

**Regional Programs and Services**

**Staff Handbook**

(Revised Summer 2018)

This handbook contains Department-Specific Information. Please refer first to the [Monroe #1 BOCES Employee Orientation Page](https://www.monroe.edu/page/6375) for BOCES-wide employment information

\*The policies of the BOCES Board of Education and any bargaining unit supersede any policy presented in this handbook. This handbook is not a contract. You can secure a copy of your bargaining unit agreement by contacting your representative.

The Monroe #1 BOCES does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality ), political affiliation, age, marital status, military status, veteran status, disability, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York state and/or federal non-discrimination laws in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. In addition, students are also afforded protection based on weight.

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**Regional Programs and Services:**

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**Tutoring Services
Translation/Interpreter Services
English as a New Language (ENL) Services
Alternative Education – TASC
Comprehensive Teacher Solutions
Homeschool Monitoring
Regional Summer School
School to Career**



1) Provide excellent educational services to students.
2) Demonstrate and model a standard of high quality professionalism while working with
multiple stakeholders involved in a child’s educational success.
3) Build an internal culture of teamwork and support among staff in
order to achieve success.

****

We will utilize our diverse areas of expertise to enable students to reach educational goals.

We will collaborate with the school districts to develop academic services that anticipate individual student needs and will provide quality instruction in an effective way.

Our goal is to offer a consistent educational experience in a proactive, responsive and creative way that will empower students to reach their fullest potential.

**Regional Programs and Services:**

**Administrative Staff**

Liz Walton
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**Assistant Coordinator**Tom\_Foster@boces.monroe.edu
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TBD

(585) 383-6635

**RPS Office Fax Number: (585) 387-3845**

**Regional Programs and Services:**

## Office:

**Carlton Webster Building**

**2000 Lehigh Station Road,** Henrietta, 14467

61 – Annette Christensen

64 – Classroom

66 – Classroom

67 – Classroom

68 – Resource Library

69 – Cheryl Christiano

73 – Tom Foster, Conference Room

74 – Main Office

75B – Liz Walton

## Locations

**Comprehensive Teacher Solutions provides teacher support in a variety of settings including: district buildings, charter schools, private and parochial school buildings, BOCES programs, community settings, home instruction and our BOCES CW Building locations.**

# `ANNUAL REVIEWS/CSE MEETINGS

Attendance at Annual Review/CSE Meetings

A teacher with case management responsibilities is required to attend the student’s annual review, in addition to any other CSE meetings held regarding the student during the course of the year (See CASE MANAGEMENT). When two or more CTs are assigned to a student, one will be established as the case manager. The other may attend CSE meetings, or may provide the Case Manager with a current report to share at the meeting.

Draft Documents/IEP PACKETS

At the time an Annual Review meeting date is confirmed, the office will request that a draft be created in IEP Direct. Ample time is required for teachers to access the draft.

**Teachers must complete all Annual Review documentation** including the draft IEP three weeks prior to the scheduled meeting. Teachers will then submit all documentation/paperwork to the office for a final review of the documents prior to submission to the districts two weeks prior to the meeting.

Annual Review Documents or “IEP Packets” **must** include:

* Checklist/Cover Page – Completed draft noted (hard copy will not be sent)
* Parent Input Form (or record of attempts to obtain parent input)
* Teacher Input Form (general education teacher(s). If student does not have any teacher other than Case Manager, an annual report from the teacher should be included)
* **\*For Students 14+:** Level 1 Student/Parent Transition Interview
* **\*For Graduating Seniors:** Completed Exit Summary Noted (hard copy not sent)

Annual Review Documents or “IEP Packets” **may** also include:

* Progress Report/Report Card (most recent)
* \*Attendance/Transcript – included if a concern
* Related Service provider Reports
* Student Work
* Assessment Data

The office will send IEP documents to districts electronically when possible. If hard copies are necessary, packets will be sent through interoffice mail or personally delivered.

PARENT CONFERENCE

Teachers must hold a parent conference prior to the Annual Review in order to get parent input, update on progress/needs, and explain the draft IEP. If a conference cannot be scheduled in person, a phone conference can occur. If parent is continually unavailable or unresponsive, documentation of attempts to hold this parent conference must be available for districts.

Notification of Dates

Throughout the school year, the office will contact each district to determine the scheduling status of Annual Reviews for students serviced by our teachers.

All information regarding dates for upcoming CSEs received by teachers must be **immediately** sent to the office. The office will provide all Case Managers with regularly updated schedules of upcoming Annual Review meetings and associated due dates.

CSE SUMMARY

Teachers must complete a CSE Summary form at or immediately following a CSE meeting and submit it to the CSE office. Service changes should also be verbally communicated to the office and indicated with effective dates on the form. Immediate changes in service that occur as the result of a CSE meeting cannot be implemented by the teacher until the office has received written notification of this change directly from the district.

## Click to access all [CSE/IEP Forms](https://www.monroe.edu/Page/614)

### ATTENDANCE (STUDENT)

**Teaching Staff**
It is imperative that we make every effort to report attendance in an accurate manner. Please make sure to take attendance at the beginning of every class period/session and report absences to the school office in a timely manner. The Regional Programs and Services department uses SchoolTool for maintaining student attendance. If, for any reason, SchoolTool cannot be used, teachers will need to complete student attendance forms. Make sure you are communicating absences on a regular basis with parents too. If a student has been absent (unexcused) three or more consecutive days or four or more days in a two-week period, notify the office at 383-6635 to discuss a plan. Contact with students, parents and districts should be done frequently.

**Tutor Staff**
Student Attendance Sheets

A Student Attendance Sheet for each student is required to be submitted every week. The attendance sheet should only record student sessions within the dates listed at the bottom of the form. Dates in a different pay period go on a separate attendance sheet. The Student Attendance Sheet will be emailed to each tutor’s BOCES email at the start of the attendance week. It will include information about the student, services received, dates of service to complete and due date. Tutors are responsible for completing the amount of time spent working with the student as well as additional time used during that week.

* **You will receive an attendance sheet for each of your students through your BOCES email.** This form will already have the student information on it and **only requires that you enter the dates and times you worked with or for the student** as well as a short description of what you did during the session (as you always have).
* In the ***Student Contact*** column, enter the amount of direct contact time spent with student. This information must be written using the number of hours (in number format only, 30 minutes = .5, 40 minutes = .67, etc.)
* In the ***Additional Time*** column, enter the amount of Start Up, Prep, or Planning or Meeting time (also enter student absence time – explained further on next page). This information must be written using the number of hours (in number format only, 30 minutes = .5, 40 minutes = .67, etc.)
* In the ***Session Details*** column, briefly note the subject covered that day, along with the unit or topic, and any tests or quizzes administered. In this column, also please note if it was your **first or last day** of the tutoring assignment with that student. Remember to claim **Start Up time**.
* ***NEW ITEM: On the last day of the assignment, please note that on your attendance sheet, by writing “LAST DAY”.***
* We suggest that you create a folder to save all of your electronic attendance sheets on your computer.

**It is essential that we receive attendance sheets in a timely manner**. Please note the due date of each attendance sheet and be sure to complete and submit by this date.

Student Absence:

**EXAMPLES**

* + you are waiting at the library and student is a no show, or
	+ you have gone to the home and no one answers the door, or
	+ you get there and the student refuses to be tutored, or
	+ when you get there, no adult is present so you have to leave.

PLEASE WAIT AT LEAST 15 MINUTES PAST THE SCHEDULED START TIME, and then immediately notify the parent / guardian. To maximize chances of reaching them, call all of the phone numbers, leaving detailed messages, until you reach the parent. It is your responsibility to put forth maximum effort to notify a parent or emergency contact just in case something has happened to the student. IF YOU ARE AT THE LIBRARY, PLEASE WAIT THERE FOR AT LEAST 30 MINUTES FOR THE STUDENT, BUT GO AHEAD AND CALL THE PARENT OR GUARDIAN AFTER 15 MINUTES. Utilize your wait time effectively, by completing any necessary planning for upcoming sessions.

* **Enter the scheduled amount of time in the Additional Time column, NOT** in the ***Student Contact Time*** column, because there was no student contact if they were absent.
* Check either the **Abs. less than 24hr notice** or **Abs. more than 24hr notice** box in the ***Student Attendance*** column, and note the parent’s explanation in the ***Session Details*** box.
* Note your follow-up contacts in the very last column; ***Actions Taken When Student is Absent.*** Record the name of who you notified.
* You may be paid for the scheduled time, but not to exceed the amount of time that was scheduled.
* In order to be paid for the above scheduled time, you must be working for the entire time you are claiming on your time sheet, doing either planning, communicating, material drop off/pickup, or any other ‘prep.’ **This should give you plenty of time for prep for that week and additional prep time will not be covered. If you need any more time that week, you will need Liz or Tom’s permission BEFORE you put in the additional time, in order to be paid for it.**

Parent Cancellation: less than 24 hours notice

* You may be paid for the scheduled time **if you are working** for the entire period you are entering on your time sheet, doing either planning, communicating, material drop off, or any other “prep” time. **This will then be considered to be your Prep Time for the week, and you will not be paid for any other Prep Time that week.**
* **If there is a pattern of absences,** you **must** notify the school contact and RPS office.
* **If the student is absent 3 days in one week or 4 days over a two week period,** you must immediately document the details of the situation as best you can, and send this information via email to Tom, and the student contact.

Parent cancellation: 24 (or more) hours’ notice

You may **not** bill for that session, **but should try to reschedule a make-up session** as soon as possible. **Make up time is allowed** and should be clearly marked on the student’s attendance sheet in the ***Session Details*** column. ***Example:* *Make up hours for session missed on\_\_\_\_\_.***

* **If there is a pattern of absences**, you **must** notify the school contact and RPS office.
* **If the student is absent 3 days in one week or 4 days over a two week period**, you must document the details of the situation as best you can, and send this information via email to Tom, and the student school contact.

How to document additional time (Prep Time)

* **Prep Time** may be documented by the tutor at the rate of .**5 hours per week for each student scheduled less than 6 hrs. per week, who is actually attending**, and **1 hour per week for each student scheduled 6 or more hours a week, who is actually attending.** There will be **no additional Prep Time paid**, unless approved in advance by Liz or Tom on a case by case basis.
* **In addition to Prep Time** every week, you may bill for **one hour of Start Up Time** the **first week** you begin a new assignment, to be **used for the initial arrangements** with the family, teachers, and other school contacts, including phone calls and trips to school to pick up work. Please clearly label it as **Start Up Time** in the ***Session Details*** column of your Student Attendance Sheet, and put the amount of time in the ***Additional Time*** column.
* In order to be paid for Prep Time, **you must be working for the entire period you are entering on your time sheet and Student Attendance Sheet:** planning, communicating, dropping off material or picking up material. If you do prep the entire time of a student’s unexpected absence from a tutoring session, you will not get additional prep time for that week.
* **You will be paid for any other unexpected absences that week**, as long as you are waiting for the student, using the time to plan lessons, communicating with family, school, or the office, or dropping off or picking up tutoring materials.
* Additional planning time **should not be recorded** during the week of an absence if you are billing for unexpected absence time.

### ATTENDANCE (Staff)

**Teacher
Absences from Work**

Regional Programs and Services strives to provide excellent services. One way to accomplish this is through consistent staff attendance.

When a staff member must be absent from work it is his/her responsibility to:

* Report the absence (including Personal Business days and Conference/Workshop attendance) to both the office **and** the location(s) of assignment. It is important to determine the policy for communicating absences to the location(s) of assignment at the start of the school year and follow this policy.
* In the case of absences known in advance, it is important to communicate this information to the RPS office as far in advance as possible. Please indicate if you will or will not require a substitute, what time the sub will begin and end their day, and to share you sub folder on Office 365 with the sub and/or office staff.
* Staff must contact the office at 383-6635 as soon as an upcoming absence is known, but not later than 7:00 am on the day of the absence. When explaining an absence, you must include the type of absence, how long you anticipate being out **and whether you will require a substitute**.
* If a substitute is required it is imperative that you provide all pertinent information (start/end times, sub folder access, and any scheduling idiosyncrasies)
* \*\**Monroe #1 BOCES BUP employees are expected to work a school year of similar length up to 189 days, per the BUP contract.*
* *For more detailed information about sick day use including two-hour medical-dental leave, funeral days, personal business leave, the family medical leave act, leaves of absence and/or jury duty, please consult your bargaining unit contract.*

**Tutor**
If you need to miss work, please send the Assistant Coordinator, and Kisha, an email to let them know you need to be out. Please let us know if you need a sub for the assignment. Let us know if you think your absence will be for an extended period of time so that we can make arrangements to cover your assignment(s). Please also let the parents and/or the staff at the location of your tutoring assignment know that you will be out. If time needs to be made up with a student, please arrange that make-up time with the parent(s) – please indicate this on your attendance sheet for that student so that payroll can be processed accurately.

District Off

If your building is not in session (no students AND no staff), it is considered a “District Off” day and you do not need to report. If this is the case for a portion of your day, then that portion is considered “District Off” and the same applies. If your building has a no school day for students, but staff are working, you are responsible to work – even if the staff are part of professional development or training that does not include you.

If you are not needed for your normal assignment on a workday, and are available for possible back up, please notify the RPS Department by calling (585)383-6635 as soon as you know you’re availability.

### BUILDING PROCEDURES AND ROOM MAINTENANCE

All staff should identify one or more building contacts at the start of their placement. Information regarding building safety procedures should be obtained and thoroughly reviewed each year.

Staff should see that their room is well-maintained: organized, papers picked up, lights out, and windows locked before leaving school. Be sure any electrical appliances are on a surge protector. This is especially important for computers.

Remind students that they are to take care of classroom furniture and equipment. Anyone defacing school property should be reported to the school office.

Staff should be in their rooms whenever students are present. If there is an emergency, notify the office or a professional staff member to supervise your classroom.

Building Maintenance Request

If there is a maintenance issue in your room, please notify the school office as soon as possible so that the problem can be resolved in a timely manner (Heating and air conditioning issues are examples of problems that should be reported immediately).

Notify the department Coordinator if a maintenance request is not addressed following reasonable efforts.

### CASE MANAGEMENT

Case Management responsibilities include:

* Team meeting coordination and facilitation communication (It is a good idea to spend the first team meeting of the year going through IEPs and making sure that all services on the IEP are correct and communicated including services, test accommodations, technology needs and program modifications).
* Regular communication with parent/guardian/district (in collaboration with related services providers)
* Coordinating CSE/IEP information and processes.
* IEP Signature Sheets
	+ All students should have an IEP signature sheet that each teacher and staff working with the individual need to sign. Please work with all staff to determine if they require a meeting to discuss/explain the IEP in any detail.
* CSE Summary Sheets
* Benchmarks: Case managers must update benchmarks quarterly or as per the IEP. Contact the Department Coordinator if you need any assistance.

IEP Writing Day Request

Case managers may request up to two days total for IEP development and writing. This request must be in writing. Other non-student work days available for the purposes of IEP writing must be considered before making this request.

## Click to access all [CSE/IEP Forms](https://www.monroe.edu/Page/614)

### COMPUTER/TECHNOLOGY USE

Laptops and iPads assigned to staff are the property of Monroe #1 BOCES and the Regional Programs and Services Department. These items will be collected at the end of each school year for updating and inventory purposes. If you are not assigned a laptop or iPad and have need of one, a technology request form can be completed and submitted to the department office. Approval will be based on need and availability.

Staff Computer/Email Use

BOCES business is conducted via BOCES email. It is expected that each staff member check email on a daily basis. Use of BOCES email and/or BOCES computers for personal use is forbidden.

For the complete BOCES Board of Education computer use policy go to the following link –
[Monroe 1 BOCES Staff Computer Use Policy](https://www.monroe.edu/5260) and Forms

Student Computer/Email Use

Follow the computer use policy for students of the school and/or district you are in. In most cases, you can receive a copy of the computer use policy by going to the school’s main office or on the school or district’s website.

Click [Monroe 1 BOCES Student Computer Use Policy and Forms](https://www.monroe.edu/Domain/1474) to access the Monroe 1 BOCES student computer use policy and forms.

Request for Apps

To request an app for your iPad, please follow the process below:

1 - Go to Department Website

2 - Fill out APP Request Form

3 – Submit form to Program Supervisor

4 – You will be notified when APP purchase has been approved with directions on how to download the APP.

5 – Click [APP Purchasing](https://www.monroe.edu/Page/6224) to access the form

## COMMUNICATION WITH SCHOOL DISTRICTS:

Many RPS staff have the important responsibility to engage in regular communication with the home school district of their student(s). At the time of setting up services, it is vital to establish who the district contact will be for each of your students. These contacts may vary from district to district, but generally will be a school counselor or administrator. In the case of RPS tutors, this is the person from whom you will be receiving work for your student in most situations. At your initial contact with this person, make sure you discuss the frequency and details regarding communication.

Communication generally will be via e-mail, fax or phone contact. Be advised that e-mail provides a better method to track your comments. The critical information areas to report on include: student attendance, student progress and student behaviors. Chronic attendance issues need to be addressed immediately. The RPS Office must be notified as well as your district contact. Do not let absences accumulate!!

Although it is not necessary to include RPS administrators in on communication with the student’s district contact; it is imperative to include your RPS administrator when matters of greater significance are discussed; *i.e*.: chronic attendance issues, lack of necessary teaching materials being sent, a serious behavioral incident, etc. If a serious behavior incident should occur, a Disciplinary Referral must be completed and submitted to your RPS administrator or the administrator assigned to the student in the school in which you are working, immediately following the incident. If immediate assistance is required on a BOCES campus, call the Monroe #1 BOCES Safety and Security Office at: 383-2298, or 911.

## DIRECTIONS FOR NYS EXAM ADMINISTRATION:

If you will be needed to proctor a NYS examination for a student you work with, you must receive proctor training. This training is required annually for all staff proctoring NYS Examinations. NYS examinations include Regents, RCT, NYS ELA 3-8, NYS Math 3-8, NYS Science – amongst others. The teacher direction manual for each exam is available on the State Education Department website at: [www.nysed.gov](http://www.nysed.gov).

* Visit our website to get more information and forms at [Directions For NYS Exam Administration](https://www.monroe.edu/Domain/350)

### EMERGENCY CONTACT INFORMATION

A current emergency contact form must be completed and filed in the RPS office at the beginning of each school year. The information provided will be kept confidential and will only be used in the event of an emergency.

## HOME SERVICES GUIDELINES:

**When providing services in the student’s home, it is important to adhere to these guidelines:**

* There must be a responsible adult in the home for the duration of your service (21 and over). If the adult asks if they can leave for a brief time, explain that it is not possible for you to stay unless there is an adult on the premises.
* At first visit, provide the parent/guardian with a reliable way to connect with you if a session needs to be rescheduled or cancelled.
* **Never exchange phone numbers with students.**
* Always exhibit professional behavior and conduct yourself ethically in the student’s home.
* Communicate respectfully with the student and family. Turn cell phone off during sessions.
* **Remember to set professional boundaries from the start. If a parent/guardian questions or complains about services, redirect them to their school contact person. Remind them that all decisions and recommendations are made by the school district. Keep true to your role; you are not in the home as a family friend. Your relationship with the student is professional and not personal.**
* Stay within your area of competence and ability. Student should not be using you as a counselor or for help in social matters.
* Maintain confidentiality rules at all times.
* You may not under any circumstances transport a student in your personal vehicle.
* Remember to lock your car door wherever you leave it parked.
* If at any time there is action taking place in or around the student’s home that is making you uncomfortable for any reason, leave the premises and report to the RPS Office as soon as possible.

## NEW ASSIGNMENT/END ASSIGNMENT

## Staff will be contacted regarding new assignment information. After a preliminary conversation, an email will be sent to confirm the placement with that staff with the request attached and an IEP if applicable. Staff are then responsible to contact the building, parent and/or school (depending on the type of request) to introduce themselves as the student’s provider and establish a schedule. Scheduling information must then be shared with the RPS office.ONLINE LEARNING SERVICES

Regional Programs & Services strives to remain current, efficient and effective in our delivery of services. The department has developed a variety of services utilizing online learning to support students’ diverse and challenging needs.

* Blended Learning: Students take a course that utilizes online curriculum and resources, combined with direct instruction by a certified teacher. This service works well for students who work well with technology-based instruction, but still require or benefit from the direct support of a teacher.
* Credit Recovery Online: Students who have completed a course but did not earn credit may work with online curriculum to better develop the knowledge and skills needed to successfully complete the course and earn credit. This service is supported by tutors with the guidance and oversight of content certified teachers.

## ORDERING SUPPLIES

RPS will make reasonable attempt to maintain the necessary supplies for services. If you are in need of supplies, please notify the office staff. Many items will be on hand, but if your requested item(s) need to be ordered, the RPS office staff will obtain approval from the program coordinator prior to ordering. RPS office staff will notify you of your order status.

**MAINTAINING YOUR SCHEDULE (TUTORS):**

1. You must maintain your schedule and email it to the office every two weeks
2. Each time a schedule change occurs, please send an updated schedule to the Consultant Teacher and Tutoring Office, by e-mail.
3. Each schedule copy should include:
* Your name
* Student names/locations of service
* Start and end times for each student
* Date of Revision
* Any other pertinent detail associated with your schedule

## PROFESSIONAL BEHAVIOR & CONDUCT

**Definitions**

***Client:*** Refers to any recipient of services in a program operated by the Behavioral Health Department. The word includes inpatients, outpatients, clients and PROS participants.

***Professional boundaries***: Interactions with clients that conform to the role of the staff member.

***Non-professional conduct***: Behavior inconsistent with the staff’s assigned role.

***Harmful physical contact***: Physical contact inconsistent with a staff’s professional role

***Boundary Violation***: A deviation from accepted professional behavior that interferes with the provision of care.

The following guidelines have been established to maintain a high level of professionalism within Regional Programs and Services. Each of us is expected to exhibit professional and ethical conduct in the work environment at all times. When you are a BOCES staff member assigned to a school(s), you will need to comply with district policies as well as BOCES policies. It is part of your role to be the best BOCES ambassador you can be.

### Confidentiality

Student records are confidential information. In some cases, it will be requested or necessary for BOCES to communicate with other professionals relevant to a student’s needs. When this occurs, it is required that BOCES get parent/guardian approval, in writing, through a Release of Student Information Form.

Click [Release of Student Information Form](https://www.monroe.edu/Page/544) to access the form(s)

For further information on who shall have access, see the Family Education Rights and Privacy Act (FERPA) or on the district’s website.

**Personal Values**

Staff should be aware of and avoid imposing their values, beliefs, behaviors, and attitudes.

**Physical Relationship**

Any form of romantic interaction or sexual contact with clients/patients is explicitly prohibited, and would be cause for termination, and could have possible legal implications.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undo familiarity with students, regardless of the student’s age and/or regardless of whether the student may have “consented” to such conduct (Policy #5180 of the Monroe Educational Services Handbook).

**Professional Behavior**

* Communicate respectfully with building staff and administrators, being aware of your words, body language, tone of voice, etc.
* Converse about student issues within team meetings and in other appropriate settings only. Be cautious when discussing students with others who are not direct involved. Be mindful of the importance of confidentiality.
* Notify the RPS office as soon as you become aware of a concern about our services.
* Turn off cell phones during class times and meetings. Limit cell phone usage to planning time, breaks or lunch. Check your school(s) policy on cell phone usage for staff as some schools do not allow cell phone usage at any time.
* Complete and submit paperwork on time including submitting a current schedule following any change.
* Arrive to school and each class on time and prepared.
* Arrive to faculty meetings on time.
* Dress should be professional. Attire should not contradict anything that is prohibited for student or building attire.
* Do not discuss religion or other personal beliefs with students.

 **Social Boundaries**

Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety (Policy #5180 of the Monroe Educational Services Handbook). Staff will not extend the boundaries of a working relationship beyond the program/hospital/site. Examples of extending boundaries include but are not limited to: Communicating with a current or former client/patient via text **(No staff should have contact with a current student via text or social media)**,phone, video chat, social media platforms, and any other form of communication process, attending a social event with or for the client/patient, meeting with a client/patient outside of educational services hours, visiting a client/patient at their home or having a client/patient visit you at your home, doing favors of any kind for the client/patient.

It is never appropriate for staff members to have regular social interactions with current or former client/patients. Examples of such inappropriate contact are: being in the presence of a current or former client/patient at a non-work private setting that could reasonably be avoided; engaging in contact with a current or former client/patient in person or through social media outside the staff’s professional role.

All staff will make sure social contact does not lead to behaviors, in person or through social media, which will give the impression of boundary violations.

If a current or past client/patient contacts you in any manner outside of the work day or in a manner outside of your professional role, you should contact the building/site staff, as well as a department administrator, immediately. The staff from the building/site should work with you and the department administrator on the appropriate way to address the issue/concern.

Staff should critically examine their own actions by asking themselves these questions:

1. Is this activity a normal, expected part of practice for staff and members of my profession?
2. Might engaging in the activity compromise my relationship with this client? With other clients/patients? With my co-workers? With the program/hospital/site?
3. Could this activity cause others to question my professional objectivity?
4. Would I want my other clients/patients, other staff, or the public to know that I engage in such activities?

If contact with clients/patients (current or past) happens outside of the school setting, said contact should be addressed by respecting the client/patient’s privacy. Staff should maintain professional behavior, ethical conduct, and professional boundaries in such situations. Discussing a client/patient’s situation with them in a public place is a boundary and privacy violation and should not take place. Staff have a right to personal space and should not feel compelled to address a client/patient when seen in public and also should not feel obligated to disclose personal/private information.

**Reporting Process**

All staff, directly or indirectly involved, who observe or become aware of an ethical conduct concern or boundary violation, should immediately contact a department administrator as well as the building/site contact to report the issue. Allegations of inappropriate conduct with clients/patients will be administratively reviewed and could result in disciplinary action, up to and including termination. In the event of a significant boundary violation the staff may be suspended pending investigation.

If a staff member realizes that he or she has had contact with a client or former client that may be viewed as a boundary violation, they should bring the situation to the attention of their supervisor. It is most helpful for staff to take a proactive position, bring potential issues to the attention the building/site contact for review before behaviors occur that could be boundary violations. In such situations, administrative staff can offer consultation.

**Accepting gifts**

Individual gift giving is almost always a boundary violation. Giving token gifts to all clients/patients in a particular setting/situation may not be. For example, giving token gifts to all clients/patients during the holiday season is usually acceptable, as gifts are perceived as coming from the department and/or building/site staff, not a particular staff member.

Staff members accepting gifts from clients/patients is generally problematic. Staff must consider the client’s motives and reasons for offering a gift. The act of accepting a gift from a client/patient may be reinforcing patterns of manipulative or self-debasing behaviors from the client/patient and may interfere with their recovery/treatment. In such instances, staff must discern which course of action is truly in the client's best interest.

Exploration of the intent and reasoning around gift giving to staff is often helpful and can be a way of not accepting an inappropriate gift, but also not reject the gift giver. When determining whether to accept a gift from clients/patients, staff should take into account the therapeutic relationship, the monetary value of the gift, the client’s motivation for giving the gift, and the staff member’s motivation for wanting to accept or decline the gift. Department staff should consult with the building/site staff on accepting a gift as well as a department administrator.

## RESOURCES

* Access to RPS Website

To access the RPS website go to the [Monroe #1 BOCES website](https://www.monroe.edu/monroe) and click on “Departments” – use the directory to find the department you are looking for – click on the department’s page to open it.

* RPS Resource Library/BOCES Book Database

The RPS Resource Library is located in Room 68 down the hall from the RPS Office. The RPS Resource Library houses computers to work from as well as many instructional resources. Materials may be borrowed for instructional purposes. Please check any materials out through the office staff.

* Instructional Support

You have access to support from an instructional specialist through email, phone and meetings. To access this support, contact the RPS office and let them know the support that is needed. Click for a list of the [Instructional Specialists](https://www.monroe.edu/Page/976).

## START AND END OF ASSIGNMENT (TUTOR):

Please refer to the [Start and End of Assignment Checklist](https://www.monroe.edu/site/Default.aspx?PageID=491) for a list of the essential items to think about and do when starting and ending an assignment.

Tutors: For long term assignments, the school district may request a Tutor Progress Report from you. (Refer to Tutor Progress Report in Report Guidelines; Section III-Day to Day Operations.). You will also be expected to provide a Tutor Progress Report at the end of your assignment. In each of these cases, it is important to submit the Tutor Progress Report to the Assistant Coordinator or Program Coordinator of the RPS Department for review prior to sending to the school district.

*Click to access the* [*Tutor Progress Report*](https://www.monroe.edu/Domain/350)

## STUDENT MANAGEMENT

As a RPS staff member, supervision of students is your job at all times. When correction of a student is needed, do not hesitate. Be polite and treat the student as you wish to be treated. If they fail to respond, act with authority and use the firmness it takes to do the job. If there is a continued failure to comply, reach out to another staff member or administrator for assistance. Teachers should be aware of the volume, tone, and attitude of their voice.

Staff receive the respect of students by being competent, friendly, fair, consistent, firm and professional. Enjoy your students, but keep it on a professional basis. RPS staff members are to maintain self-control, both in and out of the classroom.

**Visibility is key to supervision:**

Staff should be at their door, in a position to monitor students, both in the classroom and in the hall during transition times.

**If a student is threatening to harm him/herself or to commit suicide:**

Immediately contact appropriate school personnel such as a guidance counselor, the classroom teacher, security personnel, the school nurse or a building administrator. All threats must be taken seriously and action needs to be taken immediately.

If you cannot reach any of the above personnel call Life Line at 275-5151 or 911 and describe the situation and the location. If you call Life Line or 911, you must also call your coordinator at (585) 383-6635 to give a summary and discuss next steps.

## Your role as a mandated reporter

## Mandated reporters are required to report suspected child abuse or maltreatment when, in their professional capacity, they are presented with reasonable cause to suspect child abuse or maltreatment.

**If a staff member is verbally or physically abusive to, or sexually harassing a student:**

You need to contact your supervisor as soon as possible to discuss an appropriate plan of action.

**If you feel threatened by a student:**

Don’t ignore it. Seek help. If you sense immediate danger, call Security and/or the Main Office. If you need additional support call the RPS Coordinator.

**If you witness a serious fight or illegal behavior:**

Seek help immediately. Do not ignore the incident. Know who to contact in your building. Seeking out and reading your school district or building manual before an incident occurs is vital.

**If you believe a student is being abused or neglected outside of school:**

Immediately contact appropriate school personnel such as a guidance counselor, the classroom teacher, security personnel, the school nurse, or a building administrator. You must also contact your coordinator in the RPS office.

**Duty to warn** refers to the responsibility of the school staff to breach confidentiality if a student or other identifiable person is in clear or imminent danger. In situations where there is clear evidence of danger to the student or other persons, staff must determine the degree of seriousness of the threat and notify the person in danger as well as those who are in a position to protect that person from harm.

Clear documentation of the content, timing and staff involved in notifying individuals in danger and those in position to protect them is crucial. It is expected that BOCES teachers will use their best professional judgment in determining when and what degree of intervention may be required.

**Disciplinary Referral**

In the event that you need to document a student’s negative behavior, please complete a [Disciplinary Referral Form](https://www.monroe.edu/Domain/350).

For resources and techniques for managing difficult students reach out to your supervisor for assistance.

**When in doubt, report what you have witnessed or heard to your supervisor, mental health or administrative staff.**

***If you see something – say something.***

## SUB FOLDERS

Each teacher must maintain a sub folder on Microsoft Office 365. Sub folders must include:

* Important Contact information
* Student information (or where to locate student files)
* Schedule
* Lesson Plan
* Other information pertinent to maintaining the work of the teacher

## VISITORS AND OBSERVATIONS

If you are asked to have an observer or visitor come to your classroom, you must contact the RPS office prior to the visit. Student observers must be approved by the BOCES Board of Education. The student observer must submit a resume to the RPS Coordinator prior to a visit.

If a parent or professional asks to visit/observe a student during your scheduled class time with that student, please have them contact the RPS Coordinator at (585)383-6635 to discuss.

### You can access the following information below by going to the [Monroe #1 BOCES Employee Orientation Page](https://www.monroe.edu/page/6375). All RPS staff are responsible for knowing how to access this information.

### APPRDISCRIMINATION, HARASSMENT, AND DIGNITY FOR ALL STUDENTS ACT (DASA)EMERGENCY PROCEDURESEMERGENCY SCHOOL CLOSINGSHUMAN RESOURCES

* Conferences/Workshops
* Hours and Times
* Injuries/Workers Compensation
* Mileage
* Pay Schedule
* Superintendent’s Workshop/Parent Conference Days
* Tuition Reimbursement

## MINI-GRANT WRITING PROCEDURESSCHOOL CALENDAR INFORMATIONTECHNOLOGY/HELP DESK REQUESTSTIME AND ATTENDANCE PROCEDURESTIME OFF FORMS

***\*\*This is a living document. Any other issues, omissions, or inaccuracies you feel should be addressed in this handbook should be emailed to Tom\_Foster@boces.monroe.edu at your earliest convenience so that they can appear (or be corrected) in next year’s handbook.***