

**Rochester Community School Corporation
Paraprofessional Handbook
2026-2027**



**Rochester Community School Corporation
690 Zebra Lane
Rochester, IN 46975
574-223-2159**

Revised 3/26

Disclaimer

The Paraprofessional Handbook has been prepared and provided for your information and future reference concerning your responsibilities, expected performance and behavior while working for Rochester Community Schools.

This handbook does not constitute a contract.

Although every effort was made to ensure the accuracy of this information at the time of publication, changes may occur. Rochester Community School Corporation reserves the right to modify or deviate from the handbook at any time and at its sole discretion. Employees and perspective employees should not in any way rely upon the provisions of the handbook in accepting or continuing employment.

Publications

In addition to this handbook, there are several other publications that contain information about the organization, operations and expectations of Rochester Community School Corporation and its employees. These include: "Bylaws and Policies" and "Administrative Guidelines" and the "Rochester Community Schools Classified Employee Handbook", available on the district website at www.zebras.net.

Equal Employment Opportunities

Rochester Community School Corporation shall adhere to a policy of equal employment opportunities for all employees.

*"The School Board does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including transgender status, sexual orientation, and gender identity), disability, age, religion, military status, ancestry, or genetic information which are classes protected by Federal and/or State law (collectively, "Protected Classes") occurring in the Corporation's employment opportunities, programs, and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's employment opportunities, programs, and activities, affecting the Corporation environment."

*Book:Policy Manual Section4000 Support Staff
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Welcome

Rochester Community School Corporation would like to take this opportunity to welcome you. Paraprofessionals are important members of the corporation and educational team. You will be working with all other employees within the corporation to help students learn, grow and achieve their goals during their educational career here at Rochester Community Schools.

Your main role as a paraprofessional is to support students by helping extend the educational services provided by teachers. The student(s) with whom you will work may need extra academic, behavioral, physical, sensory, and/or social support in order to be successful throughout the school. The purpose of the position of paraprofessional is to facilitate inclusion and allow for the least restrictive environment (LRE) for all students. Learning in a general education classroom is possible for more students because paraprofessionals assist students with their individual needs; implement accommodations, modifications and instruction under the direction of the teacher(s); and assist the teacher(s) by supporting the education of all students as needed.

Welcome to the Rochester Community School Corporation Zebra Herd!

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1. Qualification Requirements

All employees hired to fill the role of a Paraprofessional need to meet certain requirements. Reasonable accommodations may be made to allow a person with disabilities to perform these functions. An employee hired to fill the position of paraprofessional must display abilities in the areas of language, mathematics, and reasoning in order to:

- Read and understand documents such as safety rules, operating and maintenance instructions and procedure manuals
- Write routine reports, keep records, fill out charts, etc.
- Speak before individuals or groups of students or adults, showing good communication skills
- Use fractions, percentages, ratios and portions in practical situations
- Solve everyday problems and handle a variety of concrete variables in situations where only limited standards exist
- Understand an assortment of directions in written, oral, diagram or schedule form

Effective January 8, 2002, the law requires that paraprofessionals serving in an instructional capacity meet certain requirements:

On that date, The President signed the No Child Left Behind Act (NCLB) into law. The law establishes new requirements for paraprofessionals in classrooms. Any instructional paraprofessional employed after January 8, 2002, must either have completed two years of college, hold a two-year degree, or pass a state or local assessment. Under the Every Student Succeeds Act (ESSA), paraprofessionals must continue to meet the federal standards used under NCLB.

Complete information can be found in the Non-Regulatory Guidance issued by the US Department of Education.

****Update for the 2020-21 school year, the USDOE has approved the IDOE's request to allow LEAs who meet the requirements to utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements.**

The USDOE has approved the IDOE's request to allow LEAs who meet the requirements to utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements. LEAs may choose one of the following options to serve as their paraprofessional requirements, or they may request approval from IDOE for an option that does not appear on the list below.

The paraprofessional can be determined to be highly-qualified if he or she has:

- Two years of college experience
- A two-year college degree
- Passed the Para-Pro Assessment (within the first year of employment)
- One year or 1,000 hours of previous employment experience in a school or working with children in an educational or licensed daycare setting
- Passed annual school-level evaluations
- Completed 48 credit hours of college level classes
- Child Development Associate (CDA) Credentials
- Completed LEA required professional development modules/training
- Completed Other Requirements – LEAs may request approval from IDOE

These requirements apply to Title-I funded paraprofessionals in Targeted Assistance Schools (TAS), or all instructional paraprofessionals no matter how they are funded in Schoolwide Programs (SWPs).

For instructional paraprofessionals in Indiana districts and schools receiving Title I funds, Indiana is adopting the ParaPro Assessment developed by the Educational Testing Service (ETS). Paraprofessionals with less than two years of college will be required to successfully complete this assessment. Additional information regarding the test, including registration materials, can be found on the ETS website.

** in.gov IDOE

Rochester Community School Corporation also requires paraprofessionals to:

- Pass a criminal background check
- Sign a confidentiality agreement
- Receive and/or maintain CPR and First Aid Certification
- Optional, unless requested by the supervising teacher or administrator, attend CPI Training Program (Nonviolent Crisis Intervention) OR HANDS in Autism Training.

2. Job Description

Job Title: Paraprofessional

(Sometimes also referred to as Instructional Assistant and/or Teacher's Aide)

An individual hired to assist one or more students - placed throughout the school day either with the individual student or groups of students, who need additional support. Paraprofessionals may also be assigned to other duties such as but not limited to;

- lunchroom supervision
- recess supervision
- bus and/or carline duty
- other tasks assigned by supervising teacher and/or administrator

Reports to: Immediate Supervisor and/or Teacher of Record

Immediate Supervisor: Each paraprofessional will have a person designated as his/her immediate supervisor. This person, usually a teacher, will provide guidance about the specific job responsibilities expected in the paraprofessional position from day to day. This individual will most likely be the teacher of the classroom the student is assigned to for daily instruction.

Teacher of Record: The teacher of record refers to the special education teacher to whom a student with a disability is assigned. Each student with a disability must have a teacher of record identified. This individual is the certificated teacher responsible for the instruction of the student.

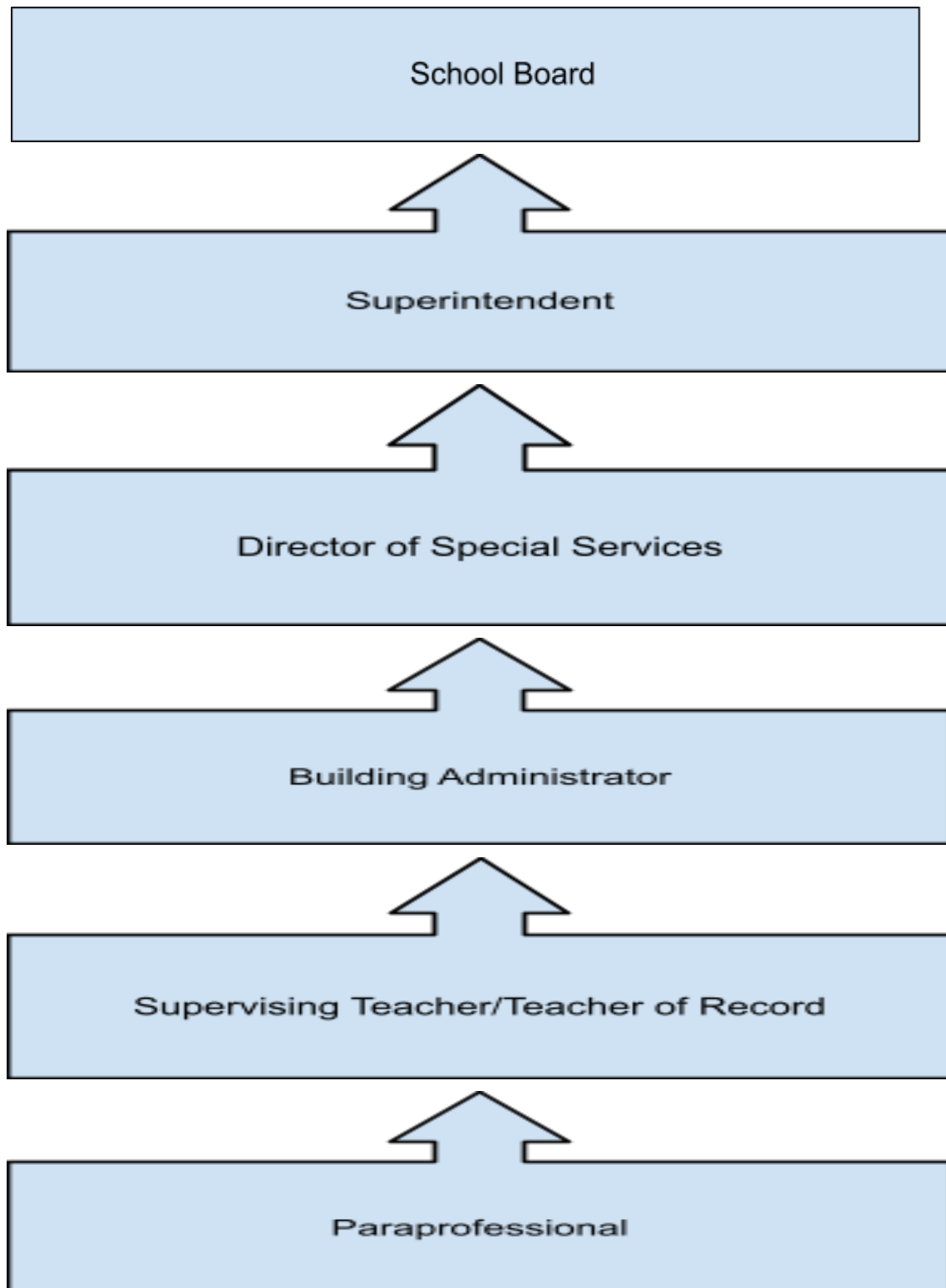
Principal: The Principal of the building should be contacted only when the immediate supervisor and/or the teacher of record are not available. Exceptions include when CPI is implemented and the Principal is on the team. Also, when the immediate supervisor and/or the teacher of record find it necessary to include the administration.

Director of Special Services: If you have a question that cannot be answered by your immediate supervisor, the teacher of record or principal, please contact the corporation's Director of Special Services located in the Rochester Learning Center.

Duration of Employment and Length of Work Day:

Your term of employment is 180 days unless otherwise specified. The length of your work day will be determined by student needs and other supervising assignments given to you. Start time in the AM may be as early as 7:30. End time in the afternoon may be as late as 3:30. These times will be communicated to you by your building principal.

Chain of Command



3. Job Assignments

Your duties are generally for the length of one school year, depending on your hire date and student need. There will be evaluations on your performance filled out by your supervisors at least once every year or more often at the supervisor's discretion. Be aware that your assignment, location, duties, and expectations are subject to change at any time in order to help facilitate student needs within the corporation. Wherever there is a student need is where paraprofessionals will be placed. Since it is impossible to list all activities a paraprofessional may carry out, the following are given as suggestions:

Instructional and supervision related:

- Monitor student conduct and behaviors during teacher instruction
- Chart student behavior data
- Assist in remediation of concepts and lessons already taught by a licensed teacher
- Implement modifications and accommodations according to IEPs
- Assist student(s) with keeping on task and maintaining appropriate classroom behavior
- Listen to a student's oral reading
- Provide reading or storytelling for one student or small group
- Review reading, spelling, and vocabulary words with student(s)
- Write teacher's lesson assignments on whiteboards or smart boards
- Help an individual or small group of students practice lesson materials
- Support students in completion of seatwork
- Accompany students during Specials (art, music, physical education, etc.)
- Administer classroom tests to students
- Supervise pickup and drop off of students (busses and/or carlines)
- Restroom monitoring
- Monitoring and assisting student(s) during programs after school hours as requested (music programs, dances, theatrical performances, sporting events, etc.)
- Monitor students in hallways, cafeterias, during recesses and breaks

Non-instructional and Clerical:

- Pass out materials and supplies
- Prepare instructional materials for teachers (flash cards, charts, cut-outs, etc.)
- Collect homework
- Check out library books for students and/or teachers
- Prepare whiteboards and smart boards for lessons
- Maintain records of student work
- Set up and operate technology tools such as smart boards, iPads, etc..
- Help maintain orderly arrangement of the classroom.
- Assist students with personal care routines.
- Keep in mind the importance of the student's modesty.

4. General Guidelines

- Dress professionally as well as functional - depending on the environment and age group in which you will be working.
- Speak kindly. Use positive words when speaking.
- Use “Person First” language. Say “student with autism” rather than “autistic student”. Don’t allow the disability to define the person.
- Learn the names of your co-workers and the students quickly. Learn what makes each student unique. Learn their story and their interests, as well as their likes and dislikes.
- Anticipate students doing well. With positive thoughts come positive actions.
- **Treat students “fair” rather than “equal”** as some students will need much more support, accommodations, and attention than others, in order to reach the same goal.
- Even if you are assigned mainly to one student, circulate around the room to assist others whenever possible.
- A paraprofessional should not hover right beside any one student for an entire school day, or year for that matter. But instead should allow and encourage each student to obtain more independence in any small way possible, while still assuring his/her safety and the safety of others. This helps foster becoming more self-sufficient and growing skills for independence.
- Support children, yet encourage life skills of independence and self-advocacy.
- Do your best to not have outside interruptions while you are supporting or working with students. **Cell phones should be out of sight at all times, with the exception of communicating with co-workers, teachers and administrators about student(s) and assistance needed.** Use break times to check personal messages.
- Be sure you are prepared ahead of time and that you understand your assignments. If you have questions, be sure to discuss it with your immediate supervisor so that you can help the student(s) most effectively.
- **Be aware of each student and their whereabouts at all times.** Give them the benefit of the doubt but too many visits to the bathroom, errands to several places, etc., and there may be something going on that needs to be addressed.
- Be sure to keep careful, accurate, honest records. Students can be disorganized and forgetful and may not always remember whether they did or did not turn in their homework.
- **Maintain confidentiality at all times. Whether in school or in the community, including social media sites, student information, including pictures, is not to be shared.**
- Avoid gossip.
- Understand that learning takes place everywhere. This includes places besides the classroom such as playgrounds, buses, lunchrooms, hallways, special occasions, school events.
- Provide a real effort to meet a student’s individual needs in the general education classroom in order to keep them in the general education classroom as long as possible.
- **ALL** communication to parents/guardians needs to go through the classroom teacher or teacher of record.

5. Expectations

All school employees are to foster a safe and positive learning space.

As difficult as it is to name all the responsibilities, duties and activities that a paraprofessional will be involved in on a daily basis, there are certain expectations for the positions they hold. Certain guidelines must be followed in order to assure the best educational experience for the students, the best work environment for the employees and the safety of all involved.

Display professionalism and be responsible.

- Dress appropriately for your position. Remember you are not only representing yourself but the school district, to students and the public.
- Wear your corporation name tag at all times when at work. Whether it is in the building, outside, on a field trip, etc.
- Be prompt and work the full amount of hours you are assigned. When reporting to work and completing assigned tasks it is important that you are on time and the work is completed when/as needed. Other people rely on you on a daily basis. If an emergency arises that makes it necessary for you to be late to work or leave early from work, be sure to make either your building secretary or immediate supervisor aware as soon as possible, so that appropriate plans can be made. It is a good idea to have substitute plans ready and available.
- Establish a good attendance record. Only be absent from work when it is absolutely necessary or when you are on a pre-planned absence. Use the frontline education (Aesop) site or app to report your absences.
- Courtesy and cooperation are two basic elements of success with your job. Be courteous and cooperative with co-workers, students, parents and the public; who are all a part of the community you serve.
- Establish and maintain open lines of communication. If any instructions given to you are unclear, ask for further explanation to make certain you understand exactly what is expected of you. Likewise, try to be as clear and concise as possible when explaining matters to students, staff and the public.
- Avoid using work time for personal time. Cell phones and other technology tools should not be used for personal reasons. Personal business should be dealt with on your lunch break or other breaks, **not while you are responsible for students.**
- You are responsible for the safety and welfare of students 100% of the time. If you take your lunch break or another break make sure that another person is aware, and is available to provide appropriate supervision.
- Know all safety procedures and follow them, especially when they pertain to the student(s) and behaviors, injuries, severe weather, lockdowns, etc.

- Remember, **keep all school business confidential**. While many things that happen at school are a matter of public record, releasing information about them is the responsibility of specific offices and individuals. This includes photo sharing, posting on social media, private texts or messages, phone calls and conversations to people outside of the “need to know” positions. (including relatives, parents, mutual friends, etc. of students and co-workers). More in-depth explanation on this topic will be addressed in the Confidentiality section of this handbook and other publications of the corporation previously mentioned.
- Refer any unusual requests for information to the appropriate personnel.
- Be open and willing to accept any constructive criticism given by your supervisor(s) and/or administration to help you improve your job performance.

6. Confidentiality

All Rochester School Corporation employees are important members of the educational team and are expected to maintain student confidentiality both in school and in the community.

This means:

- Do not discuss any personal information about a student with **anyone**, except licensed school personnel, as it relates to the student's education. This includes but is not limited to topics such as;
 1. Behavior
 2. Grades
 3. Discipline
 4. Character
 5. Medication(s)
 6. Disability
- Do not leave documents, such as IEPs, daily activity sheets, individual reports, referral forms, etc. on counter tops, copy machines or other locations of public access.
- Do not take any confidential documents home from work.

FERPA, Family Educational Rights and Privacy Act, is a federal law that ensures confidentiality of information concerning children and families;

- To protect embarrassing personal information from disclosure
- To prevent information that might increase the likelihood of discrimination
- To protect personal and family security
- To encourage individuals to make use of services designed to help them

FERPA gives parents (or students at least 18 years of age) the right to inspect and receive a copy of their child's student records, provides a process to correct errors parents may find in the records, and outlines a complaint process for parents to use concerning the handling of student records by the school.

Educational Records

Anything directly related to a student that is maintained by the school is considered “educational records”. This includes records that are recorded and/or transmitted through technological devices:

- test scores
- class standing
- health information
- family economic circumstances
- criminal history
- ethnic background
- political and religious affiliations,
- Etc.

(personal notes of teachers that are kept in his/her sole possession and not revealed to any other individual except substitute teachers - are not considered “educational records”).

School Individuals

FERPA states that school officials with a “legitimate educational interest” may access student records. The exact individuals, as well as the specific types of educational records they can access, are defined by each school district.

Discussing a Student with Someone Other than the Custodial Parent

School personnel (teachers, administrators, counselors) must have permission from the parent(s) to discuss a student with someone other than the biological parent unless there is a court order saying otherwise. There must be parent permission to share information with a step-parent). Both custodial and noncustodial parents have the same rights to student information, unless there is a court order saying otherwise. Office personnel keep court order information available.

Before Sharing Student Information

Ask yourself the following questions:

- Why is it important that this information be shared?
- How will this student and his/her family benefit by a decision to share or not share information?
- Will this help the child on an educational, social and/or personal level?

Other Helpful Tips for Maintaining Confidentiality

- In the community, do not point out children as “my” students.
- Suggest to others inquiring that any questions pertaining to students be directed to their teacher(s).
- **Do not use student information as gossip or a joke.**
- Never change or exaggerate information that you can share.
- Stay positive and gear any comments you do make towards the strengths of the student(s).
- Remember when talking to coworkers that need to know confidential student information, that it is done so in private.

Following along the lines of confidentiality; student privacy, modesty and self esteem also need to be respected and maintained. It is important that all employees recognize and understand the significance of these matters and address them with care and sensitivity no matter if you are at work or in the community.

Confidentiality is not only expected of you, it is also the law.

7. Special Education - Eligibility Labels

*A student may be found eligible for special education and related services in one or more of the thirteen disability categories:

- Autism Spectrum Disorder (ASD)
- Blind or Low Vision (BLV)
- Intellectual Disability (ID) (Mild, Moderate, or Severe)

All three must be present to qualify as a cognitive disability:

- ☐ *Characterized by significant limitations in intellectual functioning;*
- ☐ *Demonstrated through limitations in adaptive behavior;*
- ☐ *Manifested during the developmental period (birth to 18 years of age)*

- Deaf or Hard of Hearing (DHH)
- Deaf-Blind (DB)
- Developmental Delay (DD) (early childhood through age 9)
- Emotional Disability (ED)
- Language or Speech Impairment (LSI)
- Multiple Disabilities (MD)
- Other Health Impairment (OHI)
- Orthopedic Impairment (OI)
- Specific Learning Disability (SLD)
- Traumatic Brain Injury (TBI)

*INDIANA STATE BOARD OF EDUCATION

SPECIAL EDUCATION RULES TITLE 511 ARTICLE 7 RULES 32 - 49

May 2019

Indiana Department of Education Office of Special Education May 2019

This document is an agency version of Indiana's special education rules promulgated in the Indiana Administrative Code at 511 IAC 7-32 through 7-49. A table of contents and an index has been added for reader reference. The official version of the rules may be found in the Indiana Administrative Code.

“High Ability” Label

Indiana uses the term “high ability” when referring to students who may have gifts or talents in academic areas. Rochester Community School Corporation recognizes a child designated as high ability in math, language arts, or in both areas. A student with High Ability may exhibit some or all of the following characteristics:

- **Early and/or quick mastery of reading** - may resist worksheets, be impatient and insist on reading own materials which are years above grade level.
- **Learn quickly and easily** - may display boredom or experience frustration with repetition and not being allowed to move on or do something else.
- **Has large vocabulary, background knowledge and/or memory** - may control discussions, and refuse to listen to outside input. May argue in a sophisticated way.
- **Grasps math concepts quickly; uses critical thinking; enjoys logic and puzzles** - may resist repetition needed by others. Right or wrong, may jump into an answer without attention to detail. May make careless errors, be sloppy out of boredom, refuse to do homework, and incorrectly assume all will be easy. may work problems in unconventional ways.
- **Shows an intense energy or activity level; ability to concentrate; fast talking** - could seem overactive, stubborn or uncooperative with poor self-regulation. May be so involved with a task that he/she becomes frustrated with having to change tasks.
- **Extremely sensitive and/or introverted** - may cry easily, prefer to work alone, may not readily participate orally, may (incorrectly) appear to be immature in social development. May be upset by student cruelty to others or to the teacher becoming upset.
- **Thinks differently, is creative** - may appear different and/or rebellious or may experience social isolation. Possibly a daydreamer. During class, students might ask slightly connected questions and seem off track. May question authority.
- **Great sense of humor** - may be the “class clown” or use humor sarcastically.
- **Curious, observant** - may be off task and have difficulty disengaging to transition.
- **Perfectionist** - may set unrealistic standards for self and others, be overly concerned with details, be rigid in work routines. May find true-false or multiple choice questions to be frustrating in their lack of precision. May be argumentative and correct every small error made by others.
- **Shows interest in complex games, fantasy, non-fiction** - may prefer to play with older children and/or adults. (May also prefer to play with younger children whom he/she can organize into activities).
- **Sensitive to environment** - may object to loud noises, bright lights, certain textures,

Traits may differ due to culture, socio-economic opportunities, disability, gender, area of ability, conditions, or interest.

Appendix A

For more details on the individual disability categories, see 511 IAC 7-41-1 through 7-41-13 in Article 7.

Rochester School Corporation Paraprofessional Performance Evaluation

Date: _____

Name: _____ Position: _____

Scale	<i>Paraprofessionals performance has been:</i>
4	Very Good – goes beyond expectations
3	Satisfactory - meets all required expectations
2*	Needs Improvement – area(s) of underperformance need to be acknowledged and discussed with a plan to bring up performance
1**	Ineffective - poor performance in multiple areas. The supervisor/principal must help the Paraprofessional complete a corrective plan of action for temporary and extended amounts of time, with clear goals, and a follow through with expectations

*A written plan of improvement should be created and signed by the employee and principal/supervisor to ensure support for the employee on performance goals.

**A written plan of improvement must be created and signed by the employee and principal/supervisor and revisited by a set time period. The principal/supervisor must assure that the Paraprofessional improves immediately, to guarantee that the education and well-being of students are kept priority.

Employee Name: _____ **Date:** _____

1. Quality of work 4 3 2 1

Understands and carries out oral & written instructions

2. Attendance and Punctuality 4 3 2 1

Observes designated work hours & follows leave policy

3. Maintains Confidentiality 4 3 2 1

Keeps student information private (grades, attendance, behavior, etc.)

4. Is a Positive Role Model 4 3 2 1

Promotes positive self-concept in students

5. Encourages student growth in life skill areas 4 3 2 1

Promotes student independence and self-help skills

6. Demonstrates teamwork 4 3 2 1

Cooperates with all staff members

7. Provides educational support to students 4 3 2 1

Assists the teacher/supervisor to support instruction

8. Flexibility and Initiative 4 3 2 1

Adapts to different tasks as needed and thinks ahead

9. Responds well to Productive Critiques

4 3 2 1

Demonstrates use of constructive criticism for improvements

10. Appearance

4 3 2 1

Attire and grooming are on a professional level

SCORE PER ITEM NUMBER:

1	2	3	4	5	6	7	8	9	10

4 = Highly Effective
3 = Effective
2 = Needs Improvement
1 = Ineffective

Recommended for:

- Continued Employment
- Continued Employment with concerns
- Continued Employment with Probation

***Termination**

Evaluator's Comments:

Employee's Comments:

(Evaluator's Signature) (Date)

(Employee's Signature) (Date)

***My signature indicates I have read this evaluation, not necessarily that I agree with it.**

Appendix B

Special Education Acronyms and Glossary

ACRONYM	MEANING
504	Section 504 of the Rehabilitation Act
ADA	Americans with Disabilities Act
ADR	Alternative Dispute Resolution
ALJ	Administrative Law Judge
AT	Assistive Technology
CAC	Community Advisory Committee on Special Education
CASE	Community Alliance for Special Education
DIS	Designated Instruction and Services
DOE	U.S. Department of Education
DOR	Department of Rehabilitation
DREDF	Disability Rights Education and Defense Fund
FAPE	Free and Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Educational Program
IFSP	Individualized Family Service Plan
IPP	Individual Program Plan (Regional Center)
LEA	Local Education Agency
LRE	Least Restrictive Environment

NCLB	No Child Left Behind
OAH	Office of Administrative Hearings
OCR	U.S. Office for Civil Rights
OEO	Office of Equal Opportunity / CDE
OSEP	U.S. Office of Special Education Programs / DOE
OSERS	U.S. Office of Special Education and Rehabilitation Programs
OT/PT	Occupational Therapy/Physical Therapy
PAI	Protection and Advocacy, Inc.
PSRS	Procedural Safeguards and Referral Services / CDE
PTI	Parent Training and Information Center
PWN	Prior Written Notice
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SERR	<i>“Special Education Rights and Responsibilities”</i> book
SLP	Speech Language Pathologist
SPED	Special Education

TERM	MEANING
Accommodation	A change in curriculum or instruction that does not substantially modify the requirements of the class or alter the content standards or benchmarks.
Adapted Physical Education (APE)	A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and needs of students with disabilities who may not successfully engage in a regular physical education program.
Administrative Law Judges (ALJs)	Judges provided by OAH to conduct Due Process Hearings in a manner similar to civil court trials. They are neutral

	fact-finders, fully independent of the agencies whose attorneys appear before them.
Alternative Dispute Resolution (ADR)	Alternative opportunities for parties to resolve disputes collaboratively and avoid litigation, typically through negotiation, mediation, or arbitration.
Assessment	Any systematic method of obtaining information from tests and other sources; used to draw inferences about characteristics of people, objects, or programs. An initial evaluation (or periodic re-evaluation) to determine whether a child is a child with a disability and to determine the educational needs of this child.
Assistive Technology (AT) Device	Any piece of equipment used to increase, maintain, or improve functional capabilities of individuals with disabilities.
Assistive Technology (AT) Service	Any service that directly assists an eligible individual in selecting, acquiring, or using an assistive technology device.
Compliance Complaint	A formal assertion in writing that agreed upon services and supports in an IEP have not been delivered, or that the school district has violated IDEA mandates.
Curriculum	The subject matter that is to be learned, usually described in terms of scope and sequence.
Curriculum-based Assessment	A methodology in special education in which a child's progress in the curriculum is measured at frequent intervals.
Due Process	In general, a course of legal proceedings according to rules and principles established for enforcement and protection of private rights. Essential components of due process are "notice" and "a meaningful opportunity to be heard."
Due Process Hearing	The formal, legal procedure guaranteed by federal law to resolve disputes relating to the education of IDEA-eligible children with disabilities to ensure that each receives a free and appropriate public education (FAPE) tailored to his/her unique needs.
Extended School Day	A provision for a special education student to receive instruction for a period longer than the standard school day.
Extended School Year (ESY)	A provision for a special education student to receive instruction during ordinary school vacation periods.
Facilitated IEP	A group leadership process in which a trained individual helps keep the IEP discussion focused on your student and the education issues.

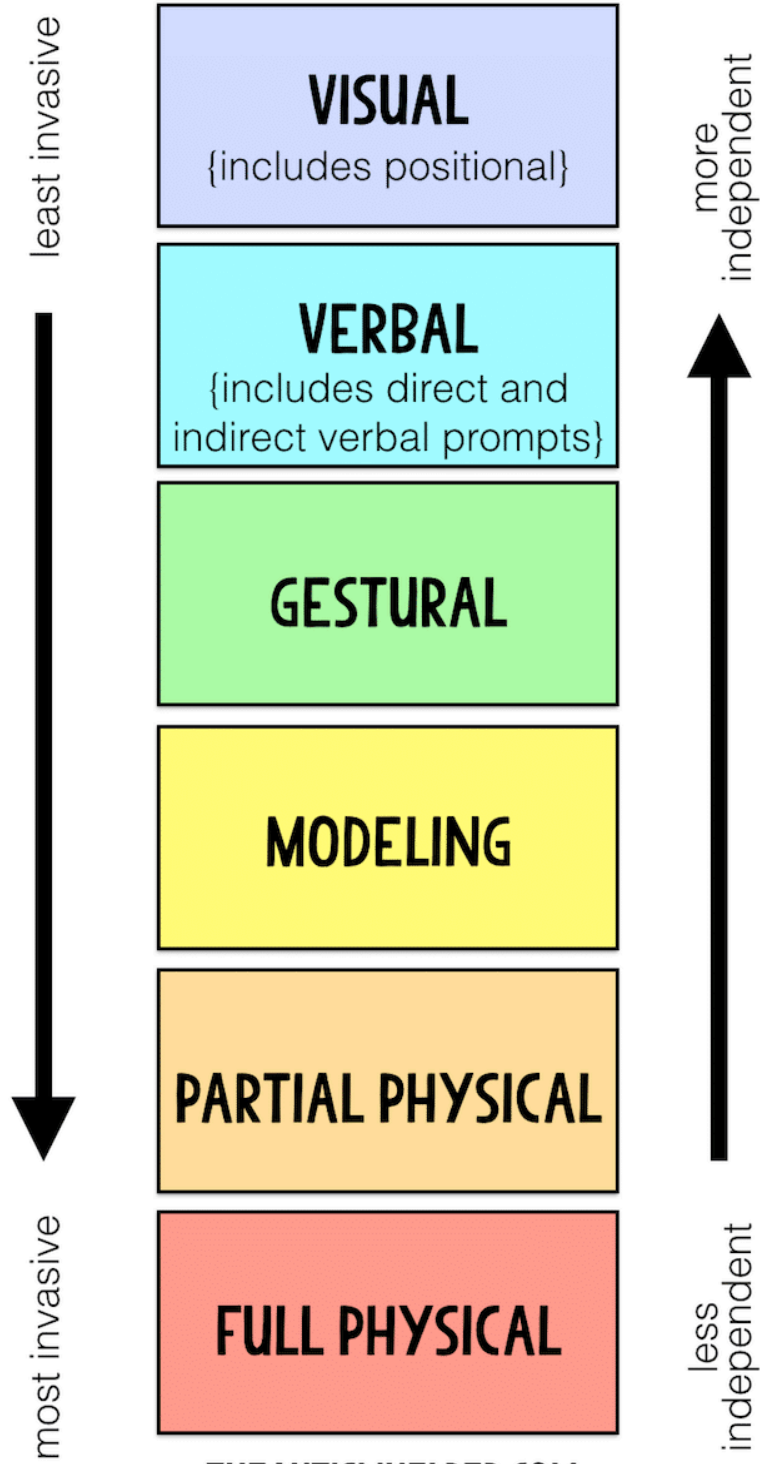
Family Educational Rights and Privacy Act (FERPA)	A federal law that regulates the management of student records and disclosure of information from those records, with its own administrative enforcement mechanism.
Free Appropriate Public Education (FAPE)	Special education and related services are provided to students with disabilities at public expense and under public supervision and direction at no cost to the student's parents.
Functional Analysis Assessment (FAA)	An evaluation process to understand the purpose, motivation, and correlates of challenging behavior(s) in order to develop a positive and appropriate Behavior Intervention Plan (BIP), instructional supports and services.
Functional Curriculum (Life Skills Curriculum)	A curriculum focused on practical life skills and usually taught in community-based settings with concrete materials that are a regular part of everyday life.
Goals and Objectives	A written component of an IEP: skills the student is expected to reasonably achieve in one year maximum (reviewed and re-evaluated by the IEP team at least annually).
Inclusion [or] Inclusive Education	A belief that every student is entitled to an instructional program that meets his or her individual needs and learning characteristics; a commitment to build and maintain an assured sense of belonging for all students, regardless of strengths or challenges.
Independent Educational Evaluation (IEE)	An independent evaluation of a student from a qualified person. Parents have the right to ask for and obtain an IEE if they disagree with the results of an assessment conducted by the school district. Any IEE must be considered at the IEP.
Individuals with Disabilities Education Act (IDEA)	Federal law that entitles students with disabilities to special education services.
Individualized Education Program (IEP)	The annually written record of an eligible individual's special education and related services, describing the unique educational needs of the student and the manner in which those educational needs will be met.
IEP Meeting	A gathering required at least annually under IDEA in which an IEP is developed for a student receiving special education.
IEP Team (Minimum Required Members)	Parent or legal Surrogate; Student, when necessary; one general education and one special education teacher both responsible for implementing the IEP; school district representative qualified to provide/supervise provision of specialized instruction, knowledgeable about the general curriculum and the resources

	of the district. (CA law requires this be someone other than the child's teacher); Person(s) who conducted assessment(s) or knowledgeable enough to explain/interpret the results; People with specific expertise or knowledge of the student. (Optional: Attorneys or advocates)
Individualized Family Service Plan (IFSP)	A written plan for providing early intervention services to an eligible child with a disability (from birth to 3rd birthday) and to the child's family.
Insufficient	Not meeting the legal requirement of IDEA by failing to provide the necessary detailed information and evidence to support a Due Process Complaint.
Least Restrictive Environment (LRE)	A federal mandate stipulating that, to the maximum extent possible, students with disabilities be educated with their non-disabled peers.
Local Education Area (LEA)	A school district.
Mainstreaming	This lay term doesn't appear in law. It refers to IDEA's preference for the education of every child in the least restrictive environment (LRE); most widely refers to placement of students with disabilities in general education, rather than segregated, classrooms.
Mediation (Mediation-Only)	A voluntary alternative dispute resolution (ADR) process that may be requested PRIOR to filing a Due Process Complaint. It is not a prerequisite to filing.
Mediation (Formal Due Process)	A voluntary alternative dispute resolution (ADR) process that may occur AFTER a Due Process Complaint is filed. The Office of Administrative Hearing (OAH) provides mediators.
Modification	A change in curriculum or instruction that substantially alters the requirements of the class or its content standards or benchmarks.
Office for Civil Rights (OCR)	An agency of the federal government's executive branch within the Department of Education that is charged with enforcing a number of civil rights statutes.
Office of Equal Opportunity (OEO)	An office within the CA Dept. of Education to advise the State Superintendent of Public Instruction, CDE staff, and the State Board of Education on legal matters to ensure equal, fair, and meaningful access to its employment and program services.

Office of Special Education Programs (OSEP)	An office within OSERS (<i>see below</i>) charged with assuring that the various states comply with IDEA.
Office of Special Education and Rehabilitative Services (OSERS)	An agency of the federal government's executive branch within the Department of Education (DOE).
Parent Training and Information Center (PTI)	The designated agency that offers workshops and training on special education rights and responsibilities in a parent's locale.
Placement	The unique combination of facilities, personnel, location or equipment necessary to provide instructional services to meet the goals as specified in the student's IEP. placement is a set of services, not a location.
Prior Written Notice (PWN)	A notice supplied to the other party that includes a description of the action proposed or refused by the school district or by the parent.
Procedural Safeguards and Referral Services (PSRS)	An office of the CA Dept. of Education (CDE) that provides technical assistance and resources about procedural safeguards and educational rights of students with disabilities, from ages 3 up to 22nd birthday. Compliance Complaints are filed here.
Related Services [aka] Designated Instruction and Services (DIS) in CA	Services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, occupational therapy, physical therapy, speech and language therapy, mental health services, and medical care.
Resolution Meeting	A meeting mandated in IDEA 2004 as part of the Due Process Complaint process where parties attempt to resolve a dispute prior to proceeding to a Due Process Hearing.
Special Education (SPED)	Specially designed instruction, at no cost to parents, to meet the unique needs of an eligible individual, including the specially designed instruction conducted in schools, in the home, in hospitals and institutions, and in other settings. Special education provides a continuum of services in order to provide for the education needs of each eligible individual regardless of the nature or severity of the educational needs.
Special Education Local Plan Area (SELPA)	A consortium of school districts, within a geographical service area, responsible for ensuring that every child eligible for special education receives appropriate services. Each SELPA's Local Plan, based on Federal and California law and regulations, describes how special education services are provided.

Sufficiency	Meeting the legal requirement of IDEA in providing the necessary detailed information and evidence to support a due process complaint.
Stay Put	The ruling that permits a student to remain in their current placement during any dispute concerning special education services.
Transition Plan	A plan to coordinate a set of activities that promote movement from school to post- school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition goals are determined by the IEP team beginning at least by age 16 and are based on student and family vision, preferences, and interests.

PROMPT HIERARCHY



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Appendix D

ROCHESTER COMMUNITY SCHOOL DISTRICT CONFIDENTIALITY AGREEMENT

It is the policy of the Rochester Community School District to provide our employees or students with a level of privacy and confidentiality with any information concerning any of our employees or students.

In the course of your work, you may have access to confidential information (oral, written or computer generated, not otherwise available to the public at large) about employees or students, their families and/or personal business. School business information includes computer programs, software and supporting documentation, technological improvement plans, strategic plans, financial information and employee information (including but not limited to co-workers and their families).

THEREFORE, I AGREE that:

My right to enter or make use of confidential information is restricted to my need to know the data or information to perform my job responsibilities. I will keep my computer access password(s) confidential. If another method of accessing a computer system is used, I will restrict its use to myself. I will not discuss any confidential information in any public areas, hallways, gathering spaces, etc.

I will hold all confidential information of which I have knowledge in the truest confidence, as required by law. I agree to utilize confidential information obtained by me only for the benefit of the employee or student or in performance of my job responsibilities.

Unauthorized disclosure, copying and/or misuse of confidential information is a serious breach of duty and will result in disciplinary action up to and including termination of employment with Rochester Community School District.

**I HAVE READ THIS CONFIDENTIALITY AGREEMENT AND SCHOOL BOARD POLICY
AND AGREE TO THE TERMS LISTED.**

Employee Signature

Employee Name (print) _____ Date _____