

Rochester City School District

Home/Hospital Teachers

Operating

Procedures

Updated: October 1, 2003

Rochester City School District Mission Statement

The mission of the Rochester City School District is to educate all students to their highest levels of performance, in effectively managed learning environments that are safe, inclusive, and student-centered, in collaboration with parents and major community partners.

Rochester City School District Code of Conduct (Board Policy 5300.45):

5300.45 Alternative Education

The mission of the District is to educate all students to their highest level of performance. The District is committed to meeting or exceeding the performance goals it has established, as well as the performance guidelines established by the State of New York; and to taking all feasible steps to provide that a suspension will not be the reason for any student to fall behind in achieving those goals. When a student (except an adult student) of any age is removed from class by a teacher; or a student of compulsory school age is suspended from school pursuant to Education Law S3214, the District will take the necessary steps to provide alternative instruction as required by this Code and by applicable law. The method of alternative instruction shall be appropriate to the circumstances (e.g. long-term, short-term, in-school suspension, or removal from class). In all cases, it shall be incumbent upon the building staff to ensure that each student has course assignments available to him or her for the period of removal or suspension; and that upon return to regular classes those assignments are turned in, within the same time frames as provided for make-up opportunities in the case of excused absence.

Consistent with stated District values of “Giving Your Best Effort” and “Responsibility for One’s Self” it is the responsibility of each student to complete all such assignments and, where assigned to an alternative site or to a tutor, to attend, and perform to the best of the student’s ability.

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I. INTRODUCTION.

A. Temporary Tutoring Services.

Temporary Tutoring Services (TTS) provides a basic instructional program for students who cannot, on a temporary basis, receive instruction in a regular school program. New York State Law, Federal Law and the Commissioner of Education's Regulations mandate that all students have the right to a free public education. Some at-risk students cannot attend educational programs located in school buildings because of physical disabilities, emotional problems, illness, behavioral concerns and/or incarceration. These students may be placed at TTS from a variety of sources. The Committee on Special Education or the Division of Youth has referred some students to TTS. Doctors, because of medical conditions including pregnancies, place others in TTS. The Superintendent has suspended other students from their regular school program and assigned them temporarily to TTS.

Temporary Tutoring Services (TTS) includes the following programs:

1. The Home and Hospital Program (H/H), staffed by Home/Hospital teachers.
2. The Jail Program staffed by School Instructors staff includes:
 - a. The Monroe Correctional Facility and
 - b. The Monroe County Jail.
3. The following Agencies are staffed by School Instructors:
 - a. The Appleton Group Home,
 - b. The Clinton Avenue Learning Center (CALC),
 - c. The Monroe County Children's Detention Center,
 - d. The Northaven Terrace Non-Secure Detention Center,
 - e. The Hillside Emergency Program,
 - f. The Lovejoy Group Home,
 - g. The Strong Behavioral Health Program,
 - h. The Monroe Community Hospital PINS Program,
 - i. St. Joseph's Villa,
 - j. The Transition Program at Hart St. and
 - k. The 6-1-1 Special Education Program at Lofton.

B. Home and Hospital Program (H/H).

The Home and Hospital Program (H/H) is part of Temporary Tutoring Services (TTS) of the Rochester City School District. Home/Hospital teachers provide educational services to students who are unable to attend regular classrooms. The Home/Hospital Operating Procedures are designed by the Home/Hospital Program Planning Committee to codify practices within the Program. The Home/Hospital Operating Procedures may be amended by action of the Home/Hospital Program Planning Committee. Should any conflict arise between the contents of these Operating Procedures and the Home/Hospital Teachers' Contract with the RCSD, the terms of the Contract shall prevail.

C. Job Description.

Home and Hospital (H/H) teachers must hold current certification according to N.Y. State Education Law. In addition, they are required to plan lessons, teach according to course, curriculum, and IEP guidelines, issue grades, and conform to the teaching standards of the Rochester City School District. All assignments shall be one-on-one teaching assignments. The daily activities and practices of the Home/Hospital Program follow the guidelines set forth in these Operating Procedures and the contractual agreement between the Rochester City School District and the Home/Hospital Teachers Unit of the Rochester Teachers Association.

II. STUDENT ASSIGNMENTS.

A. Guidelines.

Students are assigned to Home and Hospital teachers according to the Contractual Agreement between the City School District of Rochester, New York and the Rochester Teachers Association (Teachers Contract), practices established by the H/H Program Planning Committee and the procedures outlined in these Operating Procedures.

B. Method of making assignments to begin each school year.

1. Student assignments will be distributed sequentially until the hours of availability of each teacher have been maximized.
2. During the initial assignment phase every reasonable effort will be made to ensure fairness and equity in the maximization of assigned hours between full and part-time teachers.
3. **The initial assignment phase shall be considered ended after all H/H teachers who began work on the first day of school in September have their hours of availability maximized or September 15th, whichever comes first.**
4. Exceptions to the above are permitted by section 62-14-b-1.c of the Teachers Contract
 - a. Students carried over from the previous school year will be offered first to his/her last teacher.
 - b. Students' special needs shall be matched with the unique and special qualifications of teachers.
 - c. When it is necessary to comply with State Education Law.

C. Method of making assignments during the school year.

1. Once the hours of availability of all teachers have been maximized at the beginning of each school year, subsequent student assignments will be made in the reverse order of seniority.
2. If two or more teachers who have lost a student have the same seniority, the first assignment will be given to the teacher who has been without a student the longest.
3. Every reasonable effort will be made to ensure fairness and equity in the maximization of assigned hours between full and part-time teachers.
4. Special cases shall apply the same as at the beginning of the school year, as set forth in Section II-B-4 above.

5. Unit members, regardless of seniority, who:

- a. Have duties in addition to teaching,
- b. Have no scheduled release time,
- c. And have lost a student,

Will be assigned a student only after all other members have had their hours of availability met. These members include, but are not limited to the following: the Unit Department Representative, all Unit Faculty Representatives, Committee members and any other positions approved by the Program Planning Committee.(See Sec. VI)

6. When it becomes necessary to begin filling the hours of availability for those who qualify in Section 5 above, then assignments will be made in the reverse order of their seniority.
7. The Program Planning Committee must approve any and all changes of teachers with additional duties.
8. At the beginning of each school year and no later than September 15, the Unit Chairperson will give to the Student Assignment Coordinator and the Home/Hospital Program Administrator a seniority list as well as the names of those unit members occupying positions with additional duties.
9. The Program Administrator will provide the Unit Chairperson with a list of names of all other teachers not covered herein who have been assigned additional duties, the rationale for it, and the duration of those duties.

D. Assignments for Summer School.

Summer School student assignments shall follow the same procedures as set forth in these Operating Procedures in Section II - A, B and C above.

E. Receiving assignments from the Assignment Coordinator.

1. The Student Assignment Coordinator will make every reasonable effort to provide the teacher with the reason(s) a student is placed on home instruction. This is a safety issue; you have the right to know why a student has been placed on Home Instruction before you begin the assignment.
2. The assignment may be made in one of the following ways:
 - a. By phone call from the office: you may initiate the call if you are available for additional assignments.
 - b. Directly, in-person while you are in the office.
 - c. When assignments are not covered by the Contract or these Operating Procedures, the Student Assignment Coordinator, whenever possible, will afford the next teacher to receive a student assignment an opportunity to select that assignment from the students available.
 - d. Teachers may exchange students with one another provided they inform the student assignment coordinator by the next day school is in session.

3. Essential information accompanying assignment should include:
 - a. Student's name, address and phone number.
 - b. Name of parent or guardian and work number.
 - c. Date assignment officially begins.
 - d. Hours of weekly instruction to be given.
 - e. Student's previous school and/or assigned home school.
 - f. Student's I.D. number and home room code.
 - g. Student's grade and handicapping condition, if any.
 - h. Student's list of courses.
 - i. Reason(s) student is on home instruction.
4. If you receive an assignment verbally make sure that the start date is correctly recorded on the assignment sheet.

III. INSTRUCTION.

A. Preliminary contact.

1. Attempts to contact the student must be made no later than the day the assignment begins.
2. When a phone number is available, call ahead to establish a mutually agreeable time for your initial visit. This is a good time to verify the address, including apartment number, and to get directions to the house, including which entrance to use and whether or not the doorbell works.
3. If the telephone number is incorrect or none was given, you may choose to initiate your contact by going directly to the address you were given. If you have any concerns regarding safety, you should contact a Program Administrator and, if available, someone will accompany you to the address.
4. In case of an incorrect address: Inform the Home/Hospital Program Administrator and ask him/her to get the correct address if the student or parent calls the office.

B. First visit to the student's home.

1. Introduce yourself as a Rochester City School District teacher from the Home/Hospital Unit assigned to teach the student while he/she is on home instruction. The RCSD requires that every employee have a RCSD ID card.
2. Inform the student and parents that time spent with you is school time and that you will be responsible for their education while they are on home instruction.

3. Discuss your expectations and requirements about:
 - a. Readiness for class when you arrive.
 - b. Suitable attire.
 - c. Availability and suitability of an instruction area including having a non-smoking area and all dogs on a leash.
 - d. Distractions that interfere with instruction.
 - e. Attendance.
 - f. Behavior and conduct both expectations and consequences.
 - g. Class work and homework.
 - h. Quizzes and testing.
 - i. Grading.
4. Inform the parents and students of their responsibility for returning all books and materials in good condition. Whenever you leave a book with a student, please have the parent sign the Books and Materials Loan Form.
5. Establish a daily time schedule for instruction. (Keep in mind that each Wednesday the class schedule will be abbreviated).
6. Teaching at the student's home:
 - a. Inform the parent that District policy requires that a parent or responsible adult must be present while you are there. (Emancipated minors are an exception to this policy and after an initial evaluation, a teacher has the right to a re-assignment from an inappropriate setting.)
 - b. If no adult is present then you should leave. If this is a permanent situation, then you should arrange for an alternate site.
7. An alternate site for instruction may be arranged:
 - a. When the parent agrees to another site.
 - b. When the home site poses a clear and present health and/or safety risk to you. (See section 16.4.a-b of the Home/Hospital Contract.).
 - c. When no adult is present at the home site on a permanent and/or chronic basis.
 - d. In any other situation that the teacher and/or the Program Administrator deems necessary for instruction outside the home.
8. Teaching students in the hospital:
 - a. Stop at the information desk, if necessary, to get the student's location.
 - b. Identify yourself at the nurses' station on the student's floor.
 - c. Ask primary care nurse about any medical limitations your student may have.
 - d. Discuss your schedule with the primary care nurse to minimize conflicts with hospital routines or medical treatments.
 - e. Parking regulations differ from hospital to hospital so check when you first arrive. For example, at Strong Hospital parking stickers may be picked up daily at the Director's office located near the lobby at the main entrance.
 - f. Keep all parking receipts and submit them with your mileage vouchers for reimbursement.

C. Attendance.

1. The student's attendance should be kept daily on the appropriate attendance form.
2. This form should be submitted to the Attendance Secretary on either Friday of each attendance week or the following Monday.
3. A student is absent if he/she is at not home when you arrive at the scheduled time of instruction, or fails to meet you at an alternate site.
 - a. When the home is the instruction site, leave an "I was here" letter with the date and time of your visit. The letters are available at the office.
 - b. If the time is earlier than the scheduled meeting time, you must return at that scheduled time before you can consider the student absent.
4. Keep the parent or guardian informed of the student's absences and attempt to ascertain the reason for the absences.
5. For all absences, ask the parent or guardian to explain the absence on the student's weekly attendance form.
6. Legal absences include, but are not limited to, the following:

Sickness, death in the family, impassable roads or weather, religious observances, quarantine, court appearances, meetings with probation officers, clinic and/or doctor appointments, music lessons, late bus, approved college visits, approved cooperative work programs, and excused absence for part of a day.
7. Unlawful detention occurs when some action by the parent prevents the student from attending instruction.
8. Truancy occurs when the teacher determines that the student has deliberately missed attending instruction.
 - a. When uncertain about the type of absence, the teacher should mark the student absent. If the parent does not provide an excuse for the absence it will automatically be labeled truancy.
 - b. Each teacher should keep a copy of all absence excuses and attendance forms for their own records.
9. Miscellaneous attendance questions:
 - a. Is a student absent if he/she walks out on the teacher, or stays, but refuses to cooperate? If the teacher has actually seen the student, then that student is present, regardless of the length of that stay. Lack of participation could be reflected in the grade and inappropriate behavior could be referred to the parent and/or Program Administrator for action. An exception would be a student who was home, but asleep, and refused to get out of bed. The teacher should mark the student absent.
 - b. If a student meets with the teacher but refuses to participate in instruction and if repeated efforts to engage that student fail, then the teacher is at liberty to leave the instruction site. The student is considered present, but the student's continued or patterned non-cooperation should be referred to the Program Administrator for appropriate action.

- c. How long should the teacher wait for a student at the instruction site?
 1. At the home: This is left to the individual teacher to decide. Personal safety is always a concern. Some teachers have chosen to leave immediately if there is no answer at the door. Once inside however, since the instruction is taking place at the student's residence, the teacher should not have to wait at all. It is not unreasonable to hold the student responsible for being prepared to begin when the teacher arrives. Again, it's up to the individual teacher.
 2. At the library or some other public site: A teacher should wait a minimum of fifteen minutes from the beginning of the scheduled meeting time for a student to arrive.

D. Attendance Referral Process.

1. Students under 18 years of age:
 - a. After three (3) illegal absences within a marking period the teacher should inform the Attendance Project Assistant.
 - b. After five (5) illegal absences within a marking period the teacher should inform the Attendance Project Assistant in writing. A letter requesting a conference with the Program Administrator and the parent will be sent to the student's home by certified mail.
 - c. After twelve (12) illegal absences within two marking periods the teacher should submit an attendance referral form to the Attendance Project Assistant. Keep a copy for your records.
 - d. There is no dropping of these students under 18 due to age. Nevertheless, submitting the weekly attendance forms and informing the Attendance Project Assistant is an ongoing responsibility.
2. Students who turn 18 during the current school year.
 - a. Follow the above procedures for three (3), five (5) and twelve (12) illegal absences.
 - b. If the illegal absences continue beyond five consecutive days the teacher should continue to record until the twentieth (20) consecutive illegal absence.
 - c. On the twentieth (20) consecutive day inform the Program Administrator in writing.
 - d. A letter requesting a conference will be sent to the student's home.
 - e. If there is no response to the letter, the student will be dropped due to age after five (5) more days. (25 consecutive days total)
3. Teachers should do everything that they can to head off problem absences before they reach the referral stage. Parents should be informed as early as possible of any and all attendance problems.

E. Teaching Duties.

1. Teach to the student's curriculum and, when applicable, to their IEP.
2. Attendance.
3. Testing.
4. Grading and evaluating.
5. Writing Individual Education Plans (IEP) when applicable.
6. Providing input to the Student Support Services (SSS) team.
7. Attending the Committee on Special Education (CSE) meetings.
8. Conferring with parent(s).
9. Completing transition and drop forms.
10. Submitting and updating a daily teacher schedule form so that you may be contacted in case of emergency.

F. Job Safety.

1. Safe and Healthful Instruction Site:
Section 16.4.a of the Unit Contract guarantees the right of home instructors to a safe and healthful Instruction site.
The District shall inform the parents of each assigned student of their duty to provide a safe and healthful work area.
2. Leaving the Instruction Site:
Section 16.4.b of the Unit Contract recognizes the right of home instructors to leave an instruction site, without loss of pay or assignment.
A teacher choosing to leave the instruction site must contact the office to confer with the Program Administrator.

G. Incidents/Assaults.

1. All assaults and incidents should be taken seriously. Remove yourself from any dangerous situation as quickly as possible, and contact the police, if necessary.
2. Incidents include but are not limited to:
 - a. Personal assaults.
 - b. Fights.
 - c. Weapons.
 - d. Threats.
 - e. Fires.
 - f. Outside interference.
 - g. Illegal activities.
 - h. Menacing dogs or other pets.
3. Incidents should be reported to the Home/Hospital Safety Committee and to the Program Administrator. When appropriate a written incident report should be filed with the Program Administrator.

4. Assaults:
 - Report all assaults to the Home/Hospital Safety Committee and to the Program Administrator immediately.
 - Fill out a Teacher Assault Form. Give the original to the Program Administrator and give a copy to the Home/Hospital Chairperson. Retain a copy for yourself. A RTA representative from the Home/Hospital Safety Committee will assist you if asked.
 - A teacher who has been assaulted should also notify the police.
5. Dropping a student for safety considerations:
 - a. Section 16.4.b of the Unit Contract empowers the home/hospital teacher to leave any instructional site that they judge unsafe. When necessary, exercise this right, and discuss the issue with the Program Administrator.
 - b. A student whose behavior, implicit or explicit, places a Home/Hospital teacher in fear for their safety and well-being may be dropped immediately.
 - c. A student dropped for safety concerns will not be assigned to another teacher until such time as the Program Administrator has dealt with the problem and can assure the teacher's safety.
 - d. A teacher may suspend a student from Home Instruction for up to 2 days. (New NYS Law, 7/1/01) Please use the appropriate discipline form.

H. Report Cards and Grades.

1. Each teacher is responsible for submitting grades for any and all students assigned to them for ten or more consecutive instructional days.
2. Average your grades in with those that may have been issued by a previous teacher. A copy of the student's previous grades should have been made available to you. See the Guidance Counselor to obtain previous grades.
3. Each teacher is responsible for providing grades for any student who leaves the Home/Hospital Program after at least ten consecutive instructional days assigned to you on home instruction.
4. Forms for submitting grades will be provided by the Testing and Evaluation Coordinators.
5. Student attendance can be obtained from your records and/or from the Attendance Secretary.

I. Dropping a student.

1. A yellow drop form is used to complete the process of dropping a student from home instruction.
2. Complete and submit the drop form within 3 days when a student has been dropped from home instruction.
3. If a student is dropped at the end of a marking period, you must still complete this form in addition to issuing report card grades.
4. The Transition Coordinator will assist you in this process.

5. Whenever possible, an “unofficial” copy of the Drop Form should be given to the Transition Coordinator prior to a student’s exit from the Home Instruction Program. This will greatly facilitate the transition process, especially the transmission of grades.

J. Teacher schedules.

1. Teachers must fill out a daily schedule form and update it whenever it changes.
2. Submit the forms to the Student Assignment Coordinator.
3. These forms will be used by the Student Assignment Coordinator to contact teachers only in case of an emergency.
4. For non-emergencies, the Student Assignment Coordinator will leave a message at the teacher’s home.
5. A teacher's telephone number will not be given out to anyone without his or her consent.

K. Mileage and Parking.

1. Mileage and parking are reimbursable by the District.
2. Mileage and parking reimbursement vouchers should be completed on the appropriate forms and submitted in monthly increments.

IV. Non-Instruction Assignments.

A. Teacher-on-Assignment positions within the Home/Hospital Program.

1. All appointments of unit members to Teacher-on-Assignment positions shall not exceed one year in duration.
2. The annual staffing of non-teaching, teacher-on-assignment positions to be filled exclusively by Home/Hospital Unit members shall be undertaken in a manner consistent with the following procedures:
 - a. All positions will be announced and posted in an agreed upon location by May 1st of each year.
 - b. All newly created positions during the school year shall be posted at least two weeks prior to the commencement of selection process.
 - c. All postings will include a description of role, responsibilities and qualifications.
 - d. All Home/Hospital Unit members may apply.
 - e. The Program Administrator will acknowledge all letters of interest in a timely manner, schedule an interview with each, and notify each about the status of his/her candidacy.
 - f. The Program Administrator will notify the person selected for the position no later than June 15th.

- g. When two or more candidates are equally qualified, seniority will be the determining factor in the selection process.
- h. When the person selected to fill a position is new to that position, they will be relieved from their teaching duties in order to receive training from the person who is currently holding the position. If possible, such training will be offered prior to beginning in that position.
- i. The following positions are to be staffed by Home/Hospital Unit members only:
 - 1. Student Assignment Coordinator
 - 2. Testing Coordinator (seasonal)
 - 3. Registrar/Report Card Coordinator
 - 4. Home/Hospital Transition Coordinator(s)
 - 5. Assistant to the Special Education Coordinating Administrator
- j. Should no unit member apply for a non-teaching, teacher on assignment position, the Program Planning Committee shall convene to resolve the situation.

B. Assignments to Program-wide non-teaching positions.

- 1. Home/Hospital members are eligible for appointment to any and all non-teaching teacher on-assignment positions that provide services to the entire Tutoring Services Program.
- 2. Home/Hospital teachers assigned to any of these positions will remain as members of the Home/Hospital Teachers Unit and be covered by the terms of its Contract.

C. Assignment of Home/Hospital teachers to positions in another Unit within the RCSD.

- 1. Home/Hospital teachers accepting positions in another Unit within the RCSD must transfer from the Home/Hospital Teachers' Unit for the duration of the assignment and are to be covered by the terms of the contract of that other Unit. Such teachers should apply for a leave of absence from the Home/Hospital Unit and upon receiving such leave of absence may return to the Home/Hospital Unit within one year with no loss of seniority.
- 2. Home/Hospital teachers who remain in another Unit within the RCSD for more than one year will lose all seniority accrued while previously in the Home/Hospital Unit.
- 3. Home/Hospital teachers may return to the Unit from another Unit within the RCSD after one year or less without losing any seniority accrued. This includes seniority obtained while working as a member of another Unit within the RCSD.
- 4. Home/Hospital teachers who attempt to return to the Unit after more than one year in another Unit within the RCSD will be treated as a new hire to the Home/Hospital Unit. This includes loss of seniority and salary step.
- 5. There are currently no provisions for Home/Hospital teachers transferring to and/or from any other Unit within the Rochester City School District, except as noted above.

D. Assignment of Home/Hospital teachers to unexpected vacancies or newly created positions.

1. The Program Administrator will discuss their plans to fill vacancies or create new positions with the Home/Hospital Planning Committee before posting or making any assignments to such positions.
2. The staffing of such positions will follow the procedures set forth in Section V of this Handbook.

V. Additional Duties.

A. Subject Area Representatives.

1. According to Section 62-10 of the Teachers contract:
 - a. Appointments to these positions are to be made annually.
 - b. Subject Area Representatives will receive two hours release time daily to perform their duties.
 - c. Duties include, but are not limited to, consulting with teachers and locating, collecting, organizing and distributing materials that enhance and promote knowledge and teaching effectiveness.
2. Practices established by the Planning Committee:
 - a. Subject Area Representative assignments are to begin at the opening of each school year.
 - b. The Program Administrator will post a list of Subject Area Representative positions to be filled for the following year and ask that all letters of interest be submitted to him by May 1st. Selections will be announced and posted no later than June 15th.
 - c. All appointments shall be consistent with the teacher's area of certification. The Program Planning Committee must approve appointments outside a Teacher's area of certification.
 - d. Subject areas with representation are Social Studies, English, Mathematics, Science, Art, Reading, Elementary Education, Special Education, Foreign Languages, and Physical Education. The Program Planning Committee must approve any additions or deletions to this list.

B. Content Area Specialists.

1. Content Area Specialists shall be appointed as needed with the approval of the Program Planning Committee and following procedures outlined in Section V.
2. Currently the following Content Area Specialists are active: a. Foreign Language Specialist(s) and b. Science Lab Specialist(s).

C. Home/Hospital Unit Chairperson.

1. The Unit Chairperson shall be The Unit Chairperson shall be afforded a minimum of four (4) hours of daily release time to perform his/her duties as the elected representative of Home/Hospital Unit members.

2. The Unit Chairperson shall be afforded the opportunity to schedule an orientation meeting with all new hires.

3. Regular contact shall be maintained between the Unit Chairperson and the Program Administrator.

D. Home/Hospital Unit Vice-Chairperson.

1. The Unit Vice-Chairperson shall be afforded a minimum of four (4) hours of daily release time to perform his/her duties as co-chairperson of the joint Instructional Supplies Committee, of the New Hire Screening Committee and to attend to Association business. (See contract Section 12-6)

E. Home/Hospital Unit Secretary.

1. The Unit Secretary shall be given a minimum of two (2) hours of daily release time to perform all duties assigned to that position.

F. Home/Hospital Program Planning Committee.

1. This Committee consisting of the Program Administrator, the Unit Chairperson and elected Unit Representatives shall meet on a monthly basis for regular communication on practices and procedures.
2. The long established practice is for this Committee to review any and all contemplated changes in practices, procedures, and policies bearing on the terms and conditions of employment in the Home/Hospital Unit before their implementation.
3. Any proposed change in the Home/Hospital Program's practices, procedures, and policies not prohibited by contract shall be reviewed and approved by this committee before being implemented.
4. Unit members serving on this committee shall be afforded release time as needed to perform the duties expected of them.
5. This Committee will appoint a New Hire Screening Committee each year to interview applicants for Home/Hospital teaching positions and refer its selections to the Program Administrator for final consideration.

G. Home/Hospital Instructional Supplies/Professional Development Committee.

1. This committee shall be co-chaired by the Program Administrator, or their designee, and the Unit Vice-Chairperson and shall include all of the Subject Area Representatives as members.

2. This committee shall meet the first week of October, January, April and June or more frequently if needed to determine unit members' instructional supply needs, to order materials, to plan and implement, when necessary, school-based conference days, and to address facilities-related issues.
3. Committee members shall receive release time as needed to perform their duties.
4. The Program Administrator will share budgetary information with this committee in order to facilitate its work, especially as related to the amount of instructional supplies funds allocated to the Home/Hospital Unit.
5. This committee shall provide both formal and informal in-service for Home/Hospital teachers as needed.

H. Home/Hospital Peer Assistance Committee.

1. This committee consists of six (6) members; three (3) selected by the Program Administrator and three (3) chosen by the Unit Chairperson.
2. This committee shall meet quarterly, or more often should the need arise, to implement, evaluate and modify, if necessary, the existing peer assistance program.
3. The primary function of this committee is to provide mentor assistance to new hires. This committee is responsible for implementing the mentor program. At the first staff meeting of each school year the committee will announce a call for volunteers to serve as mentors. A list of mentors will be comprised of all those teachers who respond. Mentor responsibilities include but are not limited to:
 - a. Contacting the New Hire.
 - Assisting with all forms and paper work.
 - Being available to answer any questions.
 - Attend the New Hires lessons with students.
 - Review practices and procedures.
 - Review available resources.
 All mentor teachers so engaged shall suffer no loss of pay.
4. Unit members serving on this committee shall be afforded release time as needed to perform the duties expected of them.

I. Home/Hospital Safety Committee.

1. This committee consists of up to five (5) members to be selected by the Unit Chairman on an annual basis. All members of this committee shall be Home/Hospital Unit members.
2. This committee shall meet as needed to develop and implement a program to address all safety issues and concerns of Home/Hospital teachers.
3. Unit members serving on this committee shall be afforded release time as needed to perform the duties expected of them.

J. Home/Hospital New Hire Screening Committee.

1. This committee consists of up to five (5) members selected by the Unit Chairman all of whom shall be Home/Hospital Unit members.
2. This committee shall meet as needed to interview and screen all candidates being considered as new hires to the Home/Hospital Program. This committee shall make recommendations to the Program Administrator regarding each candidate that they interview and screen.
3. Unit members serving on this committee shall be afforded release time as needed to perform the duties expected of them.

K. Program-wide committees.

1. The Home/Hospital Unit shall have the right to be represented on all program-wide committees. The Home/Hospital Unit will select its own representative/s to serve on any program-wide committee. Such representatives shall act as liaisons between a program-wide committee and the Home/Hospital Unit, reporting to the Unit Chairperson and the Planning Committee.

VI. RELATED SERVICES

A. Special Education.

1. As a Home/Hospital teacher you will most surely be assigned to teach students with handicapping conditions since 50% or more of the students served by our program fall into that category. Federal and state education laws establish specific guidelines that school districts and teachers must follow. The Coordinating Administrator for Special Education is an important source of information and should be contacted for assistance soon after receiving an assignment of this nature.
2. The Individualized Education Plan (IEP): The federal government's Education for All Handicapped Children Act of 1975, more commonly known as Public Law 94-142, requires an annually updated Individualized Education Plan (IEP) for all physically and mentally challenged students. The Home/Hospital teacher is required to work with the Committee on Special Education (CSE) to write the goals and objectives for their student's IEP at the time of the CSE meeting. Notebooks containing lists of goals and objectives are available from the Coordinating Administrator for Special Education. Any teacher needing assistance may find them helpful. In addition, the Coordinating Administrator for Special Education can be of assistance in writing the IEP. If a student's IEP has already been written and is on file, the teacher may refer to it for the goals and objectives that they are expected to follow before beginning the assignment.

3. Committee on Special Education (CSE) Meetings: The teacher will be notified about CSE meetings. As a voting member of this committee the teacher is required to attend. The Home/Hospital teachers contract provides for teacher release time to attend such meetings. At these meetings the teacher will be asked to provide information pertaining to the academic, social/emotional, and behavioral progress for their student. Minutes from these meetings will be forwarded to the Home/Hospital Program, along with copies of the current Individualized Education Plan (IEP). Copies of both may be obtained from the Coordinating Administrator for Special Education.
4. Student Support Services (SSS): The Student Support Services Team evaluates students placed on home instruction for special placements. The team consists of a Nurse, Speech/Language Specialist, Psychologist, Social Worker, and the Coordinating Administrator for Special Education. All are located at the Clinton Avenue Learning Center (CALC) and are available for consultation with Home/Hospital teachers.

B. Guidance Counselor.

1. The guidance counselor will provide the Home/Hospital teacher with a schedule of courses for each student before beginning the assignment. The counselor can also assist with credits accrued and graduation requirements especially as they apply to all seniors on home instruction.

C. School Nurses.

1. The School Nurses coordinate the sick, injured and parenting students assigned to the Home/Hospital Program. They provide health assessments and evaluations for Home Instruction students. All questions pertaining to these students should be directed to them.

D. Social Workers.

1. The Social Workers provide social work services as indicated on the student's Individualized Education Plan (IEP). They are great resources for teachers who have questions or concerns regarding their students and the students' families.

E. School Psychologists.

1. The Psychologists perform cognitive and achievement testing, projective testing and other evaluations for Home Instruction students. They are available to answer questions from teachers.

F. Speech Pathologists.

1. The Speech Pathologists provide speech and language services for students on Home Instruction as indicated on the student's IEP. They are always available to assist teachers who are working with students who have speech related goals.

VII. REVIEW PROCESS

1. These Operating Procedures shall be reviewed by the Program Planning Committee each school year for possible changes, corrections and amendments. All changes must be approved by the Program Planning Committee.