pounds
- B. Be able to write legibly; use proper grammar and punctuation
- C. Able to work and communicate with staff, students, and as directed public
- D. Patient, yet firm
- E. Be able to follow directions of supervisor that are in accordance to district, state, and federal regulations

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- A. Prepares classroom activities for the assigned student(s) under the supervision of the certified teacher
- B. Works individually or with small groups of students to reinforce materials initially introduced by the teacher. (i.e. assist in drill work; adapted curriculum; small groups in computers, library, lunchroom, etc.)
- C. Assists individual students in need of special attention.
- D. Assists in data collection of student's progress.
- E. Guides independent study, enrichment work, and remedial work set up by the teacher.
- F. Assists teacher with non-instructional classroom duties (i.e. snack, toileting, clothing routines, etc.)
- G. Helps adapt curriculum and supplementary materials for use in the classroom or therapy room.
- H. Strive to improve and maintain job skills through professional development training and other means.
- I. Has regular and predictable attendance
- J. Other duties and responsibilities as assigned

REPORTS TO/EVALUATED BY:

Principal and the appropriate certificated teacher and federal programs director of the following programs: Title 1, ESL, Migrant, and Special Education

TERMS OF EMPLOYMENT:

- Approximately nine-month working period with the position defined as an at-will employee of the Board. This means that the employer or employee may terminate employment at any time for any reason consistent with applicable state or federal law.
- Wages are based on the appropriate classified salary schedule
- Fulfills the requirements of the Idaho Paraprofessional Standards

EVALUATION:

- Performance of this job will be evaluated annually in accordance with provisions of the Board’s policy on Evaluation of Paraprofessionals.

PERFORMANCE RESPONSIBILITIES [aligned to “Idaho Professional Standards”]

1. Works with individual students or small groups of students to reinforce learning materials or skills initially introduced and outlined by certificated staff [1p1, 1p3, 2p1, 3p5, 4k3, 4p1, 7p1]
2. Assists the certificated staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of the individual students, their needs, interests, and abilities. [3k1, 3k2, 3p3, 4k4, 7k1, 7k2, 8p3]
3. Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the certificated staff. [1k1, 1p1, 1p2, 1p3, 8k1, 8p2, 8p4]
4. Serves as the chief source of information and help to any guest teacher assigned in the absence of the regular certificated staff. [1k1, 1k2, 6p1, 10p2, 10p3, 10k1, 10k4, 10k5]
5. Performs clerical, classroom maintenance, and instructional duties as assigned by the certificated staff [1k1,1k2, 1p1, 1p2, 1p3, 2k1, 2p1, 3k2, 3k3, 3k6, 3p1, 3p2, 3p3, 3p7, 4k1, 4k3, 4k4, 3p1, 4p2, 5p3, 5p6, 5p8, 7p1, 8p1, 10p3]
6. Alerts the certificated staff to any problem or special information about an individual students [1k2, 5k2, 5p2, 6p1, 8p3, 10k1, 10k6, 10d2, 10p7, 10p8]
7. Performs assigned supervision of students during lunch periods, recesses, and on field trips [Principals 1-10, 5p5]
8. Performs assigned non-instructional classroom duties such as snack time, toileting, and clothing routines. [3p1, 3p4, 3p6, 7p1, 5k6]
9. When requested, serves as a resource person to the General intervention Team and/or IEP, Title 1, ESL, team(s) [8p3].
10. Demonstrates ethical behavior and confidentiality of information about students in school environment and community. [8p1, 9k1, 9k2, 9d5, 10k1, 10k2, 10k4, 10k7, 10d3, 10p1, 10p4, 10p6]
11. Participates in in-service training programs as approved [principals 1-10, 9p4]
12. Maintains safe working environment and encourages colleagues to be safety minded in performance of all school related duties [5k2, 5p2, 5p5, 10p8]
13. Performs other such duties/assignments as directed by certificated staff [10k1, 10p2, 10p3]
14. Assists as directed by certificated staff in the effort to successfully maintain students with special needs in an integrated setting as determined by the IEP, Title 1, ESL team(s). [2p1, 3k2, 3k3, 3d1, 3p2, 3p5, 3p7, 4k3, 4k4, 4d1, 4d2, 4p1, 8p4]
15. Effectively collects and maintains evidence of meeting “Idaho Paraprofessional Standards” [portfolio].

Job Competency aligned to Performance Standards

Job Competency	Performance Standard
	Number and Description
1. Works with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by certificated staff.	<p>1P1: The paraprofessional demonstrates the academic skills needed to perform his/her assignment(s).</p> <p>1P3: The paraprofessional presents subject area content accurately to students.</p> <p>2P1: The paraprofessional uses developmentally and age appropriate strategies, equipment, materials and technologies as directed by teacher/provider.</p> <p>3P5: The paraprofessional demonstrates the ability to carry out a variety of teacher/provider directed accommodations to address the individual student's needs.</p> <p>4K3: The paraprofessional has a basic understanding of a variety of instructional techniques used by the teacher/provider.</p> <p>4P1: The paraprofessional utilizes his/her understanding of program requirements to receive and carry out assignments.</p> <p>7P1: The paraprofessional follows teacher/provider written and verbal plans, seeking clarification as needed.</p>
2. Assists the certificated staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests and abilities.	<p>3K1: The paraprofessional understands the impact that disability or a combination of disabilities may have on a student's life.</p> <p>3K2: The paraprofessional knows about the different methods that are used by teachers/providers to accommodate individual student learning needs.</p> <p>3P3: The paraprofessional assists in adapting instructional strategies and materials according to student needs and ability levels.</p> <p>4K4: The paraprofessional understands basic instructional, remedial and accelerated methods, techniques, and materials for teaching a variety of students.</p> <p>7K1: The paraprofessional understands that instruction is more effective when designed around student strengths, interests, and abilities.</p> <p>7K2: The paraprofessional knows that a variety of elements (instructional materials, individual student interests, needs, aptitudes and community resources) are considered when planning instruction for students.</p> <p>8P3: The paraprofessional objectively shares relevant information about student performance to assist the teacher/provider in the planning process.</p>
3. Monitors work, corrects papers, and supervises curriculum based testing and makeup work as assigned by certificated staff.	<p>1K1: The paraprofessional has the basic academic skills needed to perform his/her assignments.</p> <p>1P1: The paraprofessional demonstrates the academic skills to perform his/her assignments.</p> <p>1P2: The paraprofessional is able to utilize basic educational terminology to understand assigned tasks.</p> <p>1P3: The paraprofessional presents subject area content accurately to students.</p> <p>8K1: The paraprofessional understands the purposes of formative and summative assessment and evaluation.</p> <p>8P2: The paraprofessional gathers information by using informal/functional assessment methods under teacher/provider direction.</p> <p>8P4: The paraprofessional assists in providing assessment accommodations/modifications as designed by the teacher/provider.</p>
4. Serves as the chief source of information and help to any guest teacher assigned in the absence of the regular certificated staff.	<p>1K1: The paraprofessional has the basic academic skills needed to perform his/her assignments.</p> <p>1K2: The paraprofessional possesses basic educational terminology regarding students, programs, roles and instructional activities.</p> <p>6P1: The paraprofessional effectively communicates with team members.</p> <p>10P2: The paraprofessional effectively collaborates with team members.</p> <p>10K1: The paraprofessional understands the distinction between and the roles of all team members in support of student learning.</p> <p>10K4: The paraprofessional knows how to respond respectfully to a parent, the community or another educator in conflict situations.</p> <p>10K5: The paraprofessional knows the rights and responsibilities of parents, students, teachers, professionals and schools as they relate to students with learning needs.</p>

<p>5 Performs clerical, classroom maintenance, and instructional duties as assigned by certificated staff</p>	<p>1K1: The paraprofessional has the basic academic skills needed to perform his/her assignments. 1K2: The paraprofessional possesses basic educational terminology regarding students, programs, roles and instructional activities. 1P1: The paraprofessional demonstrates the academic skills needed to perform his/her assignments. 1P3: The paraprofessional presents subject area content accurately to students. 2K1: The paraprofessional understands which materials and activities are chronologically age-appropriate. 2P1: The paraprofessional uses developmentally and age-appropriate strategies, equipment, materials and technologies as directed by teacher/provider. 3K2: The paraprofessional knows about different methods that are used by teacher/providers to accommodate individual student learning needs. 3K3: The paraprofessional has a basic knowledge of the strategies used to support the learning of students whose first language is not English. 3K6: The paraprofessional knows about areas of exceptionality, such as learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness. 3P1: The paraprofessional utilizes his/her understanding of program requirements to receive and carry out assignments. 3P2: The paraprofessional persists in helping all students achieve success. 3P3: The paraprofessional assists in adapting instructional strategies and materials according to student needs and ability levels. 3P7: The paraprofessional uses a number of teacher/provider directed strategies to support the learning of students whose first language is not English. 4K1: The paraprofessional knows where to access a variety of learning resources. 4K3: The paraprofessional has a basic understanding of a variety of instructional techniques used by the teacher/provider. 4K4: The paraprofessional understands basic instructional, remedial and accelerated methods, techniques, and materials for teaching a variety of students. 4P1: The paraprofessional uses a variety of instructional techniques as modeled by the teacher/provider. 4K2: The paraprofessional understands that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning. 5P3: The paraprofessional recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated. 5P6: The paraprofessional understands the demands of various classroom and non-classroom environments on individuals with diverse learning needs. 5P8: The paraprofessional assists in modifying the learning environment to manage behavior. 7P1: The paraprofessional follows teacher/provider written and verbal plans, seeking clarification as needed. 8P1: The paraprofessional assists teachers/providers with maintaining student records required by the state or district. 10P3: The paraprofessional follows teacher/provider instructions and honors team decisions in daily practice</p>
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<p>6 Alerts the certificated staff to any problem or special information about an individual student.</p>	<p>1K2: The paraprofessional possesses basic educational terminology regarding students, programs, roles and instructional activities. 5K2: The paraprofessional understands how social groups function and influence people and how people influence groups. 5P2: The paraprofessional uses positive behavioral supports, crisis intervention, and restraint techniques consistent with the district/agency policy. 6P1: The paraprofessional effectively communicates with team members. 8P3: The paraprofessional objectively shares relevant information about student performance to assist the teacher/provider in the planning process. 10K1: The paraprofessional understands the distinction between and the roles of all team members in support of student learning. 10K6: The paraprofessional knows signs of emotional distress, child abuse, substance abuse and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities. 10D2: The paraprofessional is concerned about all aspects of students' well being and is alert to signs of difficulties. 10P2: The paraprofessional effectively collaborates with team members. 10P7: The paraprofessional exercises objective and prudent judgment.</p>
<p>7 Performs assigned supervision of students during lunch periods, play periods, and on field trips.</p>	<p>5P5: The paraprofessional maintains a safe and effective learning environment for academic and non-academic settings (i.e. lunchrooms, study halls, playgrounds and buses).</p>
<p>8 Performs assigned non-instructional classroom duties, such as snack time, toileting and clothing routines</p>	<p>3P1: The paraprofessional utilizes his/her understanding of program requirements to receive and carry out assignments. 3P4: The paraprofessional assists teacher/provider to maintain assistive/adaptive/medical services. 3P6: The paraprofessional demonstrates proper lifting, carrying, and transferring techniques. 7P1: The paraprofessional follows teacher/provider written and verbal plans, seeking clarification as needed. 5K6: The paraprofessional understands the demands of various classroom and non-classroom environments on individuals with diverse learning needs.</p>
<p>9 When requested, serves as a resource person to the General Education Intervention Team and/or RTI, IEP, Title 1, ESL, or Migrant Team(s).</p>	<p>8P3: The paraprofessional objectively shares relevant information about student performance to assist the teacher/provider in the planning process.</p>
<p>10 Demonstrates ethical behavior and confidentiality of information about students in school environment and community.</p>	<p>8P1: The paraprofessional assists teachers/providers with maintaining student records required by the state or the district. 9K1: The paraprofessional has an awareness of his/her professional strengths and needs. 9K2: The paraprofessional is aware of the personal biases and differences that affect job performance. 9D5: The paraprofessional values competency and integrity. 10K1: The paraprofessional understands the distinction between and the roles of all team members in support of student learning. 10K2: The paraprofessional understands the relationships between schools, families and the larger community and how such partnerships foster student learning. 10K4: The paraprofessional knows how to respond respectfully to a parent, the community or another educator in conflict situations. 10K7: The paraprofessional understands the expectations for professional conduct, policies, procedures, and laws with regard to student and parent rights. 10D3: The paraprofessional respects the dignity, rights, and privacy of students and families. 10P1: The paraprofessional respects the privacy of students, student rights, and confidentiality of information. 10P4: The paraprofessional provides positive representation of the student, school and district. 10P6: The paraprofessional demonstrates professional conduct in accordance with district policies and state law.</p>

<p>11 Participates in in-service training programs as provided and/or approved.</p>	<p>9P4: The paraprofessional participates in meaningful professional development opportunities in order to demonstrate current, effective practices.</p>
<p>12 Maintains safe working environment and encourages colleagues to be safety minded in the performance of all school-related duties.</p>	<p>5K2: The paraprofessional understands how social groups function and influence people and people influence groups. 5P2: The paraprofessional uses positive behavioral supports, crisis intervention and restraint techniques consistent with district/agency policy. 5P5: The paraprofessional maintains a safe and effective learning environment for academic and non-academic settings (i.e. lunchrooms, study halls, playgrounds and buses). 10P8: The paraprofessional follows policy regarding reporting suspected child abuse, neglect or threat of harm to self or others.</p>
<p>13 Performs other such duties/assignments as directed by certificated staff.</p>	<p>10K1: The paraprofessional understands the distinction between and the roles of all team members in support of student learning. 10P2: The paraprofessional effectively collaborates with team members. 10P3: The paraprofessional follows teacher/provider instructions and honors team decisions in daily practice.</p>
<p>14 Assists as directed by certificated staff in the effort to successfully maintain students with special needs in an integrated setting as determined by the RBM, Title 1, ESL, Migrant, or IEP Team(s).</p>	<p>2P1: The paraprofessional uses developmentally and age-appropriate strategies, equipment, materials and technologies as directed by teacher/provider. 3K2: The paraprofessional knows about different methods that are used by teachers/providers to accommodate individual student learning needs. 3K3: The paraprofessional has a basic knowledge of the strategies used to support the learning of students whose first language is not English. 3D1: The paraprofessional has an appreciation of programs for students with diverse needs. 3P2: The paraprofessional persists in helping all students achieve success. 3P5: The paraprofessional demonstrates ability to carry out a variety of teacher/provider directed accommodations to address the individual students' needs. 3P7: The paraprofessional uses a number of teacher/provider directed strategies to support the learning of students whose first language is not English. 4K3: The paraprofessional has a basic understanding of a variety of instructional techniques used by the teacher/provider. 4K4: The paraprofessional understands basic instructional, remedial and accelerated methods, techniques, and materials for teaching a variety of students. 4D1: The paraprofessional believes that a variety of instructional strategies may be necessary to meet individual needs. 4D2: The paraprofessional values flexibility and resourcefulness in supporting the teacher/provider in adapting and/or modifying instruction to address student needs.</p>

Sugar-Salem School District #322 Paraprofessional Evaluation

Para Name:	Department:	Building:	School Year:	Date of Evaluation:
Signature:	<input type="checkbox"/> SpEd <input type="checkbox"/> Title 1A <input type="checkbox"/> ESL/Migrant	<input type="checkbox"/> D <input type="checkbox"/> C <input type="checkbox"/> K <input type="checkbox"/> Jr <input type="checkbox"/> SSHS <input type="checkbox"/> VVHS	20____ - ____	

Signature indicates employee has seen this evaluation

Performance Rubric Ratings:	<u>U</u> = Unsatisfactory	<u>B</u> = Basic	<u>P</u> = Proficient	<u>D</u> = Distinguished
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Area	Indicators	Rubric Rating	Area	Indicators	Rubric Rating	Area	Indicators	Rubric Rating
Planning & Preparation	Assists the certificated staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of the individual students, their needs, interests, and abilities. [3k1, 3k2, 3p3, 4k4, 7k1, 7k2, 8p3]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Instruction	Works with individual students or small groups of students to reinforce learning materials or skills initially introduced and outlined by certificated staff [1p1, 1p3, 2p1, 3p5, 4k3, 4p1, 7p1]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Professional Responsibilities	Performs assigned non-instructional classroom duties such as snack time, toileting, and clothing routines. [3p1, 3p4, 3p6, 7p1, 5k6]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
Planning & Preparation	Alerts the certificated staff to any problem or special information about an individual students [1k2, 5k2, 5p2, 6p1, 8p3, 10k1, 10k6, 10d2, 10p7, 10p8]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Instruction	Assists as directed by certificated staff in the effort to successfully maintain students with special needs in an integrated setting as determined by the IEP, Title 1, ESL, RBM team(s). [2p1, 3k2, 3k3, 3d1, 3p2, 3p5, 3p7, 4k3, 4k4, 4d1, 4d2, 4p1, 8p4]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Professional Responsibilities	Performs assigned supervision of students during lunch periods, recesses, and on field trips [Principals 1-10, 5p5] Performs other such duties/assignments as directed by certificated staff [10k1, 10p2, 10p3]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
Classroom Environment	Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the certificated staff. [1k1, 1p1, 1p2, 1p3, 8k1, 8p2, 8p4]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Classroom Environment	Serves as chief source of information and help to substitute or other guests in the absence of regular teacher [1k1, 1k2, 6P1, 10P2, 10K1, 10K4, 10K5]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Professional Responsibilities	When requested, serves as a resource person to the General intervention Team and/or IEP, Title 1, ESL, RBM team(s) [8p3].	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
Classroom Environment	Maintains safe working environment and encourages colleagues to be safety minded in performance of all school related duties [5k2, 5p2, 5p5, 10p8]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Classroom Environment	Performs clerical, classroom maintenance, and instructional duties as assigned by the certificated staff [1k1, 1k2, 1p1, 1p2, 1p3, 2k1, 2p1, 3k2, 3k3, 3k6, 3p1, 3p2, 3p3, 3p7, 4k1, 4k3, 4k4, 3p1, 4p2, 5p3, 5p6, 5p8, 7p1, 8p1, 10p3]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Professional Responsibilities	Participates in in-service training programs as assigned/approved [principals 1-10, 9p4]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
Other:	Counseling Sessions	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Classroom Environment	Performs other duties/assignments as directed by certificated staff [10K1, 10P2, 10P3].	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D	Professional Responsibilities	Demonstrates ethical behavior and confidentiality of information about students in school environment and community. [8p1, 9k1, 9k2, 9d5, 10k1, 10k2, 10k4, 10k7, 10d3, 10p1, 10p4, 10p6]	<input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

Recommendations:

1 Would not recommend continued employment within district 2 Recommend with multiple reservations 3 Recommend with limited reservations 4 Highly Recommend, no reservations.

Evaluator:	Overall Rating Score:	Signature/Date:	Evaluator:	Overall Rating Score:	Signature/Date:	O V E R
Federal Program Supervisor:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Principal:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
			Director:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		

Professional Development/Supervision Activities

Name:	School Year:	Supervisor:

Date	Event	Presenter	Date	Event	Presenter	Date	Event	Presenter

Notes:	Comments:

Sugar-Salem School District #322 Paraprofessional Evaluation Performance Rubric

Area	Indicators	Rating			
		Unsatisfactory	Basic	Proficient	Distinguished
Planning & Preparation	Assists the certificated staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of the individual students, their needs, interests, and abilities. [3k1, 3k2, 3p3, 4k4, 7k1, 7k2, 8p3]	Only does what they are told Gives lessons the way the para wants it done Does not use their knowledge to benefit the student(s)	Does minimum required in their routine	Communicates with program supervisor and current general education teachers on a regular basis about student performance Helps to accommodate lessons to fit student(s) needs Implements strategies given by teacher(s) for the student	Continuously provides feedback on accommodations, adaptations to curriculum to meet child(s) needs. Takes new ideas on how to help the student to the teacher for approval
	Alerts the certificated staff to any problem or special information about an individual students [1k2, 5k2, 5p2, 6p1, 8p3, 10k1, 10k6, 10d2, 10p7, 10p8]	Does not communicate any concerns to program supervisor and/or what is told does not correlate with written reports	Writes a note or verbally tells program supervisor concerns with limited details	Communicates concern about student efficiently so concern/progress is understood at a level it can be taken care of	Communicates concern/progress about student and also problem solves solutions. Accepts any direction with professionalism, even when the program outline does not match personal philosophies.
Classroom environment	Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the certificated staff. [1k1, 1p1, 1p2, 1p3, 8k1, 8p2, 8p4]	Needs to be reminded about progress monitoring Does not show knowledge or respect for the content	Does progress monitoring when asked Shows knowledge for content	Does progress monitoring as outlined by teacher without reminders or prompts Shows respect and knowledge for content	Helps students to become excited to learn
	Maintains safe working environment and encourages colleagues to be safety minded in performance of all school related duties [5k2, 5p2, 5p5, 10p8]	Keeps work area messy and disorganized	Keeps work area clean	Keeps work area clean and organized	Helps keep entire room clean and organized
	Performs other duties/assignments as directed by certificated staff [10K1, 10P2, 10P3].	Does what is required grudgingly manner	Does what is required with a fair attitude	Communicates with team members, provides feedback; attitude is receptive	Communication is open, appears to be appreciative as noted by implementation of feedback provided by supervisors
	Serves as chief source of information and help to substitute or other guests in the	Communicates with parents, but information is not	Gives help upon request	Helps substitute/guest find needed items	Provides detailed schedule when they are gone

	absence of regular teacher [1k1, 1k2, 6P1, 10P2, 10K1, 10K4, 10K5]	passed onto program supervisor Confidentially is not adhered to FERPA and HIPPA laws are violated		Provides help to substitutes so they understand schedules as needed Knows when to help and when to step back	Helps substitute to be able to accomplish what needs to happen
	Performs clerical, classroom maintenance, and instructional duties as assigned by the certificated staff [1k1,1k2, 1p1, 1p2, 1p3, 2k1, 2p1, 3k2, 3k3, 3k6, 3p1, 3p2, 3p3, 3p7, 4k1, 4k3, 4k4, 3p1, 4p2, 5p3, 5p6, 5p8, 7p1, 8p1, 10p3]	Only applies some of the material given Gives work only in worksheet format	Does all work given w/o seeking clarification as needed	Seeks clarification in areas of confusion so that materials provided are utilized to the fullest levels possible for student learning	Communicates with team and helps come up with ideas to help the student reach their goals.
Instruction	Works with individual students or small groups of students to reinforce learning materials or skills initially introduced and outlined by certificated staff [1p1, 1p3, 2p1, 3p5, 4k3, 4p1, 7p1]	Accomplishes some of what is given Has an unsatisfactory attitude when working with team members or student(s)	Accomplishes only what is given Attitude is consistently inconsistent	Accomplishes what is given to them Attitude is great while working with team members and student(s)	Accomplishes what is given to them Brings ideas to the team on how to improve materials to the benefit of the student
	Assists as directed by certificated staff in the effort to successfully maintain students with special needs in an integrated setting as determined by the IEP, Title 1, ESL, RBM team(s). [2p1, 3k2, 3k3, 3d1, 3p2, 3p5, 3p7, 4k3, 4k4, 4d1, 4d2, 4p1, 8p4]	Does only some of what is required by teacher	Does what is given by teacher	Does what is given by teacher and gives ideas of how student is progressing as well as possible adjustments to current expectations	Helps create lesson plans and intervention plans that when incorporated helps students progress in skill acquisition as noted on data charting
Professional Responsibilities	Performs assigned non-instructional classroom duties such as snack time, toileting, and clothing routines. [3p1, 3p4, 3p6, 7p1, 5k6]	Avoids fulfilling assigned duties when needed	Does the basics of what is needed, but no more	Does what is needed and also looks to anticipate issues in the future; works to alleviate those concerns	Not Applicable
	Performs assigned supervision of students during lunch	Does not complete supervisory duties;	Completes all supervisory duties (i.e. is out on recess	Completes all supervisory duties; anticipates possible	Not Applicable

	periods, recesses, and on field trips [Principals 1-10, 5p5] Performs other such duties/assignments as directed by certificated staff [10k1, 10p2, 10p3]	not where they are assigned to be Distracted enough that focus is not on students being supervised by staff member.	duty, presences only)	safety concerns (I.e. recess duty-moving about the playground interacting with students) .	
	When requested, serves as a resource person to the General intervention Team and/or IEP, Title 1, ESL, RBM team(s) [8p3].	Finds ways to not provide input or attend requested meetings	Share minimal information, is not willing to be forthright with information	Is able to articulate student's performance level for the functional area being discussed.	Not applicable
	Participates in in-service training programs as assigned/approved [principals 1-10, 9p4]	Employee is sporadic in attending trainings; does not implement new/reviewed skills into job performance	Employee attends trainings but does not appear to be implementing new/reviewed skills into job performance	Employee attends planned training throughout year; implements new/reviewed skills in job performance	Employee shows interest in profession; seeks out learning opportunities on own time
	Demonstrates ethical behavior and confidentiality of information about students in school environment and community. [8p1, 9k1, 9k2, 9d5, 10k1, 10k2, 10k4, 10k7, 10d3, 10p1, 10p4, 10p6]	Employee oversteps hierarchy of responsibility in sharing details with appropriate stakeholders. Employee has not shown improvement in this area.	Employee oversteps hierarchy of responsibility in sharing details with appropriate stakeholders. However, employee has shown improvement in this area.	There is no violation to HIPPA or FERPA laws. Specific information is shared with only appropriate staff and employee does not overstep hierarchy of reasonability in sharing details with appropriate stakeholders.	Not applicable
Other	Number of Counseling reviews provided to staff member	2 or more	1 in two different areas	1	0

Notes:

New School Year Orientation Worksheet

Employee:	Department:	School year:
		20____ - ____ (complete and return with your timesheet)

Current Mailing Address:		Best Contact phone #:
Street/PO Box:		()
City:		Employment Level:
State: ID	Zip:	<input type="checkbox"/> 1 New to district <input type="checkbox"/> 2 Current staff (new position/school/supervisor) <input type="checkbox"/> 3 Current staff (same building/supervisor)

Task	Employment level	Initials
I have read the appropriate department and school handbooks.	1, 2, 3	
I have asked any questions that I have at the present time.	1, 2, 3	
I understand the confidentially guidelines and procedures.	1, 2, ,3	
I can access the district's web page [www.sugarsalem.com]	1	
I know how to look up district policies on the web page.	1	
I have a district email address and know how to log in/out	1	
I have sent an email to district para trainer [Bryon Kennedy]	1	
I have completed the Work Style Survey with my general education teacher* or department supervisor*. *My department supervisor is: _____ My department director is: _____; secretary is _____ Building principal is _____; secretary is _____ *My general education supervisor is: _____	1, 2	
I have completed and/or updated all human resource paperwork at the district office.	1, 2, 3	
Department supervisor and administrator has a copy of my schedule.	1, 2, 3	
I've read and understand the following policies: <ul style="list-style-type: none"> • Workman's Compensation—8105 • Sexual Harassment/Intimidation of Students—3290 • Sexual Harassment in the Workplace--5240 • Hazing, Harassment, Intimidation, Bullying, Cyber bullying, Menacing—3295 • Employee/student conduct and Relations—5241 • Staff Dress and Appearance—5360 • Student Dress—3260 (check about building policy too) • Employee Electronic Email and On-line Services usage—5330 • Employee use of electronic communication devices—5335 • Technology Acceptable Use—3270 • Uniform Grievance Procedure—5250 • Administering Medication-3510 	1, 2, 3	

I acknowledge that I have completed the above tasks to the best of my ability and recognize that my job is based on a variety of factors. Such factors are, but not limited to the following: student population, student attendance, funding source, job skills, my performance, etc. My employment status could change at any time throughout the calendar or school year. Employment this year does not guarantee employment for the coming school year.

Signature/Date