

***HAWTHORNE CEDAR KNOLLS
UNION FREE SCHOOL DISTRICT***



***TEACHER'S AIDE AND
SUPPORT STAFF MANUAL***

Message from the Superintendent

I would like to take this opportunity to welcome you to our School District. The information enclosed in this manual should serve as guidelineS to assist you in performing your duties as a Teacher Aide or School Support Staff. If, in the course of performing your duties, you have a question or are unsure of a District procedure, your supervisor or building administrator is available to you.

You have the potential to play a critical role in the educational life of our students by being consistent, fair, supportive, and by giving each student the respect and dignity they deserve. It is my expectation that you will work in the best interest of our students at all times.

I ask that you review the information contained in this manual and use it as a reference guide to assist you when needed. I wish you good luck in your new career choice and hope that you will be a positive contributor to the Hawthorne Cedar Knolls Union Free School District.

Mark K. Silverstein
Superintendent of Schools

Hawthorne Cedar Knolls UFSD Administration

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Dr. Christine Casey	Assistant Superintendent for Curriculum and Instruction
Dr. Ellen Bergman	Director of Pupil Personnel Services
Ms. Ruth Luis	Business Administrator

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SCHOOL SUPPORT STAFF AND TEACHER AIDE MANUAL

Hawthorne Cedar Knolls UFSD

The scenic thirty-acre wooded campus of Hawthorne Cedar Knolls is located about thirty miles north of New York City in the suburban Westchester community of Hawthorne. The campus is owned and operated by the Jewish Board of Family and Children's Services and provides safe and therapeutic residential option for students in crisis. Working in collaboration with the residential program, the Hawthorne Cedar Knolls Union Free School District is a public special act school district providing the educational component for residential and day students with social, emotional, psychological and academic disabilities. The residential population is placed by Social Services, Office of Mental Health or Committees on Special Education from public school districts. Many students come from New York City. Day students are classified and referred by their local Committees on Special Education according to their Individualized Education Plan documenting their need for mandated services in a Special Education placement. Each of our three schools on campus offers a unique and specialized program.

Committee on Special Education

The Hawthorne Cedar Knolls Union Free School District serves male and female students in both residential and day programs funded by New York State Agencies as well as Local Educational Agencies (School Districts) that place students through their Committees' on special Education in both the residential setting as well as in the district's public day approved special education program.

Elementary and Intermediate level students are provided with an educational program in conformity with Section 100 of NYCRR which prepares them to meet New York State Educational Standards. Class size does not exceed twelve students. The secondary school program offers courses leading to Regents, Local, General Education Diploma (TASC/GED) or Individual Educational Program (IEP) diplomas.

The Committee on Special Education, along with each of the District's schools, maintains student data and educational records and coordinates student admission and discharge information for the District. The CSE holds regularly scheduled CSE meetings on behalf of students throughout the year. The District offers extended school year summer session programming as well.

Achieve Alternate High School

Nestled among tall trees, in a campus reminiscent of a college, sits a small school building which was formally the Little School and originally a High School. Approximately 40 students with special needs call this state of the art building their school away from home. Students work on CDOS and TASC/GED preparation.

The Achieve Alternate High School is a Public School designed to serve the academic and social needs of over age and under credited students aged 16-21. Students are referred to Hawthorne from psychiatric facilities, the judicial system, social service agencies, other school districts and the Office of Mental Health. The majority of students come to Hawthorne with a variety of learning issues and social issues. This program is designed to help students prepare for return to community, home school and productive interpersonal relationships. This building also houses an Alternatives to Suspension program designed to allow students to rethink their decisions to be inappropriate or aggressive, violating the school code of conduct

Linden Hill High School

The Linden Hill High School offers a unique day treatment and residential program for student in grades 9 - 12. Within a large modern brick school building, students find a kind and nurturing environment dedicated to meeting the social, emotional and academic needs of fragile students with emotional needs. Students are referred by the Office of Mental Health and by their local Committees on Special Education for special education services. Most classes are classic academic but the New Beginnings and The Learning Center (TLC) classes that serve more fragile kids in self contained classes.

The highly competent and experienced Linden Hill School staff is dedicated to creating and maintaining an innovative, nurturing and safe environment for their entire learning community. They are proud of the academic focus and structured program embedded in a milieu that supports their social and emotional needs. Many of the students are residentially placed at Linden Hill as a transition from hospitalization back to their community. These students require academic and emotional support during their journey to return to their home school and family.

CEDAR KNOLLS ACADEMY

The Little School at Hawthorne Cedar Knolls School District opened in January 2006, in response to a need for a small day school environment for fragile students with special needs; including phobias, severe learning disabilities and mild autistic spectrum disorders. In 2017/2018, the core program was renamed and moved to the larger building formally occupied by the Senior/Junior High School. The program continues to expand, and serves students in Kindergarten through eighth grade. The small classes and high staffing level offers a level of adult attention that creates a safe, supportive environment. A full time psychologist and speech therapist are available for the students as well as access to nursing services.

School Closings or Delays

The School District's Inclement Weather Hotline, which you may call for School Closing or Delay, is 914-749-2999. This hotline will begin status messages at 6:30 a.m. on days that threaten the timely opening of school. Messages will be revised when necessary. Information will also be posted on our website, www.hcks.org.

Additionally, the School District notifies the following media outlets:

WHUD	100.7 FM / 1420 AM
WFAS	103.9 FM / 1230 AM
WINS	1010 AM
FOX 5	(Channel 5)
12 News	(Cablevision 12)

Please refer to the District Calendar for scheduled closings.

Call-In Procedure

If for some reason you will be either late or absent, you are required to call your Principal's Office at following telephone numbers:

Linden Hill High School: 914-749-2980 (ext. 1)

Achieve Alternate High School: 914-749-2980 (ext. 2)

Cedar Knolls Academy: 914-749-2980 (ext. 3)

Geller House: 914-749-2980 (ext. 4)

These are the only numbers you should call to report attendance and lateness issues. If you are unsure of the proper call in policy, please schedule an appointment with a building administrator to clarify any questions.

Visitors

All visitors are expected to sign in upon entering any school building on campus. Visitors are required to wear a Visitor's Pass while in the school building. Visitors should sign out when their business has been completed and they leave the building. Staff should make a copy of the driver's license of the visitor and also complete the Visitor request for the gate personal in order to notify them of the visit.

Friendly Neighbor Policy

The Hawthorne Cedar Knolls UFSD is a member of the community of Hawthorne, New York, in Westchester County. Our school buildings reside in close proximity to the local community and respect for the people and property of this community is crucial to the District's continued success. Car radios must be turned down upon entering the campus and while on school grounds. Traffic signs and rules should be obeyed at all times on campus and in the surrounding community. Trash should be deposited in garbage receptacles and not on school or community grounds. Violations of our Friendly Neighbor Creed are taken seriously and result in disciplinary consequences.

Guidelines for Fire and Emergency Drills

In the event of a fire or emergency drill, proceed out of the building following the evacuation route posted near the entrance/exit of each room. All groups should be kept together, silent and calm. Current class rosters should be brought with you when leaving the building. Teachers and aides must supervise students during an emergency and are accountable for their assigned students. You will be instructed when to re-enter the building by a Building Administrator. Upon return to class, attendance should be taken and any missing students reported immediately.

Support Staff Roles/Responsibilities

Offices are located throughout the buildings. The Principal's Office is the main office of the building. Staff sign-in, scanning in and out, substitute assignments and building personnel/payroll issues are handled through the main office.

The CSE Office in Linden Hill is located on the first floor. The Director of PPS is responsible for supervising the school psychologists, guidance counselors, school social workers and CSE clerical staff. CSE meetings are handled by this office. The Guidance office issues student programs, schedules and transcripts.

Staff and students are not to use the desks, telephones, computers, and copy or fax machines in school offices. The Copy Shop is available for staff use for business purposes only.

School Counselor

Professional School Counselors at Hawthorne Cedar Knolls Union Free School District are advocates, leaders, collaborators and consultants. The School Counselor at Hawthorne Cedar Knolls, under the general supervision of the Principal and Director of PPS, with the technical assistance from the District and state educational specialists, performs specialized activities relating to the school guidance program involving students, teachers, administrators, other staff, parents and community agencies. The major activities include counseling; student appraisal; consultation with school personnel, parents and community agencies; and coordination with other programs. School Counselors assist students in learning to make decisions and to accept responsibility for such decisions; develop positive attitudes, values and work habits; increase college awareness knowledge; acquire a basic understanding of the world of work and community membership. They also provide CDOS and vocational services.

School Psychologist

School Psychologists provide a wide range of psychological services to students at Hawthorne Cedar Knolls Union Free School District. These services include, but are not limited to, crisis intervention, participation in Committee on Special Education meetings, development of Behavior Intervention Plans and consultation with staff and parents. Students are scheduled to meet with School Psychologists at regularly scheduled times based upon clinical services defined by their Individual Education Plan or based on student need. School Psychologists promote a team approach amongst their colleagues and peers. They are dedicated to disseminating useful information in an effort to provide the most effective educational environment possible.

Vocational Counselor(School Counselor)

The primary role of the Hawthorne Cedar Knolls Union Free School District Vocational Counselor is to assist students in the transition from school to the world of work. Responsibilities include vocational & situational assessments, job development and placement, job coaching and individual and group vocational planning and counseling.

Career exploration, job skills training, and community agency referrals are just a few of the services provided. Some of the vocational activities include distributing working papers, and on and off campus employment opportunities. Each student will have a comprehensive Transition and Career Plan as required by their Individual Education Plan. The goal for all students is to help them not only obtain a job, but to keep it. At the completion of high school, students will have learned positive work habits, communication skills, money management, decision-making skills, resume preparation, and interviewing skills.

The Vocational Counselor will help each student discover their own strengths, and interests so they can make informed career choices and complete their CDOS certificate.

Case Manager

The primary objective of the Case Manager role is improved ownership, intervention, management, support and communication by teachers on behalf of the students. Improved academic performance and school functioning is the ultimate goal for all students. Case Managers under this plan act as a student's "advisor" for educational and school related adjustment issues. Additionally, the Case Manager role serves to improve the development of student IEP's. All teachers are responsible for writing individual IEP's for the student caseloads. The efforts of the Case Managers are coordinated with those of the Administrative and Psychological/Guidance Services staff.

Case Managers are assigned students according to homerooms. Meeting time for Case Managers, Administrative Staff, and Guidance and Support staff is arranged on an on-going basis. Case Manager Meetings are initiated by Case Managers as necessary.

Procedural Guidelines for Hand Scan and Time Records

The District has implemented Timepiece, a system for the keeping of time records and hand scanning for all paraprofessional staff. You are expected to clock in according to your regularly scheduled hours. Please be sure you clock in correctly, and notify your school office should there be a malfunction of the time clock.

Excessive absences of paraprofessional staff are of a concern to the School District. Employees, who are continually absent, fail to report to work without notification, and/or accumulate excessive absences during the school year will require administrative intervention. Should you have any questions regarding District policy and procedures for the keeping of your time records and hand scanning, please contact your Building Administrator.

Use of School Phones/Cell Phone Usage

School District phones are for school business only. Personal calls should not be received nor placed during the school day. Pay phones for staff use are available in the staff lounge of each building. Please note cell phones are not to be used during school hours - 8:30-3:00. Cell phones with cameras are not to be used on school grounds.

All outside calls relating to school business (vendors, supplies, etc.) are to be placed through the Principal's office by requesting to have the call placed for you. Do not conduct confidential school business on the telephone with students in the classroom. When answering a school district telephone, please identify yourself and practice proper telephone manners. If a phone call of a threatening nature is made to your class, remain calm and contact the nearest Administrator's office to report the call. Note: Students are not permitted to use the telephones at any time.

Use of Technology

Internet and technology usage is for school related work only. Personal use of the Internet and computers is not permitted. Staff must not bring in or connect any hardware to classroom PCs or the network at any time. Do not add passwords to computers that were not given to you by the Technology Department. Equipment is not to be removed from the classroom or computer lab for any reason.

School Office Protocol

Offices are for school business only. Please respect space and protocols established in each office. Storage/file rooms are secure areas and not to be accessed by personnel not assigned to the office. Staff is welcome to use the staff lounge in each building for use of the refrigerator, microwave and water cooler. Note: Students are not permitted to school offices without a pass. In the event of a crisis, a student must be accompanied by a staff member to the school office.

New York State Mandated Reporters Guidelines

Certain professionals are required by law to report suspected child abuse or maltreatment to the New York State Central Register of Child Abuse and Maltreatment. Such personnel have been assigned the function of mandated reporters which means they are legally, under penalty of civil and criminal liability, obligated to report suspected child abuse or neglect. School staff also has a moral obligation to do so. It is important that all mandated reporters understand their role in the prevention and intervention procedures. A complete overview of your obligations is outlined in the Summary Guide for Mandated Reporters in NYS, given to you upon your employment.

NYS JUSTICE CENTER INCIDENT REPORTING

Every staff member in the district is required to report any significant incidents or abuse or neglect by staff that they witness. They are to call the hotline at: 855-373-2122. They must immediately notify their supervisor or administrator. Each year, every staff member re-signs **the code of conduct.**

Training Protocol for School Support Staff

Listed below is a partial overview of Protocol for School Support Staff. A complete copy of this protocol is available upon training.

Use of Radios

Radio contact must be made only when necessary to perform your job. Questions or clarifications not needing immediate attention should be made using a landline to the appropriate party. Requests or alerts should be kept brief. Provide your name and location and your purpose for speaking. Details about students or the incident should include only information necessary to obtain the needed support. The word "STAT," accompanied by your name and location should be used in the case of an emergency.

Calls for Assistance

When making a call for assistance, include your name and your location. Listed below are a number of instances when a call for assistance should be made:

- A student becomes verbally threatening or verbally aggressive.
- A student, after several warnings, continues to violate school policy.
- The Support Staff believes he, the student, or other students may be in danger due to a student's behavior.
- The Support Staff has become agitated, angry, offended, or for any other reason may not be able to calmly and objectively manage a student.
- Attempts to de-escalate a student's behavior have not been successful.
- Any physical contact or threat of physical contact made by a student.
- Any other incident during which the Support Staff is uncertain as to a procedure, policy, or his/her ability to effectively manage a student.

Physical Contact

- Physical escorts can only be performed with approval from an administrator
- Physical escorts must be performed by at least two trained Support Staff.
- Therapeutic holds are to be utilized only in the event of imminent danger or if authorized by an administrator.
- Therapeutic holds must be performed by at least two trained Support Staff and made according to TCI training.
- **Horseplay and other unauthorized physical contact with students are prohibited.**
- Staff are instructed not to hug students

Post Coverage

It is your responsibility to be at your post assignment no later than 8:45am (9:00am if you are a 9:00am–3:30 p.m. staff). You must remain at your post unless you have been called to assist or you have been granted permission by a supervisor. Your post responsibilities include looking in on classrooms, observing exit/entrance doors located by your post, and redirecting students to comply with school procedure.

Teacher Aide Duties

Listed below are some examples of specific duties of teacher aides performed under the supervision of the classroom teacher. Teacher Aides do not get a prep period. During their assigned classroom teacher's prep period, the teacher aide will be assigned to assist another classroom teacher. Additional information regarding Teacher Aide responsibilities is available from your building Principal.

- Entering eSchool attendance.
- Issuing and receiving school passes.
- Telephone work relating to student accountability.
- Escorting individual students from room (to avoid classroom disruption).
- Assisting in monitoring safety of students.
- Organizing classroom.
- Writing daily reports as needed.
- Acting as role model, demonstrating positive behaviors.
- Keeping students on task and focused.
- Helping with audio-visual materials.
- Assist in gathering and escorting students to class
- Helping to maintain records of materials being used by individual students or within class setting.
- Assisting in monitoring the safety of students.
- Copying materials
- Working one-to-one with a student
- Working with a small group of students
- Writing daily plans on blackboard
- Bulletin board displays.
- Keeping students on task and focused.
- Assisting teacher with specific course work.
- Correcting class work and tests
- Working as a liaison with students/teachers
- Reviewing lesson plans with teacher.
- Demonstrating appropriate study skills-taking notes, organizing materials.

One to One Aide

A 1-10 Aide is a staff member whose primary responsibility is to provide intensive supervision of a specific student, in accordance with the requirements of the students IEP. Students who are under the supervision of a 1 to 1 Aide must be supervised at all times.

ABC Guidelines for Staff

A copy of the District's "ABC Guidelines for Staff" was given to you upon employment. A signed copy was placed in your personnel folder. Every year the ABCs are reviewed and re-signed.

Please be sure to review and follow these district guidelines. Questions or concerns should be addressed with your building Principal.

- ALL STAFF are to follow the Code of Conduct at all times.**
- ALL STAFF are to follow the Dignity for All Students Act at all times.**
- ALL STAFF are to follow the Dress Code at all times. Attire should be**

neat, clean and modest and project a professional image.

- Students may attempt to involve you in their personal lives, their problems, anxieties, etc. Giving them a **SYMPATHETIC EAR** may be **THERAPEUTIC. GETTING INVOLVED** or **GIVING ADVICE IS NOT.**
 - Your **PERSONAL** life, lifestyle, marriage, children, sexual preference, employment history, address, telephone number, email address, etc., are **NOT TO BE SHARED** with students or in conversations in front of students. Please make every effort to keep your professional and personal relationships separate and outside of the workday. Our sole mission is to educate students and attend to their needs during the school day.
1. Most answers are a **TELEPHONE CALL AWAY**. When you don't know what to do, seek assistance.
 2. Don't **OVERREACT** to inappropriate behavior. Try to stop it. Then see if you can find the cause.
 3. Set **LIMITS, EXPECTATIONS, AND GOALS**. When they are **VIOLATED**, set them over **AGAIN... AND AGAIN...** In time students will get the idea. Some will even comply.
 4. Always treat students with **RESPECT AND DIGNITY** even when they don't know how to return the respect and dignity. In time they will learn.
 5. **STAY COOL**, especially when it **GETS HOT**. If it looks like you are unable to control a situation, use the telephone, open the door, send someone for help.
 6. **NEVER TAKE SIDES** in student disputes. What you see or hear may only be part of the story. Try to encourage the students to chill out, mediate, and negotiate. Always let your supervisor know of the conflict. **IT PROBABLY WILL CONTINUE SOMEWHERE ELSE.**
 7. Err on the side of **OVER-REPORTING!!!!**
 8. **MAKE EVERY CONFRONTATION A LEARNING EXPERIENCE FOR YOUR STUDENTS.**
 9. Keep your distance!! **WARMTH** and **AFFECTION CAN BE** communicated **WITHOUT TOUCHING.**
 10. **NEVER CURSE, REJECT, RIDICULE, or INSULT** a student, even if they do!!!! Don't personalize the anger expressed by some students. If you respond in kind the situation will escalate.

11. Sexual comments and gestures are unacceptable. **STAY AWAY FROM** dialogue about weight, size, looks, etc. Move students along to task orientation. Stay away from open-ended discussions that lead to nowhere.
- We **NEVER, NEVER LEND MONEY, ALLOW A STUDENT TO RIDE IN YOUR CAR**, give or receive gifts, bring in food or anything else for students.
 - WE NEVER SEE OR CONTACT STUDENTS OFF GROUNDS**, or contact students outside of work, after hours or on weekends, or exchange phone numbers, email addresses, text messages, instant messages, via Facebook/Twitter, etc. or any other contact information such as addresses or locations.
 - WE DO NOT USE SOCIAL NETWORKING SITES TO CONTACT STUDENTS**, (such as Facebook, Twitter, My Space, or any other social networking sites).
 - WE DO NOT PHOTOGRAPH OR VIDEO STUDENTS**. Cameras, cell phones with cameras, smartphones or any other electronic device with a camera are not permitted on campus, unless it is provided by the District for Business purposes ONLY.
1. Never engage in discussions about a child's **MEDICAL CONDITION** or the need to take **MEDICATION**. Medical conditions and discussion of specific conditions are best left to healthcare professionals. Most importantly never give or dispense medication to a student. If you see or hear of any misuse regarding medication report the instance to your supervisor immediately.
 2. **DO NOT SHARE FOOD or BEVERAGES** with students - including, but not limited to: pizza, Chinese food, sandwiches, snacks, cake, candy, gum, soda, etc. – This includes everything!). Most children have allergies or are on medication that may result in a **SEVERE ALLERGIC REACTION** or major side effects.
 3. Remember, underneath the veneer of the hardcore macho student is a **FRAGILE, NEEDY, LOST, OFTEN ABUSED, KID**. Set limits, be fair, and seek assistance when needed. Don't get discouraged. Try again.... If you keep at it.... it may happen. If you don't, they won't stand a chance!!!!
 4. We are a **SMOKE FREE & DRUG FREE CAMPUS**. Please adhere to these policies.
 5. You must wear your **STAFF IDENTIFICATION** at all times while on Campus. If you lose your ID, you must get it replaced immediately. There is a replacement fee for lost staff identification.

6. Remember that we are part of the Town of Hawthorne and the local community. Your presence in this community plays an important role in **FOSTERING GOOD RELATIONS**, which is essential to our success.

- **ALL OF THESE ABC'S APPLY AT ALL TIMES, ON OR OFF CAMPUS.**

- ALL STAFF are to follow the District Code of Conduct, Dignity for All Students Act and Dress Code at all times.**

- ***Violation of these ABC's, in whole or in part, may result in disciplinary action or dismissal.***

Sexual Harassment

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District employees an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board of Education prohibits all forms of sexual harassment by employees. A complete copy of this policy is available in the Principals office in each building.

Hawthorne Cedar Knolls UFSD is committed to providing a safe social, emotional and physical environment for all its employees and students, free from discrimination on any grounds and from any bullying or harassment at work including sexual harassment.

Hawthorne Cedar Knolls UFSD will operate a zero tolerance policy for any form of bullying or sexual harassment in the workplace, treat all incidents seriously and promptly investigate all allegations of sexual harassment. Any person found to have sexually harassed or bullied another will face disciplinary action, up to and including dismissal from employment. All complaints of bullying or sexual harassment will be taken seriously and treated with respect and in confidence. No one will be victimized for making such a complaint.

Anyone can be a victim of sexual harassment and/or bullying, regardless of their sex and of the sex of the harasser. With the recent attention on Lesbian, Bi-sexual, Gay, Transgender and Queer or Questioning (LBGTQ) issues, we are acutely aware of the importance of protecting the rights of everyone to a safe and protected work environment.

Hawthorne Cedar Knolls UFSD recognizes that sexual harassment may also occur between people of the same sex. What matters is that the sexual conduct is unwanted and unwelcome by the person against whom the conduct is directed.

EAP Services

Hawthorne Cedar Knolls UFSD provides confidential assistance to employees including counseling, resources, work-life benefits and wellness benefits. **Call 1-800 225-2527 or 1-800-252-4555 or log onto www.EducatorsEAP.com**

Student Code of Conduct

For your information and review, below is the Student Code of Conduct currently in place:

- Students will follow their schedules at all times.
- Students will show respect to peers, staff, and property.
- Students will use appropriate language, tone, and volume when speaking.
- Students will respect our community and adhere to the HCK's "Friendly Neighbor Policy."
- Students will ensure safety of themselves and one another.
- Students will seek support and help from staff when there is a crisis.
- Students must be accompanied by a staff or carry a pass whenever leaving the classroom or building.
- Students will refrain from consuming food and beverages in classrooms, hallways, or lockers.
- Students must comply with The Dress Code and No Smoking Policy.
- Students will use the bathroom facility one student at a time.
- The use of cell phones is prohibited. Any cell phones, CD players, electronic games, brought to school by a student will be collected and returned after school hours.

Student Pass Procedure

In order to maintain accurate tracking of students in our school buildings, it is necessary for all students to be issued passes to leave class during instruction time. Please check passes for details (current date and accurate time, destination and signature) if you encounter a student in the hallway. Your diligence in maintaining a consistent pass procedure and ensuring students are in their appropriate location is critical for the safety and security of our students.

Student Dress Code Protocol

- Headgear of any kind must be removed inside the school building. Bandanas and 'do-rags' are not permitted at school anytime. Beads of any kind are also not permitted on students' body or hair.
- Footwear must sufficiently protect from staples, tacks, and other typical school and facility debris. Slippers and flip-flops do not sufficiently protect feet and therefore, are not permitted in school. Students are not permitted to wear Stiletto heels. Only Sneakers are permitted in the Gym.
- Clothing that displays tobacco products, alcoholic beverages, controlled substances, vulgarity, and sexual innuendos are not permitted.
- Provocative attire likely to distract from the educational process is not allowed. This includes, but is not limited to "revealing" tank tops, tube tops, halter-tops, mesh shirts, and midriff shirts. Spaghetti straps (dresses

or shirts) are not permitted. Skirts and shorts more than 3 ½ inches above the knee or which have revealing holes/ slits are not permitted.

- No outerwear may be worn in classrooms. This includes, but is not limited to coats, hats, gloves and scarves.

All staff members must follow the same dress code guidelines as those noted above.

Bell Schedule (varies)

Period 1 (Homeroom)	9:00 am	-	9:15 am
Period 2	9:18 am	-	9:58 am
Period 3	10:01 am	-	10:41 am
Period 4	10:44 am	-	11:24 am
Period 5	11:27 am	-	12:08 pm
Period 6	12:11 pm	-	12:51 pm
Period 7	12:54 pm	-	1:34 pm
Period 8	1:37 pm	-	2:17 pm
Period 9	2:20 pm	-	3:00 Dismissal

Program Guidelines

The following list provides an overview of some of the program guidelines in place at each of our buildings. Please check with your building supervisor for a complete list of guideline protocol for your building.

- Students are expected to follow their assigned programs. Students who leave class for any reason must be given a pass stating designation, time left, and your signature, clearly written.
- Students are to be supervised at all times. They should never be alone in a classroom and a staff member must be present at all times. There are no exceptions to the rule.
- Accountability is a primary concern for students. Attendance must be taken promptly at the start of each period. Students who are either absent, late, or out of place should be marked accordingly.
- Staff is reminded not to buy lunch, give gifts, or lend money to students. No exceptions--no matter what students may tell you.
- Dismissal takes place at 3:00 p.m. Students are to be supervised at all times. Students are dismissed promptly at 3:00 p.m.
- Teaching staff are not to be involved in any physical interventions that may take place. If a conflict or situation needing assistance develops, the first response is to remain calm and look for a School Support Staff on post in your building. The Attendance Office or Security Office in your building should be called for assistance. When intervention staff arrives, please let them take control of the situation. Our staff is well trained and will be able to diffuse most situations before physical intervention is needed.
- Students are to be supervised in their use of the lavatory. The lavatory is to remain locked and only one student is to use the lavatory at a time. The sign in/sign out sheet must be kept for each location and initialed by monitor. The principal signs and secures these bathroom logs.
- Any information that will affect the safety and wellbeing of students and/or staff must be reported to Administrative staff immediately. There are no exceptions to this policy. When in doubt, report incidents.
- Staff should be aware that this is a smoke free campus. We intend to strictly enforce this policy.

Student Attendance

Student accountability is a very important part of the school day. The following guidelines should be followed to insure all students are accounted for:

- Attendance should be entered in eSchool five (5) minutes into each period. All students who are not present in the classroom must be marked absent, unless otherwise noted by the attendance office.
- Any student who enters the classroom after attendance has been submitted must be called into the attendance office.
- Students entering the classroom twenty-five minutes after the bell are considered absent and should be called into the attendance office.
- Students who need to be sent out of the classroom must have a pass. Any student who leaves a classroom without a pass is considered out of place and the attendance office should be notified.
- All students must sign in and out at the attendance office. Students returning to class from appointments will have a pass from the attendance office.
- Students are not allowed to leave the building without a pass from the Attendance Office.

The contents of this manual provide a strong foundation to build upon and to perform your duties. Always remember to act in the best interest of children at all times. While it is not possible to include all essential information therein, your supervisor or building administrator is available to answer your questions. I encourage you to seek assistance when needed.

Confidentiality

The issue of confidentiality to personal information has become increasingly complicated. As the world has become more complex, so has the kinds of discussions we have about our students. More and more, we speak with outside agencies and parents in an attempt to help children and their families. As a result, it is important to remind everyone connected with Hawthorne Cedar Knolls School District about our expectations and guidelines and confidentiality. We face moral dilemmas and legal obligation when working with and protecting the rights of children and families.

Ethically, confidentiality protects children and their families in embarrassing situations, avoids the possibility of prejudicial treatment, helps people feel comfortable asking for help, helps maintain personal security and ultimately helps the school and the family keep a positive relationship.

Federal and state laws govern confidentiality within the schools. Many of the legal protections to confidentiality are constitutionally based in a fundamental right to be "let alone". These "rights to privacy" protections are written to federal and state statutes, ethical standards, and professional practice standards.

What this all means is that written and verbal information shared with any staff member

(teacher, teacher aide, secretary, CSE parent member, bus driver, School Support Staff, custodian, administrator) about a particular child or children that is stated as confidential is NOT to be discussed with any other person. Unless you are at a school meeting, and that information is necessary to effectively help the child, you should not tell anyone confidential information. Information that is considered confidential may include, but is not limited to, information from a child's IEP, placement considerations, teachers' personal notes, shared conversations with parents or social workers and other agency staff, medical information, etc.. No information is to be shared with anyone outside of Hawthorne Cedar Knolls UFSD without prior written consent, in the form of a release, from the child's parent or guardian.

However, as required by New York State Law, you have an obligation in your required role as a Mandated Reporter. If you suspect or hear about child abuse or maltreatment, this should immediately be brought to the attention of the School Principal. "Reasonable cause to suspect child abuse or maltreatment means that, based on your observations, professional training and experience, you feel the parent or person legally responsible for the child has harmed that child or placed that child in imminent danger of harm."

If you are not sure if particular information is confidential, ask! Remember it is our job to act as professionals. If you have a particular concern about a child, you should address that concern with an appropriate person such as the child's teacher, the school psychologist, school counselor, social worker or the principal. Maintaining confidentiality is a very important topic. It enables a school to keep relationships built on trust with our families without fear of embarrassment. Trust is vital to finding successful solutions to children's problems.

Glossary

Attention-Deficit/Hyperactivity Disorder

a chronic behavioral disorder with three major symptoms: inattention, impulsivity, and sometimes hyperactivity.

Behavior Intervention Plan (BIP)

A Behavior Intervention Plan (BIP) is a set of strategies aimed at helping the child act in ways that work in the classroom, and that helps him or her be ready to learn.

Behavior modification

Method of treatment used to help children change behaviors by rewarding desired behaviors and establishing consequences for undesirable ones.

Cognitive development

Beginning in infancy, the acquisition of intelligence, conscious thought and problem-solving abilities.

Conduct Disorder

Disorder in which behavior exceed normal range and is socially destructive. Child does not respect authority, has little regard for the rights of others and breaks major societal rules; he/she demonstrates aggressive conduct that threatens physical harm or property damage, deceitfulness, theft, truancy or running away from home.

Committee on Special Education (CSE)

The CSE is a committee in charge of the design and implementation of the Individualized Education Program (IEP). The Committee includes, but is not limited to School Psychologist, School Counselors, Teachers, Parents and Student.

Distractibility

Inability to maintain attention; shifting from one area or topic to another with minimum provocation.

Dyslexia

Specific learning disability involving reading, which may include reversing letters and words

EAP

The EAP is a confidential counseling, assessment and referral program designed to help employees manage work and life problems. Just as health insurance is designed to address their physical well being, the EAP program is designed to address employee emotional and mental well-being, as well as to help employees manage work/life problems and achieve a healthy work/life balance. It's a comprehensive and confidential program in your benefit package that is fully paid by HCKSUFSD.

Empathy

Understanding how others feel.

Functional behavioral assessment (FBA)

A problem-solving process for addressing a student's problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help IEP teams select interventions to directly address the problem behavior.

Gender identity

Perception of one's self as male or female, developing in toddler hood or early childhood, and reinforced by social experience and pubertal changes.

Hallucination

A false sensory experience in which one perceives a sight, sound, touch, taste or smell that is not actually present.

Individualized Education Program (IEP)

This is a written document listing, among other things, the special educational services that the child will receive. The IEP is developed by a team that includes the child's parents and school staff. The IEP is an extremely important document in the educational lives of students with disabilities receiving special education.

The Justice Center

The Justice Center is a state agency that operates a toll-free hotline for receiving reports of allegations of abuse, neglect and significant incidents 24 hours a day, seven days a week. Anyone who witnesses or suspects the abuse or neglect of a person with special needs can make a report. Mandated reporters who have reasonable cause to suspect that a reportable incident has occurred by staff must report it to the Justice Center immediately upon discovery. The caller is instructed to hang up and dial 9-1-1 if a report involves an emergency situation. The Justice Center is authorized to investigate all reports of abuse and neglect, pursue administrative sanctions against staff found responsible for misconduct and its Special Prosecutor/Inspector General shares jurisdiction with local district attorneys to prosecute criminal offense allegations. The Justice Center notifies local district attorneys of all potential criminal cases.

Language and speech disorders

Abnormal or delayed development of language and speech, including problems with development of expressive language, receptive language, and/or speech and articulation.

Obsessive Compulsive Disorder (OCD)

An anxiety disorder marked by the presence of obsessions and compulsions severe enough to interfere with the activities of daily life. Obsessions are repeated, unwanted thoughts often related to fears of contamination. Compulsions are repeated, purposeless behaviors.

Oppositional defiant disorder (ODD)

Disorder characterized by a pattern of uncooperative, defiant, and hostile behavior toward authority figures that seriously interferes with a child's day-to-day functioning.

Panic disorder

The recurrence of unexpected, intense anxiety attacks, with physical symptoms such as palpitations, accelerated heart rate, sweating, trembling or shaking, dizziness and shortness of breath.

Paranoia

Thoughts involving suspiciousness or exaggerated feelings of unfair treatment or harassment.

Phobia

Persistent and irrational fear of particular objects, people, animals, or situations.

Posttraumatic stress disorder (PTSD)

Disorder occurring as a result of exposure to a traumatic stressor, characterized by re-experiencing of the traumatic event through the recollection of images, thoughts and perceptions, accompanied by intense feelings of distress, lasting for at least one month.

Psychotherapy

Treatment for various emotional, behavioral or mental problems that uses communication between a trained person and a patient to bring about change and to relieve distress.

Psychosis

The inability to distinguish reality from non-reality and, in particular, the experience of hallucinations and delusions.

Puberty

Stage of physical development when changes of sexual maturation occur and sexual

Regression

Return to an earlier pattern of thinking or acting.

Role modeling

Method of teaching behavior based on patterning by example.

Schizophrenia

Disorder characterized by the distorted thinking associated with delusions and hallucinations. May have a gradual onset, with symptoms of withdrawal and disordered language evident over time, or it may have a sudden onset in adolescence.

Syndrome

A configuration of symptoms that occur together and constitute a recognizable condition.

Temperament

A set of character traits an infant is born with; sometimes thought of as a child's inherent disposition and the foundation of her or his personality.

Thought disorders

Disorder characterized by an impairment of thinking, including disorganized, incoherent, or vague speech, delusions, hallucinations or paranoia.

Tic

An intermittent, involuntary, spasmodic movement of a group of muscles, often without an obvious external stimulus. Vocal tic is a sound made involuntarily.

Time-out

Technique used to briefly isolate a disruptive child in order to interrupt and avoid reinforcement of negative behavior.

Notes

Notes

Welcome to Hawthorne Cedar Knolls Union Free School District. Please take the time to carefully read your Teacher Aide/Support Staff Manual. This manual should serve as a guide to your everyday duties and responsibilities. If, after reading this manual, you have any questions please contact your immediate supervisor and he or she will assist you.

I expect that you will act in the best interest of students at all times.

Good luck in your new career at Hawthorne Cedar Knolls Union Free School District.

Mark K. Silverstein

Superintendent of Schools

Employee's Name: _____
Print Name

I have received a copy of the Teacher Aide/Support Staff Manual. I understand I am responsible for the information contained therein.*

Signature

Date

*A copy of this letter will be placed in your personnel folder to indicate you received a copy of this manual and that you are responsible for the contents therein.