

**WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX COUNTIES
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

FACULTY RESPONSIBILITIES: GENERAL INFORMATION

THE STAFF MEMBER'S ROLE

It is a critical function of the staff member to make school an enriching learning experience and motivate the students to reach their fullest potential academically, socially and emotionally.

Staff are expected to:

1. Provide a welcoming and safe environment.
2. Help relieve the student of anxiety he/she may feel because he/she is not attending school in his/her component school district.
3. Coordinate closely and communicate with staff members, parents and administration to ensure a productive learning environment.
4. Carefully plan the instructional program, and utilize innovative instructional strategies and materials to meet students' unique needs. Materials and instructional strategies used should be age appropriate and include opportunities for student participation.
5. Set firm, consistent limits, within the framework of the program, building and individual student behavior management plans, and in concert with the student code of conduct.
6. Ensure that records, lesson plans, attendance, reports, forms and grading procedures are completed in a timely and professional manner and that all information is accurate.
7. Follow the Policies, Procedures and Guidelines developed by the BOCES, including those specified in this Handbook.

BEHAVIOR MANAGEMENT GUIDELINES

Staff are expected to adhere to building and campus-wide procedures and processes in accordance with the Code of Conduct, Boys Town Specialized Classroom Management System and Therapeutic Crisis Intervention for Schools (TCIS).

Teachers are expected to conduct Functional Behavior Assessments (FBA) in conjunction with counseling staff for individual students with disabilities who require such FBA(s). All staff are expected to adhere to Behavior Intervention Plans (BIP) developed for individual students.

CLASSROOM INSTRUCTIONAL TEAMS

The Washington-Saratoga-Warren-Hamilton-Essex BOCES recognizes classroom instructional teams as part of our organizational foundation. A classroom instructional team consists of the classroom teacher and/or case manager, and other professional and paraprofessional staff who provide instruction and support services to the student. A team approach creates an environment in which professionals, paraprofessionals and parents can effectively collaborate to assist the student in reaching his/her fullest potential.

The classroom instructional team, as a unit, should be familiar with the student's learning and behavioral needs, and should plan and implement the instructional program based on a common set of objectives for the student. Each team member applies his/her specialized skills (or professional perspective), complementing and supporting the efforts of others.

Whenever a classroom team meeting is called on a student, it is important that all educational personnel:

- Work together in evaluating and understanding each student and sharing findings;
- Develop recommendations together for:
 - a. objectives related to the instructional program and related/support services
 - b. daily lesson plans to implement standard and individualized curriculum
 - c. behavioral management plans
 - d. addressing specific student needs

It is suggested that these basic guidelines be followed:

- There should be at least one classroom team meeting per semester to discuss student needs.
- For a student entering the program for the first time, a classroom team meeting should be held as soon as student paperwork is received to plan for a smooth transition to the BOCES program.
- As the need arises, any member of the classroom team may request a meeting.

CASE MANAGER GUIDELINES

(see next page)

Washington-Saratoga- Warren-Hamilton-Essex BOCES
EXCEPTIONAL LEARNERS DIVISION

CASE MANAGER GUIDELINES

- > Ensure related service staff and supplementary school personnel (teaching assistants and aides) have copies of the student IEP's;
- > Contact his/her immediate supervisor if student documents are missing;
- > Verify that all related services specified on the IEP are being delivered;
- > Schedule and facilitate formal and informal meetings of the classroom team, including the program administrator, building principal and appropriate component staff;
- > Arrange and facilitate meetings with parents throughout the school year to establish and maintain lines of communication;
- > Document service coordination contacts for Medicaid services on a monthly basis;
- > Coordinate compilation of all information necessary for quarterly reports (i.e. related services, specials, *CTE*, etc.);
- > Send copies of all reports to the designated office(s) in a timely fashion;
- > Meet with team to discuss annual review recommendations. Collect all necessary paperwork in a timely fashion;
- > Represent the classroom team at Annual Review meetings and participate in the revision and development of the student's IEP;
- > Convey the consensus recommendations of the classroom team at all CSE/CPSE meetings;
- > Work with the program administrator to ensure the CSE/CPSE's are kept apprised of all pertinent student information;
- > Ensure that behavior management plans are shared and followed by all staff;
- > Communicate with program administrator all pertinent student information;

KAB/nls

Revised: 4/26/95; Revised: 1/02/96; Revised: 8/27/97;

Revised: 7/21/98; Revised: 6/05; Revised: 7/2015; Revised:

8/2017

CONFIDENTIALITY

Student information must be treated in a confidential and respectful manner in accordance with FERPA (Family and Education Rights and Privacy Act). Student printed records should be locked in secure cabinets/files at all times. Electronic records should not be shared either in print or transferred electronically to other parties, in accordance with the IEPDirect.com Confidentiality and Non-Disclosure Agreement procedures. Staff are cautioned not to share student names or any other personally identifiable information about students verbally or in writing outside the educational setting. If staff are located in component districts, such information should be maintained within the BOCES classroom, and not discussed in common areas of the component building.

CRISIS RESPONSE AND COMMUNICATION

In a crisis, it is the staff member's first and immediate response to a situation which is critical. It is important that staff members respond quickly and appropriately to ensure the welfare of the student, other students, and themselves. All classroom/student emergencies must be discussed with the administrator as soon as possible after the incident is under control. The immediate supervisor or administrator in charge should also be notified immediately of any impending crisis. Health emergencies should be immediately referred to the school nurse. Appropriate forms must be completed and filed within a 24 hour period. Staff should review on an annual basis the "School Emergency Response Guide" accessible in each classroom or office.

1. BOCES-WIDE PLAN FOR CRISIS RESPONSE

The WSWHE BOCES maintains a District-Wide School Safety Plan. This document provides a model for intervention on the behalf of students facing one or more highly stressful, potential crisis situations during their school years. Such crisis situations may occur within the immediate school boundaries or within the community and include natural disasters; traumatic injury or death; hostage taking or being the victim of a crime; attempted or actual suicide, etc. Coordinators, Administrators and Crisis Response Teams have been appointed for each BOCES facility and division.

2. EMERGENCY MANAGEMENT PLAN

The WSWHE BOCES maintains an Emergency Management Plan to ensure the safety and health of students and staff. It integrates and coordinates school activities with municipal, county and state emergency and disaster preparedness efforts. In response to emergencies, there may be one of four actions taken:

1. school cancellation
2. early dismissal
3. evacuation
4. and/or sheltering

Designated authorities have been determined for each BOCES site location for the operation of the Emergency Management Plan. Staff may review the BOCES Emergency Management Plan in the Building Principal's office.

3. MEDICAL/ACCIDENT EMERGENCIES

The first contact person should be the School Nurse. For students out of the building, the first contact may be the #911 Emergency Response facility.

4. DISRUPTIVE/OUT OF CONTROL STUDENTS

BOCES Facilities:

Each classroom and program must have a behavior management strategy which is used at the first sign of a behavioral problem. In an emergency staff must first ensure the safety of students and themselves and next contact administration. In addition, students may require the intervention of the School Counselor, School Social Worker, Administrator or other Support Staff, including the School Safety Officer as needed.

Component School Locations:

It is the responsibility of the Staff member to use the appropriate action/procedure of the school to which he/she is assigned and to notify that building administrator, as well as the BOCES program supervisor. An administrator is always available during school hours at all BOCES Centers. It may or may not be the instructor's immediate program supervisor. It is important that the instructor identify the situation as an EMERGENCY and ask to speak directly to the available administrator.

Any time a student is physically restrained, the student must be seen immediately by the School Nurse and an Incident Report and a Physical Intervention Report must be filed immediately with the appropriate administrator.

5. STUDENTS OUT OF THE BUILDING

When students are out of the building and an emergency arises, the instructor must determine the appropriate course of action. In Medical/Accident emergencies, contact may be made to the #911 Emergency Response facility or to the School Nurse. The instructor should remain with the student(s) until help arrives. On bus transportation, the bus driver has access to a radio for emergency purposes. When using school vehicles, the staff member may want to consider taking a cellular phone to the site if public telephones may not be readily accessible.

DISCIPLINE

Staff are responsible for maintaining an atmosphere which is conducive to learning. Good discipline should be maintained in and about the school. Therefore, staff members will initiate measures and practices designed to develop self-control and self-discipline on the part of each student. It is easier to relax discipline than to increase it. Consistency is essential. Severe problems should be discussed immediately with your administrator.

Instructors, administrators, Board members and parents each have a role enforcing student conduct and discipline in accordance with the Board of Education Policy for Code of Conduct. The instructor should be aware of the provisions of the Policy, and if in doubt of any procedures, explanations should be sought from the instructor's administrator. Instructors are expected to interpret the Policy for students and to give a consistent interpretation of the Policy. **The instructor shall report all serious violations of the Code of Conduct to the administrator. All reports will be electronically reported in School Tool.**

Instructors in component school districts follow the Code of Conduct and procedures of the building to which they have been assigned. There is a specific procedure for students with a disability. (See Code of Conduct Section 7: Discipline of Students with Disabilities.)

EMERGENCY EVACUATION

New York State requires a total of 8 evacuation drills and 4 lockdown drills each year, at least eight must occur between September 1 and December 1. Fire exit and route signs must be posted conspicuously in the classroom. Review these routes with your students on a regular basis.

During evacuation procedures, all staff and students must exit the building quickly and quietly. Students should be instructed that if they are separated from their class, they are to join the nearest evacuation group and notify the instructor in charge. Once outside the buildings, the instructor must take attendance and report missing students to the Coordinator in the assigned assembly area.

An emergency evacuation is signaled by the fire alarm sound system. Elevators are not to be used. Physically disabled students, unable to use the stairs, are to be removed to an assigned station on the same floor. An adult is to remain with such students. In the case of a real emergency, immediate assistance will be provided to students and staff in such assigned stations.

GRADES AND PROGRESS REPORTING

Progress reports and final report cards are part of the student's permanent record file. They play an important role in the pattern of communication among instructors and between school and parent.

Student progress must be reported in accordance with each divisions' specific process and procedures for such reporting, which may include interim reports, report cards, IEP updates and/or a narrative report. It is the instructor's responsibility to familiarize him/herself with the reporting system and time line and ensure that progress is noted accurately.

Instructors must be able to substantiate grades or comments. Frequent, periodic grades, accuracy rates or progress notes are an integral part of the Plan Book or Grading System. The method used for the determination of grades or progress should be made clear to the students at the beginning of the school year and throughout the course offering. If a student or parent questions a grade or progress notation, the instructor should be able to provide documentation in the form of student work or class participation. The administrator should also be informed of these situations.

ID BADGES

All staff are expected to prominently display their individually issued ID Badge on their person at all times while working. The ID badge also provides electronic access to the facility to which the employee is assigned. It should not be shared or borrowed by other staff or outside guests at any time, for any reason (See Board Policy 5600).

LENGTH OF SCHOOL DAY

The staff work day will be consistent with the hours of the location where the staff member assigned. (Faculty Unit Negotiated Agreement, July 1, 2016 through June 30, 2018 - Article 7.1) Reporting times (Hours of Attendance) for staff and students are distributed annually in the Annual Notifications. Staff are expected to adhere to the BOCES and component district Hours of Attendance and school calendar.

PARENT CONFERENCES

Parent conferences are encouraged by the WSWHE BOCES instructional staff. Our programs require the close and harmonious cooperation of home and school.

If sensitive information is being discussed, or if the instructor feels that the parent conference will have critical or negative student information to be discussed, an administrator should be made aware prior to the conference.

It is the instructor's responsibility to inform other related staff members of the date and time a parent meeting has been scheduled if you would like them to attend. The classroom instructor should be informed of all such meetings.

TIPS FOR PARENT CONFERENCES

1. Plan your conference. Have supporting data available (i.e. work samples, anecdotal records) to substantiate the statements you make.
2. Be sensitive to the parent who is going to receive your information. Be tactful, honest and realistic. Start off with a good work or positive comment. Share good samples and give praise whenever possible.
3. Give some constructive suggestions. Show how our working together might help the student. Offer your cooperation to the parent; seek the same from them.
4. Use phrases like "It seems to me...:" or "It appears that..." rather than "I know _____ is not doing his best." or "_____ really doesn't have the ability."
5. Above all, be a good listener. Let the parent(s) talk. They can provide you with a lot of information to enable you to better understand the student.
6. If you agree to provide information or refer the parent to alternate sources, do so in a timely manner. Be receptive to parent suggestions or the need for further information.
7. If the parent *conference* becomes *contentious*, offer to schedule another conference at a later time with the administrator present and/or other appropriate staff members. Insist that the conference end, however remind the parent that we are here to best meet the needs of the student. It could be that you both need more input or you require a facilitator to mediate differences. Report such conferences immediately to your administrator.

PLAN BOOKS AND LESSON PLANS

Plan Books and Lesson Plans/*Therapy Plans* are required and must be completed at least one week in advance. Plan Books will be provided upon request however, electronic lesson plans are encouraged. The following information should be included:

1. Objectives of the lesson
2. Content of the lesson
3. Materials and supplies to be used
4. Assessment of student progress
5. Other pertinent information

All staff members are required to submit weekly lesson plans/*therapy plans* to the administrator upon request. The lesson plans/*therapy plans* should always be readily available *in the classroom* for use by the instructor, a substitute or for review by the administrator.

RECOMMENDATIONS TO HOME DISTRICTS

Any recommendations to home school districts for changes in program or services must be approved by the appropriate BOCES administrator prior to being shared with the District (e.g. CSE, School Counselor, etc) and/or parents. Written authorization from the District is required before implementing any changes in program or delivery of services.

STUDENT ATTENDANCE PROCEDURES

Teachers have a legal responsibility to maintain accurate attendance records according to prescribed procedures. ***Teachers must keep student attendance daily for each period of scheduled instruction. Attendance must be entered electronically in School Tool on a daily basis. The attendance register in School Tool is the OFFICIAL RECORD. (See Board Policy 6000 Comprehensive Attendance Policy).***

STUDENT SUPERVISION

Students should be properly supervised at all times. In this regard, NO STUDENT SHOULD BE LEFT WITHOUT SUPERVISION. If staff find it necessary to leave the instructional setting, arrangements must be made to have the students properly supervised. In addition to supervising students in the instructional setting, staff are obligated to supervise any students they come in contact with during the school day.

SUBSTITUTE MATERIALS

If possible, it is helpful to prepare students for the experience of having a new or different instructor within the classroom. Your careful assistance through setting standards of behavior and encouraging receptiveness to another adult will make the day more comfortable for the students and the substitute.

Substitute materials should be completed no later than the second week of school and kept in a place easily accessible to the substitute instructor (usually the top drawer of the instructor's desk *or other location as determined by the supervisor*). Such materials should include:

1. A brief description of each student or class including behavioral techniques, effective management strategies and program/building support services.
2. Individual student schedules and seating chart.
3. Schedule of class periods and classroom program schedules.
4. Student specific emergency information (i.e. allergies, physical limitations) and required medications along with time they are to be delivered by the school nurse.
5. A phone list including supervisor's and school nurse's numbers. It would be helpful to include the instructor's home telephone number and the numbers of nearby instructors.
6. A contact person within the division or Team Leader that could answer routine questions (i.e. another instructor close by or teaching the same curriculum).
7. Emergency lesson plans and materials.
8. A list of equipment or materials which should not be operated or utilized without the instructor present or directly supervising.
9. Building floor plans indicating fire exits.
10. Any additional information or contact people which would prove helpful to a substitute.

SUPPLIES AND EQUIPMENT

Purchasing:

Requests for purchases of supplies, equipment and services should be directed to your supervisor who will advise you of the procedures to be followed.

BOCES is not legally responsible for purchases made without prior approval. Anyone making such unauthorized purchases could be held personally responsible financially.

Staff Responsibilities:

It is the responsibility of each instructor to maintain classroom equipment in good working order. Notification to the proper school support department should be made in the case of failed, broken or non-working equipment. If such equipment poses a potential hazard to students or staff, it should be removed from student access immediately. Any equipment repair or replacement necessitates written authorization by the administrator. Depending upon the type of equipment, a request to the Help Desk or School Dude should be submitted electronically by staff.

In specific classrooms, it may be necessary to secure potentially dangerous supplies (i.e. scissors, knives, tools). It is the responsibility of the instructor to ensure that a safe, locked location is provided for such supplies. Classrooms should be kept secure after school hours and also during the school day when students or staff members are not present in the classroom.

TEACHING ASSISTANT JOB DESCRIPTION

(see next page)

TEACHER AIDE JOB DESCRIPTION

(see next page)

WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
1153 Burgoyne Avenue, Suite 2
Fort Edward, NY 12828-1134

Title: **Teaching Assistant**
Incumbent: Many

Location: Many
Date: 7/28/17

Reports to: Classroom Teacher/Immediate Supervisor

A. **FUNCTION:** (General Statement of Duties and Distinguishing Features of Class) The Teaching Assistant will assist the instructional program and related activities by performing relative tasks related to educational activities and providing direct instructional service to students. The Teaching Assistant will work under the general supervision of a member of the teaching staff and the appropriate administrator. This supervision will be both formal and informal.

B. **RESPONSIBILITIES:**

1. Work with individual students or groups of students on instructional projects or programs;
2. Assist students in the use of available instructional resources and assist/develop instructional materials;
3. Assist in the implementation of students' IEP goals and objectives and alternative testing techniques;
4. Implement and provide support for behavioral management strategies in instructional and non-instructional activities;
5. Provide the teacher/supervisor with information about students which will assist in the development of appropriate learning experiences, and in the evaluation of students;
6. Assist and supervise students during all instructional and non-instructional activities;
7. Serve as an appropriate role model to students;
8. Attend to health and physical needs of students and classrooms, including lifting a minimum of 50 lbs;
9. Provide support to students and staff in inclusionary/mainstreaming situations;
10. Assist with data collection, record keeping, and other clerical tasks related to classroom activities;
11. Participate in staff development and training to maintain or develop increased professional capacity;
12. Participate effectively as a member of the classroom instructional team;
13. Attend faculty meetings as appropriate;
14. Utilize specialized academic and/or occupational background to effectively assist in the instructional assignment and work independently as needed;
15. And other such duties as may be assigned.

C. **AUTHORITY:**

This is a staff support function.

D. **SUPERVISORY RESPONSIBILITY:**

None

WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
1153 Burgoyne Avenue, Suite 2
Fort Edward, NY 12828-1134

Title: **Teacher Aide**
Incumbent: Many

Location: Many
Date: 7/28/17

Reports to: Classroom Teacher/Immediate Supervisor

A. **FUNCTION:** (General Statement of Duties and Distinguishing Features of Class) The Teacher Aide will assist licensed or certified school teachers in the performance of their teaching functions by supervising students and performing those non-instructional duties otherwise performed by teachers. The Teacher Aide will work under the general supervision of a member of the teaching staff and the appropriate administrator. This supervision will be both formal and informal.

B. **RESPONSIBILITIES:**

1. Supervising students and performing such other services to support teaching duties when services are determined and supervised by teacher;
2. Attending to the behavioral/management, and physical needs of children;
3. Providing the teacher/supervisor with information about students which will assist in the development of appropriate learning experiences, and in the evaluation of students;
4. Maintaining and managing records, materials and students as determined by teacher;
5. Serving as an appropriate role model to students;
6. Attending to health and physical needs of students and classrooms, including lifting a minimum of 50 lbs;
7. Participating effectively as a member of the classroom team;
8. Attending faculty meetings as directed;
9. Proctoring and other tasks;
10. Performing clerical duties and preparing materials and equipment;
11. And other such duties as may be assigned.

C. **AUTHORITY:**

This is a staff support function.

D. **SUPERVISORY RESPONSIBILITY:**

None

VISITORS

Visitors are always welcome to view our programs and encouraged to make arrangements in advance. All visitors will be expected to sign in at the office and obtain a Visitor's Badge before proceeding to any other part of the building. It is the instructor's responsibility to see that this procedure is followed. Classes in component school buildings are expected to follow building procedures at that site.

VOLUNTEERS AND STUDENT TEACHERS

The Human Resource Services Office maintains a central registry of all "non-paid" staff. This registry procedure would be used for people who are expected to be on BOCES premises for extended periods of time or set patterns of lectures, visits, service and/or repair contracts, etc.

"Registration Forms for Non-Paid Staff" must be forwarded to the immediate Supervisor for all "non-paid staff" before the start of their work. Changes must also be reported (e.g. early leave, extension of work period, etc.).

College students who wish to obtain professional experience in an educational setting must complete the Professional Field Experience Application form and be approved by administration prior to starting a field placement. Teachers and Related Service Providers are expected to seek prior approval from the Director of Instructional Programs prior to accepting a student for placement in a clinical or student teaching assignment. College affiliation agreements must be on file at the BOCES for a student to be accepted.

WRITING STUDENT REPORTS

Federal legislation makes all of our student records available to parents, and students age 18 or older. Staff members writing items for a student's file must write material so that it can be reviewed by anyone.

Some general suggestions:

1. Staff should be able to support any statements made.
2. Staff should try to write reports from a positive standpoint and avoid overly negative statements.
3. Staff should report only observations or findings; just the facts; avoid speculation or personal judgments.
4. Reread all comments; try to put yourself in the position of a sensitive parent/student/outside agency who might read the report.
5. When in doubt whether or not to include a remark, review it with your administrator.
6. Statements of professional opinion should be restricted to your area of training and professional competence.
7. Do not recommend specific placements (i.e. Parsons Day Treatment) or instructional programs (i.e. Glass Analysis, Wilson Reading, etc.).

MAINTENANCE SERVICE REQUEST

For facility maintenance and repair, staff must complete a request electronically through School Dude. Some maintenance and repair examples may include: replacing a light bulb, cleaning, fixing a broken window, etc.