Welcome to Cattaraugus-Allegany BOCES. As an exceptional education teacher aide, you will be assisting with our special needs students in a variety of ways. As a team member, a teacher aide is a representative of the program, our BOCES, the public school system and the overall field of exceptional education. Each teacher aide has different duties, responsibilities, and expectations based upon the needs of the students with which they work. You have been selected to work with children with disabilities because you possess the skills needed to fulfill these special responsibilities and expectations.

Your job can be challenging but also rewarding. Being an exceptional education teacher aide is an extremely important position. Appropriate behavior and positive attitude are essential. As a teacher aide, you will be able to contribute to the well-being of the young people that we serve. However, there are special responsibilities and expectations that come with your position. This handbook should serve as a guide and resource to you in your new position. Use it as a reference for any questions you may have or any clarification you may need about your position. This handbook will provide for you a detailed description of the duties of your position.

We value your work and your desire to serve our exceptional education students. We thank you in advance for your dedication and service. We hope that your new job will be a pleasant and productive experience for you.

Welcome and good luck in your position!
EXCEPTIONAL EDUCATION DIVISION
Phone: 716-376-8216  Fax: 716-376-8448
Carol Fial, Assistant Superintendent for EE Programs
Phone: 716-376-8252
Email: carol_fial@caboces.org
Ashley Preston, Administrative Secretary
Phone: 716-376-8216

EASTERN ALLEGANY COUNTY
Dale Colton, Special Education Supervisor
(Genesee Valley) ........................................ 585-286-7945
Pamela Luce, Assistant Supervisor
(Scio Central School) .......... Phone: 585-593-5510 x1000
Sarah Marion, Keyboard Specialist
(Genesee Valley)................................. Phone: 585-286-7945

WESTERN ALLEGANY COUNTY
Chris McNell, Special Education Supervisor
(Friendship)................................. 585-973-3311 x3200
Lisa Panus, Assistant Supervisor
(Cuba Elementary) ..................... 585-968-1760 x3120
Heather Nickens, Keyboard Specialist
(Friendship)................................. 585-973-3311 x3205

SOUTHERN CATTARAUGUS COUNTY
Deb Golley, Special Education Supervisor
(Olean Center)................................. 716-376-8406
Peter Ebert, Special Education Supervisor/Principal
(Olean – Rise Academy)...................... 716-376-8405
Kevin Murray, Assistant Supervisor
(Olean-RISE Academy)
Laurie George, Keyboard Specialist
........................................... 716-376-8404

NORTHERN CATTARAUGUS COUNTY
Melanie Kerns, Special Education Supervisor
(Delevan Elementary)............................ 716-492-9451
Sarah Rueger, Special Education Supervisor
(Pioneer Middle School)..................... 716-492-9300 x2584
Steven DeGroff, Assistant Supervisor
(Franklinville Elementary)
Tricia Wittenrich, Keyboard Specialist
(Delevan Elementary)............................. 716-492-9450

BIG PICTURE/ALTERNATIVE EDUCATION
Elm Street Academy
24 Elm Street, Cuba, NY 14727
Phone 716-376-8378; Fax 716-376-8418
Christopher Gagliardo
Principal/Special Education Supervisor .... 716-376-8339
Annette Butts, Keyboard Specialist .......... 716-376-8378

BIG PICTURE/ALTERNATIVE EDUCATION
Ellicottville Central School
5873 Route 219, Ellicottville, NY 14731
Charles Gardner
Assistant Principal/Supervisor ............ 716-699-2318 x1205
WORK SCHEDULES/PAYMENT

PARENT/TEACHER CONFERENCES, WORKSHOPS, ETC.

When classes are not in session or are dismissed early for parent/teacher conferences or a staff workshop in which district and BOCES teaching staff are to participate, BOCES teacher aides will be allowed to work their regular hours if their supervising teacher so desires and has work for the aide to complete. If the teacher does not require the services of the aide, he/she may leave at the early dismissal time and will not be paid for regularly scheduled hours not worked. If a teacher wishes her aide to work, a written request must be sent to the supervisor.

UNDERSTANDING YOUR PAY SCHEDULE

Bi weekly gross pay’s are determined from the following formula:

\[
\text{Bi-weekly gross salary} = \frac{\text{Number of scheduled hours per day} \times \text{Hourly rate} \times 190 \text{ days (180 school days + 10 holidays)}}{21 \text{ or } 25 \text{ pay periods}}
\]

Because some aides occasionally work as substitute teachers, some work a different number of hours in a pay period, and some a different number of days within a pay period, adjustments to the gross biweekly salary will be made for each payroll. We have a summary of the pay dates included in the pay period and the anticipated number of work days in each pay period on the Teacher Aide Payroll Schedule. Any time that you work more or less days in the BOCES student calendar within a pay period, your paycheck will be adjusted to reflect those differences.

USE OF SICK TIME

An employee shall be allowed to use his/her accumulated sick leave for personal illness or injury as well as for illness or injury of a member of his/her immediate family (children and/or spouse) and/or other household members. Up to six (6) days or ten percent (10%) of accumulated sick leave, whichever is greater may be used for illness of immediate family and/or other household members.

HOLIDAY CLOSINGS/EARLY DISMISSALS

When classes are not in session or are dismissed early for a holiday closing where all district and BOCES teaching staff are dismissed, BOCES teacher aides are also to be dismissed and will not receive pay for regularly scheduled hours not worked.

ABSENCE REPORTING PROCEDURE

Any Absence must be reported in Aesop and in Wincapweb. In Wincap Web, Absences are reported through Employee Self Service.

If you substitute for a teacher, you need to change the Job/Duty on your timecard.
QUICK START GUIDE FOR AESOP

Employee Quick Start Guide for Aesop

Logging in on the Web

To log in to Aesop, type www.frontlinek12.com/aesop in your web browser’s address bar (on mobile devices, type m.aesoponline.com).

Enter your ID number and PIN, then click Login.

Can’t remember your login info?

If you’re having trouble logging in, click the Forgot your login? link next to the “Login” button for more information.

Creating an Absence

You can enter a new absence right from your Aesop home page under the Create Absence tab.

Fill out the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, and more. You can also attach files to the absence from here.

When you’ve complete entering the absence details, click the Create Absence button.

Managing your PIN and Personal Information

Under the “Account” tab, you can manage your personal information, change your PIN number, upload shared attachments (lesson plans, classroom rules, etc.), view absence reason balances, manage your preferred substitutes, and more in the “Account” tab.
Employee Quick Start Guide for Aesop

Getting Help and Training

If you have questions, want to learn more about a certain feature, or need more information about a specific topic, click the Help tab to go to the Aesop Learning Center where you can search Aesop’s knowledge base of help and training materials.

Using Aesop on the Phone

Not only is Aesop available on the web, but you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.

To call Aesop, dial 1-800-942-3767. You’ll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

Over the phone you can:

- Create an absence (within the next 30 days) – Press 1
- Check your absence reason (entitlement) balances – Press 2
- Review upcoming absences – Press 3
- Review a specific absence – Press 4
- Review or change your personal information – Press 5

If you create an absence over the phone, be sure to make note of the confirmation number that Aesop assigns the new absence for reference.
LEAVE REQUESTS

PERSONAL DAY REQUEST

For personal day(s) not immediately before or after a holiday, recess or vacation, the supervisor must be notified at least 24 hours prior to the day to be taken (refer to Article No. 11– Leaves, Section 4: Personal of the BOCES Educational Support Personnel Association). The absence should be posted in Wincap Web and AESOP at least 24 hours prior to the personal day.

PERSONAL DAY REQUEST (Before/After a Holiday)

“REQUEST FOR PERSONAL DAYS PRIOR TO OR FOLLOWING A VACATION, HOLIDAY OR RECESS” (available on the Intranet) must be submitted for approval if you wish to take a personal leave day immediately before or after a holiday closing or recess period. It should be sent to the Special Education office two or three weeks in advance of the requested leave day. You will be notified via e-mail of approval or disapproval.

REQUEST FOR PERSONAL DAYS PRIOR TO OR FOLLOWING A VACATION, HOLIDAY OR RECESS

Name: ________________________________
Division: ______________________________

I hereby request personal days on: ________________________________
Reason: ________________________________

I understand the language of the negotiated agreement in reference to the personal day request immediately prior to or following a vacation, holiday or recess.

CHECK APPLICABLE AGREEMENT

Professional Employee’s Agreement, Article XV, Paragraph B

All unit members shall be granted personal leave in the amount of four (4) days per year. A personal day shall be granted for personal reasons upon twenty-four (24) hour request to be absent for personal reasons. The purpose of personal leave is that of transacting business or personal affairs which cannot be transacted at any other time other than school hours. Personal leave days will not be approved for the day of school prior to or following vacation, holiday, or recess nor for recreational or other leisure time activities except by prior approval of the District Superintendent. An exception may be granted with prior approval of the District Superintendent. Nor more than ten (10%) of the professional staff will be granted personal leave days on any given day. Unused leave shall be added to accumulated sick leave.

Classified Employee’s Agreement, Article 11, Section 4

Each employee shall be granted personal leave in the amount of four (4) days per year in addition to the leave week of vacation, holiday, and recess. Personal leave may be taken at any time which is not a day of school. Personal leave shall notify her/his immediate supervisor. Personal leave shall not be granted during the month of June for personal leave which cannot be transacted at any time other than personal leave. Unused personal leave shall be added to accumulated sick leave at the end of each fiscal year. The purpose of personal leave is that of transacting business or personal affairs which cannot be transacted at any time other than personal leave. Unused personal leave shall be added to accumulated sick leave at the end of each fiscal year. The purpose of personal leave is that of transacting business or personal affairs which cannot be transacted at any time other than personal leave. Unused personal leave shall be added to accumulated sick leave at the end of each fiscal year. The purpose of personal leave is that of transacting business or personal affairs which cannot be transacted at any time other than personal leave. Unused personal leave shall be added to accumulated sick leave at the end of each fiscal year.

Please note: Request is contingent upon the District Superintendent’s approval or disapproval. You will be e-mailed notification of the decision.

Employee’s Signature ________________________________ Date ________________________________
Supervisor’s Signature ________________________________ Date ________________________________
Division Director’s Signature ________________________________ Date ________________________________
Superintendent’s Signature ________________________________ Date ________________________________
Superintendent’s Approved Disapproved

EXCEPTIONAL EDUCATION DIVISION TEACHER AIDE HANDBOOK | 9
GUIDE TO WINCAP WEB

WINCAPWEB EMPLOYEE SELF-SERVICE

Employee Self-Service allows you, as a BOCES employee, to log in to your own WinCap employee data from any internet connected computer. You will be able to review and update (if security allows) your data. Employee Self-Service functionality includes: Employee Demographics review and update functionality, Employee Direct Deposit and Paycheck stub printing, W-2 printing, Employee Payroll Earnings history (Fiscal and Calendar), Employee Attendance Balances, Employee Attendance Transaction History, and Employee Attendance Leave Requests.

You may access WincapWeb via the CABOCES home page [http://www.caboces.org](http://www.caboces.org) by clicking on the “WINCAP WEB” link as shown above.

You will then login with your district email address as your Username and a password that you will establish when you activate your user account from an Email you receive from WincapWeb Admin.

If you have trouble logging into WinCap Web, you should type your username and select the “forgot password?” link below the login button. A prompt will appear and you should enter in your full email and then select “continue.”

The second prompt will ask you to answer your security question. You must enter the exact answer you had setup on the initial account activation. Hit “Submit” once completed and you will receive a message that you must go to your email to complete the password reset process.

[If you do not remember the answer to your security question or WinCap WEB is not accepting your answer you will need to contact your Web System Manager (Karen_coleman@caboces.org) in order to have your WinCap Web account reset. The Web System Manager will send you a “forgot password” email in order to complete the rest of the process.]

A message has been sent to your email address, please follow the instructions.
GUIDE TO WINCAP WEB

You will receive an email where you must select the link within the email to reset your password.

Dear Valued User,

Someone has requested that the password for your account, username Timothy Quigley@webest.com, be reset.

If you did not make this request, please simply disregard this email, it is sent only to the address on file for your account.

To choose a new password, please go to the following URL:

https://test.wincapweb.com/loginresult.aspx?id=d28d95d-e0cd-4208-9466-a325d4dd11c

Your request originated from 66.195.66.72.

Sincerely,
Capital Computer Associates

The link will bring you to WinCapWEB where you must choose a new password. Once complete, select “change password.” This will automatically log you into WinCap Web.

Once logged-in, the user will then have access to whatever WinCap WEB features they have been authorized to use per their individual user security profile.

ATTENDANCE BALANCES

Employees can view their attendance balances and year-to-date activity for the specific attendance codes that they have been authorized to view.

Available balance does not reflect requests that are pending. Those requests will not be deducted from your balance until their status is “Posted as taken,” which can be viewed in My Leave Requests.
GUIDE TO WINCAP WEB

LEAVE REQUESTS

Allows the employee to track the status of existing requests and to withdraw a pending request (if allowed), and to initiate a new request.

Click “add leave request”

Your attendance group should automatically populate.

Select "Attendance Code" from Drop Down list

If entering a single day, enter date and units (1.00—full day or .50—half day)

Click “Submit”

If entering a range of day, scroll down to “Quick Add Date Range”; enter start and end date and Units per day (1.00—full day or .50—half day) and click “Add Dates to Request”.

This will bring the dates to the top, as Requested Dates.
Enter comments, if desired. Click “Submit”. Please note balances shown below attendance code. Your actual available balance would be the “Available Balance” less any “Requested”.

PLEASE ONLY SUBMIT ONE REQUEST ON EACH FORM. IF REQUESTING A SINGLE DAY AT A TIME, CLICK ‘SUBMIT’ FOR EACH DAY REQUESTED. IF SUBMITTING A RANGE, CLICK ‘SUBMIT’ FOR EACH DATE RANGE. DO NOT ENTER MULTIPLE DATE RANGES OR SINGLE DATES ON ONE REQUEST.

As long as a day has not been approved by your supervisor, you may withdraw the day if you would no longer like to request it. Click the red “X” to withdraw leave request.

Click "Withdraw". (The dates will no longer appear as “requested” and will not be subtracted from your total.)
If the day has been approved by your supervisor, it will be necessary to complete a withdrawal form located on Lotus Notes: Information Center & Forms/Absence & Request for Leave Forms.

As a reminder, prior permission is still required before requesting a Personal Day before or after a holiday, vacation day or recess. This form is also located in the Absence & Request for Leave folder. It must be signed by the Superintendent and forwarded to the Attendance Department prior to the request being entered in WincapWeb.

ATTENDANCE ACTIVITY

Historical attendance activity is available to be displayed and printed. You can adjust dates to view prior or future activity.

<table>
<thead>
<tr>
<th>Transaction</th>
<th>Trans Date</th>
<th>FTE</th>
<th>Carryover</th>
<th>Available</th>
<th>Earned</th>
<th>Taken</th>
<th>Adjustment</th>
<th>Available Balance</th>
<th>Earned Balance</th>
<th>Requested</th>
</tr>
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<tbody>
<tr>
<td>Fiscal Year:</td>
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<tr>
<td>Att. Group:</td>
<td>Teachers</td>
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<tr>
<td>Att. Code:</td>
<td>Sick</td>
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<td>Balance</td>
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<td>Openning</td>
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<tr>
<td>Carryover</td>
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<td>02/10/2018 Th</td>
<td>1.0000</td>
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<tr>
<td>Opening</td>
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</tr>
<tr>
<td>Balance</td>
<td></td>
<td>02/10/2018 Th</td>
<td>66.0000</td>
<td>66.0000</td>
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<tr>
<td>Granted</td>
<td>Leave,</td>
<td>02/01/2018 Th</td>
<td>15.0000</td>
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<td>Regular</td>
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<td>02/01/2018 Th</td>
<td>15.0000</td>
<td>15.0000</td>
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<tr>
<td>Actual</td>
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<td>02/01/2018 Th</td>
<td>01.0000</td>
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</tbody>
</table>
EMPLOYEE PAYCHECKS

Employees will have access to display or print paystubs for any paycheck or direct deposit notice that has been issued for them through WinCap payroll processing. All years are available for query from the time your site has been on WinCap.

Clicking on the paycheck date, opens up the paycheck/direct deposit stub detail. Allowing the employee access to their own data will eliminate the need to print direct deposit stubs and distribute them from the central office. REMINDER: Direct Deposit notifications will no longer be mailed to employees enrolled in Employee Self Service (ESS).
GUIDE TO WINCAP WEB

Selecting the **Printed as PDF** option allows them to view the paycheck/direct deposit stub in a printable format.

<table>
<thead>
<tr>
<th>Employee Number</th>
<th>Employee Name</th>
<th>Check Date</th>
<th>Check Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>00020</td>
<td>Mariucci, Brita S</td>
<td>09/30/2010</td>
<td>Direct Deposit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Pay Items</th>
<th>Current Pay Period</th>
<th>FTD as of 10/13/2010</th>
<th>YTD as of 10/13/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Teacher</td>
<td>$40,000.00 Salary</td>
<td>1,818.18</td>
<td>3,636.36</td>
<td>27,036.36</td>
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</tbody>
</table>

| Year-to-Date Wage and Withholding Totals and Detail |

Employees can select any year (Fiscal or Calendar Year), Quarter or Month for which to display gross pay, net pay and withholdings. All years are available for review for as long as your site has been on the WinCap system. (1998-1999 School Year)
### EMPLOYEE DEMOGRAPHICS

Employees can currently view their own contact information. REMINDER: Please contact the Human Resource Department with any Employee Demographic changes you may have. Change forms are located on Lotus Notes (Information Center & Forms).

![GUIDE TO WINCAP WEB](image)

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>David Cooper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Details</strong></td>
<td></td>
</tr>
<tr>
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<td>00216</td>
</tr>
<tr>
<td>Birth Date:</td>
<td>09/04/1968</td>
</tr>
<tr>
<td>State ID:</td>
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</tr>
<tr>
<td><strong>Email</strong></td>
<td></td>
</tr>
<tr>
<td>Official Email:</td>
<td><a href="mailto:David_Cooper@wappdemo.org">David_Cooper@wappdemo.org</a></td>
</tr>
<tr>
<td>Other Email:</td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td>Address 1:</td>
<td>131 B Greenhaven Drive</td>
</tr>
<tr>
<td>City:</td>
<td>Keene Valley</td>
</tr>
<tr>
<td>State:</td>
<td>NY</td>
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<tr>
<td>Zip:</td>
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<td>Country:</td>
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<tr>
<td>Address Unlisted:</td>
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<tr>
<td><strong>Mailing</strong></td>
<td></td>
</tr>
<tr>
<td>Address 1:</td>
<td>131 B Greenhaven Drive</td>
</tr>
<tr>
<td>City:</td>
<td>Keene Valley</td>
</tr>
<tr>
<td>State:</td>
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<tr>
<td>Zip:</td>
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<tr>
<td><strong>Phone</strong></td>
<td></td>
</tr>
<tr>
<td>Home Phone:</td>
<td>555-0216</td>
</tr>
<tr>
<td>Home Unlisted:</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Mobile Unlisted:</td>
<td>No</td>
</tr>
<tr>
<td><strong>Emergency Contact Information</strong></td>
<td></td>
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<tr>
<td>Contact Name:</td>
<td></td>
</tr>
<tr>
<td>Contact Phone:</td>
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</tr>
<tr>
<td>Contact Relation:</td>
<td>WIFE</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
</tbody>
</table>
HOW TO ACKNOWLEDGE YOUR SALARY NOTICE

Your Salary Notice will be available in October. It is your responsibility to review your notice and inform payroll if there are any errors.

1. Go to Employee Self-Service and select ‘My Positions and Salary Notices’
   * If you do not have this option, please contact payroll

2. Make sure the current fiscal year is selected
3. Click the button under actions for your position (it looks like a pencil).

4. Click on ‘Download/Print Salary Notice’ to review your notice.

5. You may get a pop-up saying you are leaving this page. Click ‘Leave’.

6. Click the download notification in the bottom left corner of your browser.

7. Review your notice for accuracy. Contact payroll if you disagree with any calculations in your notice.

8. Enter your password for Employee Self-Service to sign and click ‘Acknowledge’.

If you have any questions about your notice or this process, please contact payroll.

Dan Cornell
Email: dan_cornell@caboces.org
Phone: 716-376-8257

Deb Windnagle
Email: debora_windnagle@caboces.org
Phone: 716-376-8203
GUIDE TO WINCAP WEB

ELECTRONIC TIMECARDS (AUTOFILLED) – EMPLOYEE TIMESHEET INSTRUCTIONS

You may access WincapWeb via the CABOCES home page http://www.caboces.org/ by clicking on the ‘WINCAP WEB’ link as shown below.

1. Log into WinCap Web with your username (BOCES Email) and password.

2. Once in WinCap Web click on ‘TIMESHEETS’.

The home screen will then appear, as shown below:
TO ADJUST/APPROVE AUTO FILLED TIME ON TIMECARD

On the menu on the left select ‘Time Card’.

The time card will default to “by dates” and should be the current pay period. Once a new pay period has been open, the system will default to “by pay period”. You can simply click ‘By Dates’ if you need to view the next period.

You will then be able to either approve the time worked or adjust the beginning and/or ending time (“In” or “Out”). Click on “APPR” check box to approve time as it is, then click on save.

You will be able to scroll through previous and future pay dates, using the arrows.
**BE SURE TO VERIFY THE TOTAL HOURS WORKED AT THE END OF EACH PAYPERIOD. THESE ARE THE HOURS YOU WILL BE PAID**

You will then be able to either approve the time worked or adjust the beginning and/or ending time ("In" or "Out"). Click on ‘APPR’ check box to approve time as it is, then click on ‘Save’.

<table>
<thead>
<tr>
<th>Date</th>
<th>In</th>
<th>Description</th>
<th>Out</th>
<th>Description</th>
<th>Hours for Day</th>
<th>Hours For Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 8/2</td>
<td>8:00 AM</td>
<td>Good</td>
<td>4:00 PM</td>
<td>Good</td>
<td>7.5000</td>
<td>7.5000</td>
</tr>
<tr>
<td>Tue 8/3</td>
<td>8:00 AM</td>
<td>Good</td>
<td>4:00 PM</td>
<td>Good</td>
<td>7.5000</td>
<td>7.5000</td>
</tr>
<tr>
<td>Wed 8/4</td>
<td>8:00 AM</td>
<td>Good</td>
<td>4:00 PM</td>
<td>Good</td>
<td>7.5000</td>
<td>7.5000</td>
</tr>
<tr>
<td>Thu 8/5</td>
<td>8:00 AM</td>
<td>Good</td>
<td>4:00 PM</td>
<td>Good</td>
<td>7.5000</td>
<td>7.5000</td>
</tr>
<tr>
<td>Tue 8/10</td>
<td>FS Family Sick</td>
<td>DATA CONTROL CLERK</td>
<td></td>
<td></td>
<td>7.5000</td>
<td>7.5000</td>
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**BE SURE TO VERIFY THE TOTAL HOURS WORKED AT THE END OF EACH PAYPERIOD. THESE ARE THE HOURS YOU WILL BE PAID**
TO ADJUST TIME WORKED

Click in the time that needs to be changed, adjust to time worked and enter a note explaining the extra time. Be sure to enter AM or PM. Please be sure to round time worked to the nearest 15 minutes, as you have always done. Do not forget to click ‘Save’ once you have made your changes.

IF IT IS NECESSARY TO ADD TIME TO TIMECARD:

Click on the ‘Add New Time’

Select the date from the date drop down selection.

Enter the start time and out time (be sure to enter AM or PM), then select the correct job duty from the job duty drop down.
GUIDE TO WINCAP WEB

When finished making entries click the ‘Update’ button to save the entries. Once you choose ‘Save’, the “hours” field will populate. You will then be able to ‘Approve’. (Be sure to click ‘Save’ again.)

**THE “REFRESH” BUTTON WILL REMOVE THE ENTRIES OR ADJUSTMENTS MADE TO THE TIME CARD IF YOU DO NOT SAVE BEFOREHAND.**

**TO ADD SUB PAY (TEACHER AIDE SUBSTITUTING FOR TEACHER):**

Click on arrow in the ‘Job Duty’ column and change to ‘FTTA TEACHER AIDE, TEACHER AIDE SUBBING FOR TCHR’ from drop-down menu (where “FTTA TEACHER AIDE” = your job title).
It may be necessary to adjust your hours worked (see page 24). If you work ½ day as a substitute and ½ day in your regular position, it will be necessary to ‘Add New Times’ (see page 24).

You will be paid for actual hours worked, along with your substitute daily rate: $20.00 or $25.00 (certified subs). You will be paid for ½ day or a full day of substitution as follows:

2 to 3.50 hours = half day

Over 3.50 hours = full day

You may also find it necessary to adjust your (lunch) break from unpaid to paid. [Break (lunch) time is automatically deducted from your hours worked.] To do this:

Click on the ‘Break Times’ tab

Click on the arrow next to unpaid to access the drop down menu.

Click ‘Paid’ and ‘Save’ You will also need to add a note to your work shift explaining the paid break.

This will add the ½ hour back into your total work hours.
CABOCES EMAIL ACCOUNT

MICROSOFT OUTLOOK

As soon as you are board approved, you will be given an email account. You will get your login and password from your supervisor. Once you have an email account you will go to www.caboces.org and click on BOCES email (upper right hand corner)

You should check your email weekly.

To attach a file to an email memo:

1. Position cursor in the body of the memo document.
2. From the menu, select FILE / ATTACH --- OR --- From the toolbar, click the PAPERCLIP icon.
3. Press the down arrow key to the right of the "Look In" field. Select the drive and folder where the file to attach is saved.
4. Select the file by double clicking on it or by clicking on it once and clicking on the CREATE button. This puts an icon in your email memo.

To view attachments:

View – allows you to see most documents without having the application installed or loaded. You can print from view mode.

5. Double click on the icon in your email memo --- OR --- Right click, select VIEW and go to step #3.
6. Click once on the VIEW button. (The document will be shown on screen via a lotus notes File Viewer.)
7. To print, choose FILE / PRINT from the menu.
8. To close the view, click the "X" on the Attachment Box and click the "X" on the File Viewer button on the action bar (the bar that shows all open files).

To detach an attachment:

Detach – creates a copy of file. If you want to edit the document, you should detach it first. Then changes will be saved with the document.

9. Double click on the icon in your email memo --- OR --- Right click, select DETACH and go to step #3.
10. Click once on the DETACH button.
11. Press the down arrow key to the right of the "Look In" field. Select the drive and folder where the file to detach is to be saved.
12. Select the file by double clicking on it or by clicking on it once and clicking the DETACH button.
MICROSOFT OFFICE 365

All staff are also set up with an Office 365 account along with email. The login for Office 365 is the same as your email.

Visit [www.office.com](http://www.office.com) and Login in using the same login information as your email account.

Here is a link to videos to help you understand and get the most out of office 365

https://support.microsoft.com/en-us/office/microsoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb

ONLINE TRAINING

Online training available to all teacher aides.

CLASSIFIED EVALUATION FORM

CLASSIFIED EVALUATION FORM EXPLANATION

These evaluations need to be completed, 2 times per year on classified employees (Teacher Aides) for their first 5 years of employment and 1 time per year thereafter. Evaluations are completed by the Supervisor in Front-line (Aesop) You will get an email link when an evaluation is submitted for you to acknowledge.

STANDARDS/GUIDELINES FOR SATISFACTORY PERFORMANCE:

The following guidelines are to be used in evaluation the performance of classified personnel. Every category may not apply to all employees. If you feel you have an exception, or there is another area which needs measurement or improvement, be sure to explain in the space provided or at the end of the evaluation. If the employee has a performance problem it must be clearly defined so that both the employee and the administration understand the problem and the recommended/needed solution. If you are unsure of how you should handle a particular situation – see your Supervisor.

1. ATTENDANCE – Absences are not excessive, casual or regular i.e., Fridays, Mondays or associated with a holiday. Reports absences promptly and through appropriate channels. Long term absences are not considered excessive when related to a specific illness, disability, or maternity.

2. PUNCTUALITY – Employee is in the classroom or at work station and ready to work promptly at starting time. Carefully adheres to scheduled break and lunch periods. (15 minute break morning and afternoon – 30 minute unpaid lunch period.) Does not leave early or before dismissal time. Returns promptly when sent out of room for copying or to attend a specific errand for teacher, or when taking students to another classroom, etc.

3. INITIATIVE / RELIABILITY – Once provided with direction or guidelines from supervisor, teacher or appropriate support staff, employee can be relied upon to follow through on task completion and follow up. Resourceful in problem solving and application of skills to new situation. Makes suggestions or offers input in a constructive manner. (Teacher Aides) i.e., bulletin boards, crafts, or helpful ways in which to reinforce a particular lesson.

4. JUDGEMENT – (Teacher Aides) Displays appropriate demeanor, language and deportment with students. Does not disagree with or contradict instructions of teacher in presence of students. Never initiates contact with parents or discusses students with parents unless requested to by teacher, counselor or other appropriate staff. (all staff) Demonstrates the ability to deal effectively with clients and colleagues. Good team worker, willingly accepts additional assignments and helps out as required.

5. POLICIES & PROCEDURES – Conscientiously follows procedures or rules, contractual agreements and BOCES policies, as well as those established within the department or classroom.

6. APPEARANCE & GROOMING – Appearance reflects good grooming. Dress is appropriate for the classroom or work situation. Shorts, mini skirts, low cut blouses, tight and/or ripped jeans are considered inappropriate in classrooms, or office.

7. RECORDS – Maintains accurate records as may be required, i.e., inventories, files, etc. (Teacher Aides) maintains student folders, attendance and other files as may be assigned by teacher. Accurately completes and turns in timesheets and absent reports on a timely basis.

8. PHYSICAL – Meets physical requirements of position, i.e., Maintenance – bend, lift, climb ladders, etc. (Teacher Aides) capable of lifting students into and out of wheelchairs, on and off potty, and or other situations requiring physical assistance from Aide.

9. QUANTITY/QUALITY – Consider amount of satisfactory work produced; speed and accuracy in completing assignments.
10. MAINTENANCE – Care and use of equipment, tools or facilities. Work area neat and orderly.

11. DEPENDABILITY – (all staff) When given an assignment does it in a prompt and timely fashion. Carries on with minimum supervision; strong sense of responsibility to job. (Teacher Aides) Can be relied upon to supervise students in various settings such as classrooms, hall, lunchroom, playground, at buses, or during crisis situation in classroom.

12. ATTITUDE – Good team worker. Willingly accepts additional assignments and helps out as required. (Teacher Aides) Displays a positive attitude and respect toward teacher, students, BOCES and host school district.

13. CONFIDENTIALITY – Maintains confidentiality at all times. Does not discuss personnel, students or situations in break/lunchrooms or off duty.

14. COOPERATION – Willingly completes assigned tasks; is a good team member. Helps co-workers when requested or assigned. (Teacher Aides) Establishes a good rapport with teachers, and other aides. Gets along well and maintains the respect of the host school's administration and staff.

TEACHER AIDES:

15. STUDENTS – Ability to deal effectively with students; demonstrates an understanding of student's needs. Shows tact and patience. Good student management; responds appropriately to situations. Exhibits self-control when students are out of control; has a calming influence with students.

16. RAPPORT – Established a rapport with students, teachers, co-workers, and host school staff.

17. ADAPTABILITY & VERSATILITY – Adapts to various classroom and or individuals as required. Establishes a good working rapport with students, other Teachers and Aides.

ADDITIONAL AREAS YOU MAY WISH TO COMMENT ON OR CONSIDER UNDER EVALUATOR COMMENTS SECTION:

Accepts or volunteers for extra duties and responsibilities
Makes effort to improve performance by taking coursework, or attendance at seminars, etc.
Makes helpful suggestions about room and activities
Represents BOCES in a positive manner
Accepts constructive criticism or suggestions in a positive manner
Note any special areas of achievements
Note any specific concerns or problem areas and make suggestions on ways to work with Aide to Improve. Agree on solution and then follow up to let Aide know how he/she is doing.

IMPORTANT:

• Do not allow a problem to continue or wait until “evaluation” time. Often just a few words or indication will resolve a problem.

• Contact your supervisor promptly if serious problems occur.

• Carefully document conversations and date of conversations with Aide/Employee when discussing problems with performance. Advise Aide/Employee that you are making a note of the conversation.
CLASSIFIED EVALUATION FORM

Cattaraugus-Allegany-Erie-Wyoming BOCES – Olean, NY 14760

Employee

Date

Job Title

Teacher

School

COMMENTS: E (Excellent)  S (Satisfactory)  I (Improving)  U (Unsatisfactory)

All U ratings and comments must be substantiated with examples and suggestions or recommendations for improvement.

<table>
<thead>
<tr>
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<th>S</th>
<th>I</th>
<th>U</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>1. Attendance:</td>
<td>Reliable and punctual.</td>
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<tr>
<td>2. Initiative:</td>
<td>Shows initiative, is creative and resourceful, prompt in completing tasks.</td>
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<td>3. Judgment:</td>
<td>Displays courtesy, tact and good judgment with students, staff, clients and colleagues.</td>
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<td>4. Policy:</td>
<td>Adheres to/supports BOCES policies, procedures and regulations.</td>
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<td>5. Appearance/grooming:</td>
<td>Maintains appropriate dress and neat grooming.</td>
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<tr>
<td>6. Records:</td>
<td>Maintains accurate records, inventories, files, timesheets and paperwork as required.</td>
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<tr>
<td>7. Physically capable:</td>
<td>of performing duties where applicable.</td>
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<tr>
<td>8. Quantity/Quality:</td>
<td>Amount of quality work produced; timeliness and speed in completing assignments</td>
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<td>9. Maintenance:</td>
<td>Proper use and care of equipment, tools; maintains clean and orderly facilities; tidiness of workstation.</td>
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<td>10. Dependability:</td>
<td>Carries out assignments with minimal supervision; functions well in crisis situation or when supervising students, if applicable.</td>
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<td>11. Attitude:</td>
<td>Displays positive attitude and respect.</td>
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<tr>
<td>12. <strong>Confidentiality:</strong> Maintains confidentiality of appropriate information (re: students, coworkers, employees).</td>
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<td>13. <strong>Cooperation:</strong> Works as a team member; willingly works with other staff.</td>
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<td>14. <strong>Students:</strong> Demonstrates interest, patience and self control with students.</td>
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<td>15. <strong>Rapport:</strong> Establishes good rapport with teachers, students and support staff.</td>
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<td>16. <strong>Adaptability</strong> to various classroom situations.</td>
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</table>

1. Evaluator comments:

Example

2. Suggest how performance of the incumbent can be improved or made more effective:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Employee comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. List goals and objectives agreed upon to be accomplished in coming semester or school year:

________________________________________________________________________
________________________________________________________________________

Evaluator Signature   Date   Supervisor   Date

Employee Signature   Date   Administrator/Director   Date

Original to Personnel file
C: Employee
C: Supervisor
**JOB RESPONSIBILITIES**

The major function of the teacher aide is to assist the teacher in the performance of non-teaching tasks related to the teaching process. These tasks may involve reinforcement of lessons or skills taught by the teacher, (or related service personnel) either in small groups or one on one situations.

The Civil Service job description is attached. Please note that the description identifies typical work activities, it is not intended to be all-inclusive.

Teacher Aide is a non-competitive civil position. All classified BOCES employees are covered by the Cattaraugus County Civil Service Commission.

Newly appointed teacher aides serve a 52 week probationary period. It is an important time for both the teacher and the aide to assess whether or not a person is properly suited to be working with children.

Teacher aides are represented by the BOCES Educational Support Personnel Association (BESPA) NEA/NY

**WORKING HOURS**

- Working hours are assigned by the Special Education Supervisor and Director. Any variance or change may be made only with the approval of the supervisor and the director.
- Teacher aides should be ready to work at the scheduled start time. Always plan enough time to find parking, get into the building, put your belongings away and be ready to work at your scheduled start time.
- The BESPA contract does not have a compensatory time clause.
- Teacher Aides (Full Time) work on a 180-day year and/or periods of pupil attendance.
- Part-time teacher aides work less than 20/hours/week
- One on one aides - If it is known that the student will be absent for an extended period the Aide may be temporarily reassigned or advised not to report. Such decisions are to be made by the supervisor/director.

**WORKING HOURS CONTINUED...**

- When school is closed due to inclement weather or other emergencies, teacher aides need not report. Please enter an inclement day into WINCAP web.
- Questions regarding pay should be referred to the special education supervisor or the Personnel office.
- As per contract, teacher aides are entitled to a thirty (30) minute unpaid lunch break to be scheduled by the teacher.
- As per contract, teacher aides are entitled to two (2) fifteen (15) minute rest periods assigned by the teacher. Teacher aides may not leave their assigned station to attend a meeting unless it has been scheduled and approved by the special education supervisor or some other appropriate BOCES administrator.
- Teacher aides may not be excused for part of a day to attend to personal business.

**ASSOCIATION DAYS**

Require prior notice and must be requested through the Association President.

**UNPAID LEAVE**

Unpaid leave must be approved by the Board of Education. If a teacher aide is considering such leave he/she should contact the exceptional education supervisor well in advance of the date leave will be requested.

**FAMILY & MEDICAL LEAVE**

Anytime you are hospitalized or going to be out for more than 5 days you must do FMLA paperwork. In most instances, teacher aides will not meet the 1250 hour requirement to qualify for leave under the FMLA. Employees requiring such leave should be referred to the Personnel office as all leave must be board approved.
**TEACHER AIDE GUIDELINES**

**DRESS GUIDELINES**

You should dress in a professional manner based on the type of room in which you are working. A good guideline to follow is if the students couldn't wear it, you shouldn't. Also dress for the type of activities that you will be doing. If you bend over to work with young children or are up and down on the floor, you should be aware of shirt necklines and skirt length for females. All clothing should be professional and reflective of a school setting. You are representing the school you work in as well as BOCES.

**EMPLOYEE ASSISTANCE PLAN (EAP)**

The Employee Assistance Plan or the EAP is a confidential program provided designed to help you manage your work and life problems. Just as health insurance is designed to address your physical health, your EAP benefit provides assistance for your emotional and mental wellbeing. The EAP provides the resources and tools that you need to address the problems you face. The cost of this program is covered by BOCES. You can call the EAP 24 hours a day, 7 days a week at 1-800-252-4555 or you can go to www.theEAP.com. All information is kept confidential and neither your supervisor nor BOCES are given information without your permission.

**WORKING WITH TEACHERS AND OTHER STAFF:**

**Attitude:** All employees convey an image of the school to other professionals, to parents, and to the community as a whole. As BOCES employees we are guests in our host buildings and represent BOCES. We want this to be a favorable image. The special education aide is as much a part of creating this image as is the certificated staff member. Therefore, your actions, speech, and dress should be appropriate and professional at all times. Show your support for the exceptional education program as well as your supervising teacher verbally, enthusiastically, and actively. For example, just remembering to smile and being friendly towards others can make a difference, as well as looking for ways to assist others. When working with students, having a sense of humor, praising their efforts, and using positive statements show students that you care about them and that you enjoy what you are doing.

**ASSIGNMENT OF DUTIES**

The teacher assigns all in-class duties to the aide. Any instructions/or expectations from the related services staff should be assigned to the aide through the teacher to ensure that such assignments are properly monitored. Assignments from principals, supervisors or other non-BOCES host schools administrators should be cleared with the teacher and exceptional education supervisor. Regular assignment of duties, i.e. bus duty, in-school suspension should be cleared through the exceptional education supervisor.

**WORKERS COMPENSATION (ON-THE-JOB INJURIES)**

Employees injured during the performance of their job duties must promptly report the incident on an accident report form and to the classroom teacher. Copies are available on the intranet.

**BLOOD & BODY FLUID INCIDENT REPORTS**

Special forms must be completed for any incident in which teachers and/or aides are exposed to blood or body fluids. If such an incident occurs contact your special education supervisor immediately.

**SUPERVISION**

The classroom teacher is the on-site supervisor of the teacher aide. Any assignments or requests for assistance from the related services staff should flow through the supervising teacher. The exceptional education supervisor defines working hours, approves leaves and makes decisions regarding employment.

**PARENTS**

Teacher aides are not to make contact with parents unless requested to by the special education supervisor or an administrator.
TEACHER AIDE GUIDELINES

INFORMATION TO ASK THE SUPERVISING TEACHER

- Clarify hours and days you will be working – Ask for a school calendar.
- Clarify lunch and break hours based on student’s needs.
- What records are you responsible for keeping?
- What special services are available to the classroom and the school in which you work?
- What schedules are you responsible for following?
- When do students arrive and depart?
- What are the playground rules and regulations?
- For what lunch time activities will you be responsible?
- Where are the supplies kept and how are they obtained?
- How much time will you spend in inclusion classrooms? How much time in the special education classroom?
- What is the line of communication and authority you are to follow?
- With whom should you discuss a problem concerning relationships? School policy?
- What should be your response when a parent raises questions on their child’s functioning in the classroom?
- What pupil records are available to you?
- What is expected of you in terms of student discipline?
- What course should you follow if you feel that you do not have enough to do?
- How does your teacher view the teacher/paraprofessional relationship?
- What is expected of you in terms of confidentiality of student records?
- What is the appropriate dress code?

BEHAVIORAL MANAGEMENT STRATEGIES

Patience: The first step to deal effectively with inappropriate behavior is to show patience. This often means you’ll need to take a cooling period before you say or do something you just might regret. This may involve having the child/student sitting in a time out or alone until you’re ready to deal effectively with the inappropriate behavior.

Be Democratic: Children need choice. When you’re ready to give a consequence, allow for some choice. The choice could have to do with the actual consequence, the time when the consequence will occur or input as to what follow up should and will occur. When you allow for choice, the outcomes are usually favorable - the child becomes more responsible.

Understand The Purpose: Why is the child/student misbehaving? There is always a purpose. Do you know what the purpose is? Getting attention? Power? Revenge? Feelings of failure? It’s important to understand the purpose to readily support it. For instance, knowing a child is frustrated and feeling like a failure will require a change of programming to ensure that he/she is set up to experience success. Those seeking attention need to receive attention - catch them doing something good! Recognize it!

Avoid Power Struggles: In a power struggle, nobody wins. Even if you do feel like you’ve won, you haven’t because the chance of re-occurrence is great. Avoiding power struggles really comes down to exerting patience. When you show patience, you’re modeling good behavior; you ALWAYS want to model good behavior even when you are dealing with inappropriate student behaviors. Do you do this? A child’s behavior is most often influence by your behavior, remember this. If you are hostile or mad when dealing - they too will be.

Do the Opposite of What They Expect: When a child/student misbehaves, they often anticipate your response. Do the unexpected. For instance, when you see children playing with matches or playing in an area that is outside of the boundaries, they expect you to say "Stop", or "Get back inside the boundaries now!" However, try saying something like "You kids look too smart to be playing there" (or playing with matches). You’ll surprise them. This is a little trick that works well most of the time. Say something positive first.
BEHAVIORAL MANAGEMENT STRATEGIES CONTINUED...

Find Something Positive: For students or children who regularly misbehave, it can be very difficult to find something positive to say. Work at this, the more they receive attention for the positive things, the less apt they are to look for attention in a negative way. Go out of your way to find something positive to say to your chronic misbehaving students. Remember, these children often lack belief in their own ability. You need to help them see that they are capable.

Don't Be bossy: (This Too is Bad Modeling) Bossiness usually ends up with students seeking revenge. Ask yourself, do you like being bossed around? Chances are that you don’t. Neither do children. After all if you employ the strategies suggested here, you’ll find that you won’t need to be bossy. Always express a strong desire and strong interest to have a good relationship with the student/child.

Sense of Belonging: When students or children don’t feel that they belong, the result is usually the display of unacceptable behavior. Make sure the student has a strong sense of belonging. Praise the child’s efforts to get along or work with others. Praise attempts to follow rules and adhere to routines. Try to create a bond with the student, when you have a connection they tend to do more for you.

In Summary: Strive to create a positive tone. Research shows that the most important factor in student behavior and performance is the teacher/student relationship.

SUBBING FOR TEACHER

At times a teacher aide may sub for the teacher while they are at CSE meetings or if a certified sub can not be found. This must be approved by your supervisor. The aide will be compensated in addition to their normal pay for anytime they sub for 2 hours or more in one day.

Each time a unit member is called upon to assume the responsibilities as a substitute teacher for two (2) hours or more, the unit member shall be paid, in addition to a normal day’s pay, ten dollars ($10.00), (certified subs $12.50) for each half day and twenty dollars ($20.00), (certified subs $25.00) for each full day.

WHERE CAN I FIND X, Y, Z?

- Supplies: _____________________________
- Information for personal/sick leave: _____________________________
- Tissues: _____________________________
- Lost and Found: _____________________________
- Mailbox: _____________________________
- First Aid Supplies: _____________________________
- Lunchroom for staff: _____________________________
- Restrooms: _____________________________
- Copier: _____________________________
- Fire drill / emergency instructions: _____________________________
- Classroom / building contact numbers: _____________________________
- Computer access: _____________________________
- Storage for personal possessions (ie: coat, purse) _____________________________
TEACHER AIDE GUIDELINES

WHAT SHOULD I DO IF...?

- **A student becomes physically ill:** Notify the supervising teacher. They may request you notify the school nurse or bring the student to the office. Paraprofessionals may not give students permission to go home or be absent from class because of illness. Only the school nurse or a faculty/staff member authorized by the school nurse has the authority to do so.

- **A window, door, etc. gets broken:** Notify your supervising teacher or building principal. You may be asked to fill out a room repair request.

- **A student is missing:** Notify the supervising teacher and then the main office.

- **There is a snow day:** Each building usually has a phone tree and it is usually on the morning news.

- **I have a problem with another aide or staff member:** Try and approach the person directly first, if this doesn’t solve the issue, talk to your supervising teacher. If this doesn’t solve the issue, talk to your supervisor. You can always talk to your supervisor if you are not sure of the best way to handle a situation or are uncomfortable.

- **Something is stolen:** Notify the supervising teacher. Write a statement describing the item stolen, the approximate time the incident happened, and the area the item was stolen from. Refrain from naming suspected persons, be as objective as possible.

- **Noise outside the classroom is disruptive:** Politely ask the source of the noise to stop. Explain that they are disturbing students and must be respectful of others. If the source does not stop (ex. If it is a group of students), write their names down and submit the names and a description of the incident to the classroom teacher.

- **I suspect child abuse:** As immediate as possible, document the entire situation/suspicion, notify your supervising teacher. All paraprofessionals and faculty/staff of a school district are mandated reporters for any kind of abuse and must report suspicions to proper authorities. Please keep in mind also, that a report of child abuse is confidential and must be treated so for social services and law enforcement to do a thorough investigation. As a reporter, you are entitled to feedback to learn what steps have been taken to investigate the allegations. Find out the proper procedures for the building you work in.

- **I suspect a student of using/selling drugs:** Report immediately to the supervising teacher or the building Principal if the teacher is absent. Document your reasoning for your report accurately and specifically. The building Principal will notify appropriate authorities, if need be, and will act as a referral to the school nurse or school counselor.

NOTES:
TEACHER AIDE GUIDELINES

SUMMER SCHOOL

All BOCES staff have the opportunity to apply for summer school employment. Staff apply using an online application around February 1st. Supervisors notify staff as soon as the applications are being accepted. BOCES staff have a month to apply prior to the position being opened for non-Boces applications. Summer school runs for 6 weeks, and staff are expected to work all days of the summer program.

DISPLACEMENTS AND POSITION ASSIGNMENTS

Aides are displaced throughout the school year and at the end of the year. The following is the contract language regarding aide displacements and position assignments for the following year.

1. Teacher Aides shall be permitted to file requests for transfer for the next school year only, on or before June 1st of each year.

2. The BOCES Personnel Office will compile and post a master list of all open positions. Open positions are defined as:
   - Positions that opened and were filled during the previous school year from July 1st to June 30th.
   - Positions being vacated due to employee turnover or retirement.
   - Positions open due to employee transfer request(s).

A copy of the master list and an assignment preference form will be sent by June 30th to each Teacher Aide who:
   - requested a transfer,
   - was displaced,
   - was placed in a newly established position or hired after July 1st.

3. Seniority Lists – The BOCES Personnel Office will maintain the Teacher Aide seniority list by Supervisory Area for purposes of position selection, transfer, or Supervisory Area reduction in force.

4. Position Profiles – BOCES shall develop and maintain position profiles for the major options to which Teacher Aides may be assigned.

DISPLACEMENTS AND POSITION ASSIGNMENTS CONTINUED...

5. Personal profiles - An individual profile shall be developed for each Teacher Aide. Teacher Aide profiles will be designed jointly by the Supervisor and the Teacher Aide and will include relevant education, experience, and training of the individual aide. Profiles can be updated annually.

6. Teacher aides may apply for three (3) assignments in order of preference and must return the assignment preference form to the Supervisor of their Special Education Supervisory Area by July 15th.

7. Assignments will be filled by the Area Supervisor and will be based on the position profile and the Teacher Aide's personal profile. If more than one (1) Teacher Aide applies for the same position and each of their personal profiles are substantially equal, seniority will be the determining factor for placement in the position.

8. Assignments will be held for the next full school year unless a displacement occurs due to:
   - student moves
   - district takeover of a classroom
   - other factors necessitating a change in placement

9. If a Teacher Aide is displaced during the school year, that Teacher Aide may bump the least senior Teacher Aide in the Supervisory Area or may take an open position in another Supervisory Area. If the displaced Teacher Aide is least senior in their Supervisory Area, s/he may exercise BOCES-wide seniority.

10. When an event occurs necessitating a reduction within a classroom in which more than one (1) Teacher Aide is assigned, the least senior Teacher Aide in the classroom shall be reduced. That Teacher Aide shall have the option of displacing the least senior Teacher Aide in the Supervisory Area, or BOCES-wide. The least senior Teacher Aide reduced from a Supervisory Area may exercise seniority by replacing the least senior Teacher Aide BOCES-wide.

11. This process will be completed whenever possible, and Teacher Aides notified of their next year’s assignments by August 20th.
CONFIDENTIALITY GUIDELINES/IEPS

CONFIDENTIALITY

All student information is confidential. This is an extremely important component of the law. There are many Federal laws and state statutes that protect the privacy of educational records. The main Federal law pertaining to student records is the Family Educational Rights and Privacy Act (FERPA). Information or records falling under this law must remain confidential. Significant penalties can occur from failure to comply with the privacy act. Many school staff fail to realize that even conversations with non-school personnel or school personnel without an educational involvement with a specific child can be a violation of this act.

Information and records covered under this act may include but are not limited to personal and family data evaluation and test data, psychological, medical and anecdotal reports, records of school achievement and progress reports, disability information, and copies of correspondence concerning students.

Discussing specific facts about the students with which you work is a violation of the students’ confidentiality rights. Remember that matters regarding students are confidential and cannot be a topic of public discussion – not even in the teacher’s lounge, not at the grocery store, not with other para-professionals who do not work with the student. Even if you do not mention a student’s name, talking about an incident can give identifiable information.

IEPS

You are allowed by law access to see the IEP of the students you work with. You may not make a copy and they should not leave the building. Once you read them, they should be returned to the teacher to lock up.
CHARACTERISTICS OF DISABILITIES

AUTISM

Autism is a developmental disability which usually affects communication and social interaction. The cause of autism is not known, however, the number of children diagnosed with autism has greatly increased over the last decade. Other terms of classifications for autism may include Asperger’s (a high functioning autism) or pervasive developmental disorder.

General Characteristics:
- Difficulty with social interactions (playing or relating to children and adults)
- Engage in repetitive activities (repeating phrase or story, performing same motor task over and over)
- Resistant to changes in routine
- Unusual responses to environment (sensitive to sounds, lights)
- Varying levels of intelligence (many children with autism are average or above average intelligence, some also have mental retardation)

Teaching Strategies:
- Need highly structured and predictable schedule
- Student needs time to prepare if schedule changes
- Be consistent with student
- Allow enough time for the student to respond.
- Give lots of praise.

DEAF AND HARD OF HEARING

There is a wide range of hearing loss. Some children may only hear very loud sounds while others hear normally except for specific low or high pitches. The term deaf implies that a person has a very severe hearing loss and relies primarily on lip reading or sign language for communication.

General Characteristics:
- Language and speech delay
- Different voice characteristics
- May misunderstand information presented
- Difficulty understanding concepts that are not concrete
- Takes things literally

Teaching Strategies:
- Use as many visual cues as possible.
- Speak clearly and at a normal pace.
- Face the student when talking.
- Get the child’s attention before speaking.
- Make sure child is seated close to speaker.
- Allow enough time for the student to respond.
- Give lots of praise.
EMOTIONAL DISTURBANCE (ED)

A child with an emotional disturbance has difficulty learning due to an extreme behavior or mental illness. Students’ behaviors may either be aggressive in nature (striking out, uncooperative) or conflicts such as depression or anxiety which may cause the student to withdraw. It is often difficult to determine the cause of an emotional disturbance.

General Characteristics:
- inappropriate types of behavior or feelings
- may seek attention by aggression
- uncooperative
- often have trouble getting or keeping friends
- resists authority

Teaching Strategies:
- Be very consistent when dealing with behaviors.
- Learn what might trigger a student’s non-compliant behavior and work with the student to de-escalate any problems.
- Learn, use and follow the student’s behavior support plan.
- Check with teacher so that you know what to do when behaviors occur.
- NEVER use physical restraint unless you are trained and approved by supervising teacher.
- Remember, the student misbehaves because he/she has a disability; the student may or may not be able to voluntarily control the behavior.
- Help the student to determine good or inappropriate behavior.
- Use humor to deal with problems.
- Don’t hold grudges or take issues personally—start each day with a “clean slate”.
- Continue to show respect to student in spite of continued behaviors.
- Allow enough time for the student to respond.

INTELLECTUAL DISABILITY

A child with significant overall delays in thinking, communication and life skills.

General Characteristics:
- Require more time and repetition to learn things
- Immature for age

Teaching Strategies:
- Keep instructions concrete.
- Provide lots of practice opportunities.
- Demonstrate to student, don’t just tell.
- Allow student to be as independent as possible.
- Allow enough time for the student to respond.
- Give lots of praise.

LEARNING DISABILITY

Students may have poor achievement in one or more academic areas such as reading, speaking, thinking, memory, spelling or math. Students may have difficulty processing information either visually or through spoken language. The learning disability is usually a lifelong condition.

General Characteristics:
- Usually average to above average intelligence
- Distractible/easily frustrated
- Low self-esteem

Teaching Strategies:
- Teach the student compensation strategies.
- Allow extra time.
- Use the students’ strengths to work on difficult areas.
- Allow enough time for the student to respond.
- Give lots of praise.
CHARACTERISTICS OF DISABILITIES

MULTIPLE DISABILITIES (MD)

Students with a combination of several disabilities, severe in nature, such as mental retardation and a physical or sensory (hearing or vision) disability.

General Characteristics:
- Low cognitive ability
- Often need assistance in daily activities or tasks (eating, toileting, mobility)
- Goals primarily non-academic (life skills)

Teaching Strategies:
- Respect each student’s dignity.
- Learn how each student communicates.
- Celebrate current skills and accomplishments.
- Allow enough time for the student to respond.
- Give lots of praise.

ORTHOPEDIC IMPAIRMENT

Physical (motor) difficulties in mobility, writing, sitting; common physical disabilities are cerebral palsy & spina bifida.

General Characteristics:
- Hard to control limbs
- Involuntary movements
- May need assistance with toileting, eating and general life skills

Teaching Strategies:
- Remove or accommodate barriers for student
- Allow students to be as independent as possible
- Speak to person on their level (sit down if they are in wheelchair)
- Allow enough time for student to respond.
- Give lots of praise.

SPEECH/LANGUAGE IMPAIRMENT

Difficulty in understanding or expressing language; stuttering or unusual voice characteristics.

General Characteristics:
- Delay in language concepts (sentence length, vocabulary)
- Hard for others to understand

Teaching Strategies:
- Model good speech and language at or slightly above student’s level.
- Don’t talk for student.
- Encourage student.
- Ask student to repeat if you did not understand.
- Allow enough time for student to respond.
- Give lots of praise.

VISUAL IMPAIRMENT

A child with significant vision impairment.

General Characteristics:
- May tire easily visually.
- May need assistance in moving from place to place.

Teaching Strategies:
- Don’t lead child if assisting in walking (sighted guide).
- Let the student take hold of your arm.
- Speak directly to the child and let child know who you are if unfamiliar.
- May need magnifying glass, large print books or Braille.
- Allow enough time for student to respond.
- Give lots of praise.

(Source: Paraeducator Handbook, Sedgwick County Educational Services Interlocal Cooperative #618, 620 Industrial Rd., Goddard, Kansas 67052)
JOB DESCRIPTION-TEACHER AIDE

CIVIL SERVICE JOB DESCRIPTION - TEACHER AIDE

- QUALIFICATIONS: High School Graduate or equivalent or must meet Civil Service requirements. Training or experience in an area which will be utilized to aid in the teaching process.
- REPORTS TO: Assigned Classroom Teacher or Therapist
- BASIC FUNCTION: This is a responsible employment involving the performance of non-teaching tasks related to the teaching process in a classroom or school. Incumbents assist the teaching staff in that part of their duties related to teaching which may be performed by a non-teacher. Persons hired as Teacher Aides may not perform the tasks of regular teachers even if they hold a teaching certificate.

TERMS OF EMPLOYMENT:
10-month Position:

EVALUATION:
Performance evaluated as described in the Classified Employee’s Agreement

ESSENTIAL SKILLS AND KNOWLEDGE:
1. Physical requirements:
   - Unimpeded ability to write
   - Physically able to lift (at least 50 pounds) students in and out of wheel chairs and aid with toileting
   - Assist with intervention of physically restraining student for that student's safety
2. Ability to understand and reinforce lessons with proper grammar, enunciation and pronunciation in a clear voice with quality use of words to express ideas logically, convincingly and appropriately with students.
3. Project confidence and poise and maintain control in classroom situations with students.
4. Be aware and have a firm understanding of expectations essential to maintaining confidentiality in all situations involving students.
5. Possess the ability and good judgment to establish appropriate relationships with students and support a positive learning environment for students.
6. Display a general presentation of self appropriate for classroom setting, including proper grooming and respect for students and staff.

ILLUSTRATIVE PERFORMANCE DUTIES:
1. Work with small groups of students, reinforcing skills taught by teacher.
2. Help teacher with bulletin boards, arts and crafts, and the conduct of games.
3. Operate copy machines, copy and collate any materials to be used in the teaching process.
4. Take attendance and distribute work folders.
5. Operate audio/visual equipment.
6. Direct students to classes.
7. Monitor and assist in the conduct of examinations.
8. Perform incidental duplicating and keyboarding tasks.
10. Assist children in daily living skills.
12. Assist in transporting non-ambulatory or developmentally disabled children.
13. Supervise students in settings, such as classroom, hall, lunchroom, bus, playground, or parking lot, as required.
14. Assist in oversight and technical operations of language, assisted technology, and/or computer laboratories.
15. Assist students with behavioral management needs.
16. Assist in reinforcing through guided practice of routines or activities established by therapists.
17. Assist in the correction of test papers, recording of grades, maintaining of files and preparing statistical reports.
18. Perform other related duties as assigned.
**The Teacher Aide Profile is updated annually by the aide in my learning plan.**

Name ___________________________________ Current Position __________________________ Date ________________

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<th>Work Experience: (List all work experience, previous aide positions)</th>
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<th>Education/Training: (List any college courses or any additional training courses such as CPI, TCI, Schools Attuned, etc)</th>
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<th>Staff Development Training: (List any staff development training)</th>
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<th>Organizations, Volunteer Activities, Achievements: (List any experiences outside of the job hours that are relevant to your work)</th>
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<th>Personal Interests and Strengths: (List and personal skills that impact your work such as computer skills, hobbies, etc.)</th>
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<th>Summary of Strengths: (What are you good at?)</th>
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TEACHER AID POSITION PROFILE – GENERAL, AGES (4-21)

GENERAL DESCRIPTION OF ROLE:
Assignment involves the performance of non-teaching tasks working with students as a classroom aide or one-on-one aide in a district or BOCES classroom.

PHYSICAL REQUIREMENTS:
- **Elementary**: Must be able to get down on floor with students

ACADEMIC REQUIREMENTS:
- **Elementary**: Must be able to understand and reinforce basic elementary subjects
- **MS/HS**: Must be able to understand and reinforce MS/HS Curriculum

BEHAVIORAL MANAGEMENT SKILLS:
- Demonstrate the ability to treat students with respect and model behaviors that will earn student respect for you.
- Be able to follow behavior management plan consistently, especially when teacher is not in the classroom.
- Understand age-appropriate expectations for student behaviors

PERSONNEL CARE REQUIREMENTS:
- Assist students with daily living skills

PREFERRED TRAINING:
- N/A

ESSENTIAL JOB FUNCTIONS:
- Provide support to foster independent functioning in the classroom
- Capable of supporting student learning without doing the work for the student
- Understand age-appropriate expectations for student behaviors
- Assist teacher with classroom duties and other students as needed in a timely manner
- Understand role as part of a team; execute teacher’s expectations within the classroom.
- Assist with basic computer tasks as well as copying and assembling materials.

EXCLUDED AREAS:
- DO NOT write in communication notebooks
- DO NOT disclose information about a student to parents, community or other staff members (ie staff room) except at the supervisor’s specific request. This includes information on medication, disability areas, testing results, and behavioral issues.

* Position Profile is not all inclusive and position may include other expected duties. This profile is intended to only highlight needs and duties specific to this position.
GENERAL DESCRIPTION OF ROLE:
Assignment involving the performance of non-teaching tasks and behavior management in a BOCES or district classroom. Responsibilities relate directly to students. Duties include assisting with daily activities for students who display inappropriate behaviors, i.e., swearing, aggression, verbal threats, and name-calling.

PHYSICAL REQUIREMENTS:
- Regularly assist with intervention, deescalating and/or physically restraining students or the safety of others according to CPI or TCI guidelines
- Elementary: Must be able to get down on floor with students

ACADEMIC REQUIREMENTS:
- Elementary: Ability to understand and reinforce basic elementary curriculum
- MS/HS: Ability to understand and reinforce MS/HS curriculum

BEHAVIORAL MANAGEMENT SKILLS:
- Help to maintain classroom control by reminding students of the classroom rules, reminding students to follow the rules, and levying prescribed consequences.
- Be able to follow behavior management plan consistently, especially when teacher is not in the classroom.
- Understand age-appropriate expectations for student behaviors
- Have the ability to depersonalize inappropriate behaviors especially when directed toward you
- Have a thorough understanding how you can affect behavior change through the use of positive or negative reinforcement.
- Also understanding that your behaviors directly impact the behaviors of the students
- Demonstrate the ability to treat students with respect and model behaviors that will earn student respect for you.

PERSONNEL CARE REQUIREMENTS:
- Assist student with independent daily living skills

PREFERRED TRAINING:
- TCI or CPI Training
- Training in Behavioral Management

ESSENTIAL JOB FUNCTIONS:
- Provide nonverbal cueing as necessary
- Collect behavior data as instructed
- Provide minimal assistance (when allowable) to promote maximal independence
- Regularly provide positive reinforcement of appropriate social skills and appropriate academic behaviors.

EXCLUDED AREAS:
- Unable to restrain unless training has been completed in either TCI or CPI
- DO NOT send students to the principal/disciplinary officer
- DO NOT write in communication notebooks
- DO NOT disclose information about a student to parents, community or other staff members (ie staff room) except at the supervisor's specific request. This includes information on medication, disability areas, testing results, and behavioral issues.

* Position Profile is not all inclusive and position may include other expected duties. This profile is intended to only highlight needs and duties specific to this position.
GENERAL DESCRIPTION OF ROLE:
Assignment involves the performance of non-teaching tasks and providing assistance to students with hearing impairments.

PHYSICAL REQUIREMENTS:
- Elementary: Must be able to get down on floor with students

ACADEMIC REQUIREMENTS:
- Elementary: Must be able to assist with basic elementary subjects
- MS/HS: Must be able to assist with MS/HS Curriculum

BEHAVIORAL MANAGEMENT SKILLS:
- Demonstrate the ability to treat students with respect and model behaviors that will earn student respect for you.
- Be able to follow behavior management plan consistently, especially when teacher is not in the classroom.
- Understand age-appropriate expectations for student behaviors

PERSONNEL CARE REQUIREMENTS:
- Assist student with independent daily living skills

PREFERRED TRAINING:
- Fluent in American Sign Language

ESSENTIAL JOB FUNCTIONS:
- Interpret students signing
- Sign oral communication to student
- Reinforce sign language to the student to increase vocabulary
- Reinforce curriculum concepts in sign

EXCLUDED AREAS:
- DO NOT write in communication notebooks
- DO NOT disclose information about a student to parents, community or other staff members (ie staff room) except at the supervisor’s specific request. This includes information on medication, disability areas, testing results, and behavioral issues.

* Position Profile is not all inclusive and position may include other expected duties. This profile is intended to only highlight needs and duties unique to this position.
TEACHER AID POSITION PROFILE – INCLUSION, AGES (5-21)

GENERAL DESCRIPTION OF ROLE:
Assignment involves the performance of non-teaching tasks assisting students in a general education classroom.

PHYSICAL REQUIREMENTS:
- **Elementary:** Must be able to get down on floor with students

ACADEMIC REQUIREMENTS:
- **Elementary:** Must be able to understand and reinforce basic elementary subjects
- **MS/HS:** Must be able to understand and reinforce MS/HS curriculum

BEHAVIORAL MANAGEMENT SKILLS:
- Capable of supporting student learning without doing the work for the student.
- Demonstrate the ability to treat students with respect and model behaviors that will earn student respect for you.
- Be able to follow behavior management plan consistently, especially when teacher is not in the classroom.
- Understand age-appropriate expectations for student behaviors

PERSONNEL CARE REQUIREMENTS:
- Assist student with daily living skills

PREFERRED TRAINING:
- Understanding of inclusion and role of the aide in the general education classroom.

ESSENTIAL JOB FUNCTIONS:
- Follow student schedules and maintain student routine
- Interact productively with student without disrupting class
- When working in an inclusive setting, communicate with the special education teacher as well as the general education staff.
- Develops an understanding of how the general education teacher “runs” his/her classroom and develop skills to support that.
- Understand role as part of a team; execute teacher’s expectations within the classroom
- Provide support to foster independent functioning in the classroom

EXCLUDED AREAS:
- **DO NOT** write in communication notebooks
- **DO NOT** disclose information about a student to parents, community or other staff members (ie staff room) except at the supervisor’s specific request. This includes information on medication, disability areas, testing results, and behavioral issues.

* Position Profile is not all inclusive and position may include other expected duties. This profile is intended to only highlight needs and duties specific to this position.
GENERAL DESCRIPTION OF ROLE:
Assignment involves the performance of non-teaching tasks, providing assistance to students who have English as a second language.

PHYSICAL REQUIREMENTS:
- **Elementary**: Must be able to get down on floor with students

ACADEMIC REQUIREMENTS:
- **Elementary**: Must be able to understand and reinforce basic elementary subjects
- **MS/HS**: Must be able to understand and reinforce MS/HS Curriculum

BEHAVIORAL MANAGEMENT SKILLS:
- Demonstrate the ability to treat students with respect and model behaviors that will earn student respect for you.
- Be able to follow behavior management plan consistently, especially when teacher is not in the classroom.
- Understand age-appropriate expectations for student behaviors

PERSONNEL CARE REQUIREMENTS:
- Assist student with daily living skills

PREFERRED TRAINING:
- Fluent in child’s native language

ESSENTIAL JOB FUNCTIONS:
- Interpret students oral communication in English
- Reinforce curriculum concepts in students language
- Translate in students spoken language oral communication of teacher, peers, etc.
- Reinforce English language
- Follow student schedules and maintain student routine

EXCLUDED AREAS:
- DO NOT write in communication notebooks
- DO NOT disclose information about a student to parents, community or other staff members (ie staff room) except at the supervisor's specific request. This includes information on medication, disability areas, testing results, and behavioral issues.

* Position Profile is not all inclusive and position may include other expected duties. This profile is intended to only highlight needs and duties specific to this position.*
GENERAL DESCRIPTION OF ROLE:
Assignment involves the performance of non-teaching tasks and personal care in a BOCES or district classroom. Responsibilities relate directly to students. Duties include assisting with daily living activities for students with disabilities. Requires daily use of universal precautions.

PHYSICAL REQUIREMENTS:
- Lifting up to 50 pounds may be required for repositioning, in/out of wheelchairs, onto tables, etc.
- Elementary: must be able to get down on the floor with students

ACADEMIC REQUIREMENTS:
- Understanding of child development
- Elementary: ability to understand and reinforce basic elementary subjects
- MS/HS: ability to understand and reinforce MS/HS curriculum

BEHAVIORAL MANAGEMENT SKILLS:
- Demonstrate the ability to treat students with respect and model behaviors that will earn student respect for you.
- Be able to follow behavior management plan consistently, especially when teacher is not in the classroom.
- Understand age-appropriate expectations for student behaviors

PERSONNEL CARE REQUIREMENTS:
- Assist with daily living skills
- Assist in toileting or diapering of students
- Preparation of food for students by chopping, blending or mixing and hand feeding or assisting student as needed
- Assist in mobility of non-ambulatory or developmentally disabled students

PREFERRED TRAINING:
- Training in feeding techniques
- Training in transferring or moving non-ambulatory children

ESSENTIAL JOB FUNCTIONS:
- Assist in reinforcing through guided practice of routines or activities established by therapists or other professional staff.
- Report anything unusual to the teacher or nurse
- Aide students with assistive technology.
- Assist students in special classes (art, music, etc)
- Assist student with the classroom activities, following teacher instruction

EXCLUDED AREAS:
- DO NOT provide any food or drink not prescribed
- DO NOT initiate a program or activity without approval.
- DO NOT lift greater than 50 pounds; requires the use of a mechanical lift or two persons.
- DO NOT write in communication notebooks
- DO NOT disclose information about a student to parents, community or other staff members (ie staff room) except at the supervisor’s specific request. This includes information on medication, disability areas, testing results, and behavioral issues.

* Position Profile is not all inclusive and position may include other expected duties. This profile is intended to only highlight needs and duties specific to this position.
POSITION PROFILES

TEACHER AID POSITION PROFILE – AUTISM SPECTRUM, AGES (5-21)

GENERAL DESCRIPTION OF ROLE:
Assignment involves the performance of non-teaching tasks working with students with disabilities in the Autism Spectrum.

PHYSICAL REQUIREMENTS:
- **Elementary:** Must be able to get down on floor with students
- Regularly assist with intervention, deescalating and/or physically restraining students or the safety of others according to CPI or TCI guidelines

ACADEMIC REQUIREMENTS:
- Knowledge of child development
- Knowledge of Autism Spectrum Disorders

BEHAVIORAL MANAGEMENT SKILLS:
- Demonstrate the ability to treat students with respect and model behaviors that will earn student respect for you.
- Be able to follow behavior management plan consistently, especially when teacher is not in the classroom.
- Understand age-appropriate expectations for student behaviors
- Have a thorough understanding how you can affect behavior change through the use of positive or negative reinforcement.
- Encourage appropriate ongoing communication with and from students
- Have the ability to depersonalize inappropriate behaviors especially when directed toward you

PERSONNEL CARE REQUIREMENTS:
- Assist student with independent daily living skills
- May require assisting students with toileting

PREFERRED TRAINING:
- Training in ABA
- Training in CPI or TCI
- Training in PECS

ESSENTIAL JOB FUNCTIONS:
- Administer discrete trial instruction as directed by teacher
- Follow student schedules and maintain student routine
- Collect and chart behavior analysis data as deemed appropriate and necessary by the teacher using excel.
- Supply specific information to teacher for daily communication with parents
- Provide appropriate assistance during PECS training or other communication mode.

EXCLUDED AREAS:
- DO NOT write in communication notebooks
- DO NOT disclose information about a student to parents, community or other staff members (ie staff room) except at the supervisor’s specific request. This includes information on medication, disability areas, testing results, and behavioral issues.

*Position Profile is not all inclusive and position may include other expected duties. This profile is intended to only highlight needs and duties specific to this position.*
TEACHER AID POSITION PROFILE – PRE-SCHOOL, AGES (3-5)

GENERAL DESCRIPTION OF ROLE:
Assignment involves the performance of non-teaching tasks working with preschool age students

PHYSICAL REQUIREMENTS:
• Must be able to get down on floor with students
• Must be able to lift up to 50 pounds

ACADEMIC REQUIREMENTS:
• Must be able to assist students one on one reinforcing pre-school curriculum
• Knowledge of child development

BEHAVIORAL MANAGEMENT SKILLS:
• Demonstrate the ability to treat students with respect and model behaviors that will earn student respect for you.
• Be able to follow behavior management plan consistently, especially when teacher is not in the classroom.
• Understand age-appropriate expectations for student behaviors

PERSONNEL CARE REQUIREMENTS:
• Assist with personal hygiene (toileting, tooth brushing, washing hands and face)
• Assist with breakfast, lunch and snack

PREFERRED TRAINING:
• CPI Training

ESSENTIAL JOB FUNCTIONS:
• Assist students working at centers interacting in support of their IEP goals and objectives
• Collect and chart behavioral data as deemed appropriate and necessary by the teacher
• Assist reinforcing language and vocabulary in all school environments including classrooms, hallways, etc.
• Assist students getting off or on the bus during arrival and departure

EXCLUDED AREAS:
• DO NOT write in communication notebooks
• DO NOT disclose information about a student to parents, community or other staff members (ie staff room) except at the supervisor's specific request. This includes information on medication, disability areas, testing results, and behavioral issues.

* Position Profile is not all inclusive and position may include other expected duties. This profile is intended to only highlight needs and duties specific to this position.
COURSE CREDIT APPROVAL AND TUITION REIMBURSEMENT

Procedures for obtaining credit for approved courses and/or tuition reimbursement varies between each employment contract. There does exist certain universal procedures for all of them.

1. To ensure reimbursement, the employee should obtain approval before taking the course. Approval forms are available on the intranet.

2. When requesting a tuition reimbursement, a paid receipt from the college or university must be submitted detailing the amount of expenses that were incurred.

3. In-service credit for teachers requires preapproval. The Division Director must agree to in-service credit prior to the employee taking the course.

Please review your employment contract for more detailed instructions for obtaining approval and receiving reimbursement of educational expenses.