

# Belfast Central School Job Description Handbook

JOB DESCRIPTION MANUAL PREPARED IN COOPERATION WITH:  
POLICY SERVICES PROGRAM  
Board of Cooperative Educational Services First Supervisory District, Erie County

DEVELOPED 1995  
REVISED 1997, 2018, 2019, 2022, 2023, 2025

*These descriptions are intended to identify minimum qualifications to perform the responsibilities required by the positions and to provide illustrative duties. It is not necessarily an all-inclusive list of specific duties.*

# JOB DESCRIPTION

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**Special Requirement for Appointment in School Districts/BOCES:** Per regulations of the Commissioner of Education, to be employed in a position designated by a school district or BOCES as involving direct contact with students, a clearance for employment from the State Education Department is required.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## ATHLETIC SUPERVISOR

**Qualifications:** New York State Education Department School Administrator Certification (Preferred), New York State Education Department Teacher Certification, five years coaching experience or comparable

**Reports To:** Superintendent of Schools

**Essential Job Function:** The Athletic Supervisor has the responsibility to be aware of all athletic activities. His/her authority will extend over all persons in charge of the above events. His/her relationship to the Board of Education is through the Building Principal and the Superintendent of Schools. All persons in charge of athletic activities will go through Director of Athletics prior to entering the chain of command at the Building Principal level.

### Performance Responsibilities-Typical Work Activities:

1. Schedules athletic events and practices
  - a. Coordinate transportation for all events
  - b. Communicate schedules with the District of Building Offices
2. Maintains inventory of equipment
  - a. Monitor equipment functionality and maintenance
  - b. Distribute equipment to coaches
  - c. Individual coaches are responsible to keep the Athletic Supervisor informed of defective equipment
3. Maintains inventory of uniforms
  - a. Distribute uniforms to coaches
  - b. Order and rotate uniforms among teams
4. Assists the Superintendent in overall supervision of coaches
  - a. Recommend coaches to the Superintendent
    - i. Advertises open positions
    - ii. Interviews coaching candidates
    - iii. Maintains records of coaching courses
  - b. Complete annual evaluation of each coach and reviews the evaluation with the coach
  - c. Provide assistance and advice to coaches as needed
  - d. Work with Superintendent to resolve any complaints
5. Assists the Superintendent in overall supervision of student athletes
  - a. Work with the school nurse to assure all students have met the health requirements to participate in athletics
  - b. Supervise and/or directs the filing of accident reports at all athletic events
  - c. Supervise student eligibility program
  - d. Monitor academic eligibility

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- e. Monitor student attendance for eligibility to play
  - f. Conduct eligibility assessment of junior high student participation in JV or Varsity sport
  - g. Work with Superintendent to resolve any complaints
6. Maintains required paperwork for District athletic program
    - a. Maintain records for District and Section V
    - b. Complete required paperwork for combined sport teams
    - c. Conduct annual review and updates athletic handbooks for athletes and coaches
    - d. Authorize payment of dues, referee, bus transportation, printing and issuing of courtesy tickets, the engraving of awards, the payment of chaperones, timers
    - e. Provide schedules of all events using school facilities to the Main Office, the Business Manager and building and grounds crew where necessary.
  7. Report any abnormalities, inconsistencies, or violations to the Superintendent when aware of an issue
  8. Participate in County and Section V athletic meetings

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## **AUTOMOTIVE MECHANIC HELPER**

**Minimum Qualifications:** Graduation from high school or possession of a high school equivalency diploma, six months' experience in automotive repair, and must satisfy the requirements for School Bus Driver set forth in the Rules and Regulations of the New York State Commissioner of Education

**Reports to:** Supervisor of Transportation

### **Essential Job Function-Distinguishing Features of the Class:**

The work involves responsibility for assisting a skilled automotive mechanic in the overhaul and repair of a wide variety of automotive equipment. An incumbent independently changes and repairs tires and performs routine preventive maintenance servicing. Duties are performed under supervision according to established procedures. An Automotive Mechanic Helper does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

1. Assists automotive mechanic in all areas, including but not limited to:
  - a) Dismounts tires on automotive equipment, repairs flats, and mounts tires after repair;
  - b) Changes oil, filter, and lubricates vehicle;
  - c) Dismantles machinery and equipment preparatory to major repairs;
  - d) Assists a skilled mechanic and individually performs some repair work in connection with the repair, maintenance, and overhauling of motor equipment;
  - e) Independently executes minor repairs;
  - f) May test drive vehicles to insure proper performance after repair;
  - g) Records service performed on vehicle and maintains basic records associated with the work;
  - h) Washes and polishes autos, trucks and buses;
  - i) Cleans shop and maintains tools and equipment;
  - j) May operate motor vehicles to deliver or pick up supplies and equipment;
2. May operate a school bus on a regular or substitute basis.

### **Full Performance, Knowledge, Skills, Abilities, and Personal Characteristics:**

- Working knowledge of standard automotive repair methods, tools of the trade, and safety practices;
- ability to do routine servicing of automotive equipment;
- ability to record services performed on vehicles;
- ability to follow oral and written directions;
- mechanical aptitude;
- willingness to work outdoors year-round;
- physical condition sufficient to perform the essential functions of the position.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## BUS DRIVER

**Minimum Qualifications:** Possession of a Commercial Driver’s License with “P” endorsement, as well as, an “S” endorsement for the operation of school buses issued by the New York State Department of Motor Vehicles. Pursuant to the regulations of the State Education Department, a School Bus Driver must be at least 21 years of age. Per regulations of the Commissioner of Education, to be employed in a position designated by a school district or BOCES as involving direct contact with students, a clearance for employment from the State Education Department is required.

**Reports to:** Supervisor of Transportation

### **Essential Job Function-Distinguishing Features of the Class:**

The work involves operating a school bus or other vehicle on an assigned route transporting students to and from school. A bus driver is responsible for the safety and conduct of student passengers. The work is performed under general supervision. A Bus Driver does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

1. Operates a school bus on a regular schedule and/or on other occasions.
2. Checks fuel levels and operating condition of the bus before starting on a trip.
3. Reports mechanical or safety defects to bus mechanic or supervisor.
4. Instructs or informs students about safety practices and rules to be followed when entering, while riding, and when exiting the bus.
5. Maintains orderly conduct of student passengers.
6. May operate a station wagon or other school vehicle.
7. Cleans windows, floor, seats, and general interior of bus.
8. May wash exterior of bus.
9. Completes daily and other reports as may be required.
10. May perform minor maintenance tasks on vehicles.

### **Full Performance, Knowledge, Skills, Abilities, and Personal Characteristics:**

- Good knowledge of driving safety practices, traffic laws, and regulations particularly as they may apply to school bus operation;
- ability to proficiently operate a bus under a variety of driving and road conditions;
- ability to consistently maintain safe driving practices;
- ability to understand and follow oral and written directions;
- ability to get along well with students and command their respect;
- mental alertness;
- dependability;
- good eyesight;
- good hearing;
- physical condition sufficient to perform the essential functions of the position.

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SPECIAL NOTE: In addition to the above special requirements, candidates must satisfy the requirements for School Bus Driver as set forth in the Rules and Regulations of the New York State Commissioner of Education.

New federal regulations require that, on or after October 1, 2005, a school bus driver with a New York State commercial driver license (CDL) must have a new “S” (school bus) endorsement.

When the term “school bus” is used, the term is defined as a vehicle that is defined in Section 142 of the NYS Vehicle and Traffic Law (see below) and the school bus has a seating capacity of 16 or more adults (which includes the driver) or the school bus has a gross vehicle weight rating (GVWR) of more than 26,000 lbs.

Section 142 of the NYS Vehicle and Traffic Law: 142. School bus. Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities or privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

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## BUS MECHANIC

**Minimum Qualifications:** Possession of a Commercial Driver's License with "P" endorsement, as well as, an "S" endorsement for the operation of school buses issued by the New York State Department of Motor Vehicles. Pursuant to the regulations of the State Education Department, a School Bus Driver must be at least 21 years of age.

**Reports to:** Supervisor of Transportation

### **Essential Job Function-Distinguishing Features of the Class:**

The work involves responsibility for working as an automotive mechanic in the overhaul and repair of a wide variety of automotive equipment. An incumbent independently changes and repairs tires and performs routine preventive maintenance servicing. Duties are performed according to established procedures.

### **Performance Responsibilities-Typical Work Activities:**

1. Completes automotive repairs as needed, including but not limited to:
  - a) Dismounts tires on automotive equipment, repairs flats, and mounts tires after repair;
  - b) Changes oil, filter, and lubricates vehicle;
  - c) Dismantles machinery and equipment preparatory to major repairs;
  - d) Independently executes repairs;
  - e) May test drive vehicles to insure proper performance after repair;
  - f) Records service performed on vehicle and maintains basic records associated with the work;
  - g) Cleans shop and maintains tools and equipment;
  - h) May operate motor vehicles to deliver or pick up supplies and equipment;
2. May operate a school bus on a regular or substitute basis.

### **Full Performance, Knowledge, Skills, Abilities, and Personal Characteristics:**

- Working knowledge of standard automotive repair methods, tools of the trade, and safety practices;
- ability to do routine servicing of automotive equipment;
- ability to record services performed on vehicles;
- ability to follow oral and written directions;
- mechanical aptitude;
- willingness to work outdoors year-round;
- physical condition sufficient to perform the essential functions of the position.

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## BUS MONITOR

**Minimum Qualifications:** High school diploma; completion of the NYS bus monitor course

**Reports to:** Supervisor of Transportation

**Essential Job Function-Distinguishing Features of the Class:**

The work involves overseeing the behavior and safety of students on a school bus.

**Performance Responsibilities-Typical Work Activities:**

1. Assist children in boarding and exiting the bus
3. Ensure that all children are secured in weight/height appropriate seatbelts or restraints, as required by District Policy or NYS Law
4. Visually observe the health of each child on the bus
5. Ensure that any behavioral issues do not compromise the safety of any child on the bus or the ability of the bus driver to safely operate the vehicle
6. Collaborate with the bus driver to ensure that each child is delivered to the care of the responsible adult upon leaving bus as indicated on the Child Release Form
7. Ensure that no child is ever left unattended while on the bus, following all procedures put in place to prevent a child being left behind.
8. Assist the bus driver with any emergency situations following all rules and regulations as they pertain to school bus safety and child health.
9. Fill out reports as appropriate. (i.e. accident/incident; cell phone use log; visual inspection form)

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## **BUSINESS MANAGER (Civil Service) / OFFICIAL (NYSED Certified)**

### **Minimal**

1. Bachelor's Degree
2. NYS Administrative Certification or Passing grade on the Business Manager's Civil Service Examination
3. Familiarity with computer applications in the field of business
4. Successful Experience in the field of School Business Administration

**Reports to:** Superintendent of Schools

### **General Responsibilities**

The School Business Official will provide leadership in the fiscal, business, and other non-instructional operational phases of the school district.

He/she will be accountable to the superintendent of schools and the Board of Education for the supervision, performance and coordination of financial duties of the District. He/she will be responsible to administer the business office of the district in a manner that maximizes the available resources, federal, state, and county, in order to provide the best possible educational services and programs.

Performance in this position will be evaluated by the Superintendent of Schools.

### **Performance Responsibilities**

1. Assumes responsibility along with the superintendent for the development of the annual district budget, which will be reviewed and approved by the Board of Education.
2. Assumes responsibility for the receipt and expenditure of all district funds, which will include the overseeing of tax collection and the establishing of a tax levy.
3. To provide monthly accounting of all income and expenditures to the superintendent and Board of Education.
4. To be responsible for the accurate reconciliation of bank accounts maintained by the district.
5. To maintain a continuous internal auditing program for all budgets and funds.
6. To maintain the control of property classification and inventory systems for fixed assets and supplies.
7. To maintain and monitor coverage and limits based upon inventories, appraisal liabilities and replacement cost.
8. To supervise the preparation and transmission of periodic and special financial reports to appropriate federal and state agencies as required.
9. To evaluate current and any planned activities of the district to determine the financial impact for consideration by the superintendent and the Board of Education.
10. To supervise the business office staff.
11. To supervise non-instructional operation and staff in the district cafeteria program and
  - works directly with the school lunch manager in all matters pertaining to the school lunch program.
  - reviews and approves all reports and requests for State Aid through the auspices of National school lunch acts.

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- oversees the District Free and/or Reduced Price Lunch program with the assistance of the school lunch manager.
  - publicizes the regulations and criteria for eligibility for free and/or reduced price lunches
  - maintains records for the participants in this program.
  - develops and presents reports to the Board of Education regarding the school lunch program with assistance from school lunch manager.
  - develops specifications and oversees the bidding process with assistance from school lunch manager.
12. To manage the district's major investment and debt service program and prepare all cost flow statements, assets in preparation of all financial statements and serve as a liaison with bond accrediting agencies, bond council and fiscal advisors.
  13. To administer the borrowing and investing of monies across all available district funds.
  14. To serve as district representative in dealings with State Education Department, auditing firm, financial institutions, and BOCES as necessary for smooth functioning of district financial operations.
  15. To participate as a member of the district's administrative decision-making team.
  16. To maintain all financial project contracts as they deal with capital projects.
  17. To prepare all project final report documentation for state report and maximum state aid.
  18. The School Business Official will continue to keep informed on the latest practices in the field within his/her responsibilities as School Business Official. This would include any updates to all of School Business Official certification, State Aid reporting, training, and any area which relates to the financial operating of the district.
  19. To serve as liaison from the School District and BOCES in the areas of data processing, and insurance.
  20. To prepare confidential source data related to salaries and fringe benefits to aid school administrators in contract negotiations.
  21. To perform other duties and tasks that may be assigned by the superintendent.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## CAFETERIA COOK MANAGER

**Minimum Qualifications:** Either: a) Graduation from a regionally accredited or New York State registered college or university with at least an Associate's degree in foods and nutrition, dietary or nutrition technology, food service administration or management, or related field.  
b) Two years of experience in the large-scale preparation of food.

**Reports to:** Superintendent of Schools

### **Essential Job Function-Distinguishing Features of the Class:**

The work involves the preparation and cooking of food in a school cafeteria and the supervision of other personnel involved in preparing school meals. The work is performed under general supervision. Supervision is exercised over the work of Cooks and Food Service Helpers. A Cook Manager does related work as required.

### **Performance Responsibilities- Typical Work Activities:**

1. Supervises and participates in the preparation and serving of food.
2. Oversees the storage and care of foods and supplies.
3. Oversees and assists in cleaning of the kitchen, serving, storage, and dining areas and the care of equipment.
4. Orders food and supplies and maintains records of food and supplies received and used.
5. Prepares or assists in the preparation of menus.
6. Plans work schedules and maintains employee time records.
7. Maintains all records of the free and reduced lunch program
8. Completes all required paperwork for the cafeteria
9. Makes recommendations with regard to District policies involving the cafeteria

### **Full Performance Knowledge, Skills, Abilities, and Personal Characteristics:**

- Good knowledge of accepted methods of food preparation.
- Knowledge of the nutritional values of foods.
- Ability to plan and supervise the work of others.
- Ability to maintain basic records and reports.
- Ability to understand and carry out oral and written directions, resourcefulness, physical condition sufficient to perform the essential functions of position.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## CLAIMS AUDITOR

**Minimum Qualifications:** Possession of a high school diploma

**Reports to:** Board of Education

### **Essential Job Function- Distinguishing Features of the Class:**

This position is responsible for auditing all claims, charges and demands against the district, in accordance with Federal and State law, and local procedures and requirements. The incumbent shall allow or reject all accounts, charges, claims or demands against the district. In accordance with Section 1709 (20-a) of the State Education Law, the auditor so appointed shall hold the position at the pleasure of the Board of Education.

Such Section also states that persons holding the following positions are ineligible for appointment as claims auditor:

1. Member of Board of Education;
2. Clerk or Treasurer of the District;
3. Superintendent of Schools or other Official of the District responsible for business management;
4. Person designated as purchasing agent, and
5. Clerical or professional personnel directly involved in accounting and purchasing functions.

### **Full Performance, Knowledge, Skills, Abilities, and Personal Characteristics:** (Illustrative Only)

- Determines whether or not purchase orders have been issued in accordance with Board of Education policy and law;
- Determines that charges are not duplicates of items previously paid;
- Compares supporting payment documentation to the purchase order and ensures that it is properly itemized;
- Ensures that a receipt, signed by the employee who actually received the material or equipment for which the claim is made, accompanies the voucher;
- Ensures that the proposed payment is for a valid and legal purpose;
- Verifies that the obligation was made by an authorized district official;
- Verifies that the goods or services for which payment is claimed were, in fact, received;
- Ensures that the voucher is in the proper form; is mathematically correct; does not include charges previously claimed and paid; does not include charges for taxes from which the district is exempt; includes discounts to which the district is entitled; and is in agreement with the attached purchase order;
- Uses computer applications such as spreadsheets, word processing, calendar, e-mail and database software in performing work assignments.

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## CLEANER

**Minimum Qualifications:** High school diploma

**Reports to:** Supervisor of Buildings and Grounds

### **Essential Job Function-Distinguishing Features of the Class:**

This is primarily routine manual work calling for the efficient and economical performance of cleaning and minor maintenance tasks. Work is performed under general supervision according to established procedures. A Cleaner does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

1. Sweeps and mops all floors and stairs.
2. Dusts chairs, tables, and other furniture.
3. Washes windows, walls, sinks, and other fixtures.
4. Polishes furniture and metal furnishings.
5. Empties waste baskets, collects and disposes of rubbish.
6. Replaces soap and towels.
7. Waxes floors.
8. Moves and arranges chairs, tables, and other furnishings and equipment.
9. Cleans clothes, equipment, and other laundry items using washing and drying machines.
10. May load and unload materials, parts, or products manually or using a hoist.
11. May shovel snow from sidewalks, stairs, and other passages.
12. May direct facility users to appropriate areas and observe their conduct to report violations of facility rules.
13. May open, close, and check building securing windows, locks, and doors.
14. May collect, fold, sort, and distribute laundry and linen items.
15. May perform minor maintenance tasks.
16. May operate motor vehicle to travel from one work site to another.

### **Full Performance, Knowledge, Skills, Abilities, and Personal Characteristics:**

- Ability to acquire a knowledge of cleaning practices, supplies, and equipment.
- Ability to follow instructions, willingness to perform routine cleaning and other manual tasks.
- Good powers of observation, integrity, reliability, physical conditions commensurate with the demands of the position.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## COOK

**Minimum Qualifications:** High school diploma

**Reports to:** Cafeteria Manager

**Essential Job Function-Distinguishing Features of the Class:**

The work involves the preparation and cooking of food in a school cafeteria.

**Performance Responsibilities- Typical Work Activities:**

1. Assists in the preparation of food portions and prepares cafeteria counter
2. Serves students and staff from the cafeteria counter
3. Performs related duties as required including duties in special meal functions
4. Assists with clean up after serving
5. Performs such duties as the Manager requires
6. Assists with groceries (moving, putting away, etc.)
7. Notifies cook manager when supplies are low
8. May operate cash register, and count money

**Full Performance Knowledge, Skills, Abilities, and Personal Characteristics:**

- Good knowledge of accepted methods of food preparation
- Knowledge of the nutritional values of foods
- Ability to maintain basic records and reports
- Ability to understand and carry out oral and written directions, resourcefulness, physical condition sufficient to perform the essential functions of position

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## CSE/ CPSE/ 504 CHAIRPERSON

**Qualifications:** Valid NYS certification in Special Education, School Psychology, Therapy, or Administration

**Reports To:** Building Principal/ Superintendent

**Job Summary:** Position requires the planning, organization, and implementation of the appropriate instructional program to address the learning needs of the students; to guide and encourage students to develop and fulfill their potential in both curricular and extracurricular activities.

**Work Schedule:** 10-month, additional summer days as required necessary

### **Performance Responsibilities-Typical Work Activities:**

1. Chairs the Committee on Preschool Special Education, Committee on Special Education, and Section 504 Committee.
2. Works with clerical support to schedule, arrange CSE, CPSE, and 504 meetings
3. Displays excellent communication and interpersonal skills (oral, written and digital).
4. Reviews all IEPs, required notices, meeting minutes, etc.;
5. Makes sure the IEP's are accurately and completely prepared
6. Ensures that all required functions, practices, and procedures of the CPSE/CSE including referrals, recommendations to the Board of Education, placements, programming and funding are in alignment with the required timelines.
7. Creates procedures of the CPSE/CSE including referrals, recommendations to the Board of Education, placements, programming, compliance and funding.
8. Facilitates special education data collection and confirms data accuracy for district, federal and state reporting.
9. Implements Board of Education policies, and administers rules and regulations relating to special education.
10. Keeps current with the rules and regulations in regard to Special Education and assures district compliance.
11. Maintains effective time management skills and dependability in carrying out assigned responsibilities.
12. Attends and/or conducts staff meetings as necessary to support the proper implementation of IEPs.

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## CUSTODIAN

**Minimum Qualifications:** High School Diploma

**Reports to:** Supervisor of Buildings and Grounds

### **Essential Job Function-Distinguishing Features of the Class:**

The work involves building, cleaning, maintenance, and grounds keeping duties within public buildings and facilities. The work is performed under general supervision with leeway allowed for the exercise of independent judgment in keeping buildings and facilities up to approved standards of cleanliness and operation. This class differs from that of Cleaner by virtue of an incumbent's responsibility for significant duties involving the construction, maintenance, repair, and operation of agency facilities and equipment.

### **Performance Responsibilities-Typical Work Activities:**

1. Cleans floors, stairs, windows, walls, blackboards, sinks, and other fixtures.
2. Dusts and polishes desks, woodwork, furniture, and other equipment.
3. Collects and disposes of refuse.
4. Arranges chairs, tables, and other equipment for special events.
5. Checks and adjust operation of clocks and bells.
6. Delivers packages, messages, and supplies.
7. Performs repairs on shades, desks, tables, chairs, soap and towel dispensers, locks, tiles, and other equipment.
8. Opens, closes, and checks buildings, securing windows, locks, and doors.
9. Performs inside and outside painting jobs.
10. Monitors and performs adjustments to boilers to ensure proper oil and water levels, pressure, etc.
11. Prepares and/or maintains inventories, records, and reports.
12. Maintains swimming pool by cleaning filters and water, sanitizing decks, and taking water samples.

### **Full Performance, Knowledge, Skills, Abilities, and Personal Characteristics:**

- Good knowledge of building cleaning practices, supplies, and equipment, and ability to use them efficiently and economically.
- Working knowledge of the operation and maintenance of steam boilers and auxiliary equipment.
- Knowledge of safety practices associated with the work.
- Ability to make necessary plumbing, electrical, carpentry, and mechanical repairs and to perform a variety of routine maintenance tasks.
- Ability to understand and carry out oral and written directions, thoroughness, dependability and physical condition suitable to the demands of the position.

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## DIRECTOR OF EDUCATIONAL TECHNOLOGY AND INFORMATION SYSTEMS

**Minimum Qualifications:** Bachelor's Degree; 3-5 years of experience in the operation of electronic data processing equipment and/or computer programming.

**Reports to:** Superintendent

### **Essential Job Functions-Distinguishing Features of the Class:**

Considerable knowledge of MAC/PC networks, principles, methodology and configuration, and troubleshooting network malfunctions. Skill in understanding and comprehending technical manuals and instructions related to network configuration. Demonstrate excellent integrity, good moral character, and initiative. Ability to maintain confidentiality among teachers, administrators, co-workers, parents and the community. Demonstrate the ability to communicate effectively in English, both orally and in writing, use proper grammar and vocabulary.

### **JOB DESCRIPTION:**

The Director of Educational Technology and Information Systems is responsible for the purchase, maintenance and implementation of all technology in the District. The Director will support the incorporation of technology into classrooms and building operations. The position supports the implementation of the District's Technology plan and makes recommendations of how to address areas in need of growth.

As an advisor and collaborator to teachers, the Director is responsible for any professional development regarding educational technology. The Director shall work with teachers to create effective learning experiences for students by modeling technology integration and ensure the smooth operation of the building by supporting operational software and hardware.

### **Primary Functions:**

- To coordinate the implementation, maintenance, and evolution of the district's technology resources.
- To coordinate both instructional and productivity technology applications through close interaction with administrators, faculty, and staff.
- To assist with the planning and delivery of technology related training programs.
- To coordinate the development and implementation of the district technology plan.
- To assist with the management of all technology based information systems.
- To provide technical assistance and advice as needed district-wide.

### **Major Duties and Responsibilities:**

- Develop and administer technology budget
- Monitor and coordinate technology purchases
- Act as district liaison with other entities in technology related matters
- Assist in the evaluation of new technologies
- Serve as district network administrator
- Troubleshoot hardware, software, network, and security problems
- Assist in the review and integration of technology the PK-12 curriculum
- Assist in the review and integration of technology in administrative and productivity applications.
- Maintain adequate backup and security for sensitive data and system resources
- Manage the inventory of district technological resources
- Assist in overseeing end user compliance with district acceptable use policy
- Keep personal technological knowledge and skills current
- Initiate and maintain preventive maintenance, repair, and safety programs for district technology resources
- Inform district personnel about technology developments and policies

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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- Install new technology and update existing resources as needed
- Manage and support all ancillary technology systems including telephone, digital signage, clock, PA, security and building controls
- Assist in development of Capital projects, SMART Schools Bond acts

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

# JOB DESCRIPTION

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## DISTRICT CLERK

**Minimum Qualifications:** High school diploma

**Reports to:** Board of Education

### **Essential Job Functions-Distinguishing Features of the Class:**

The School District Clerk is appointed by the Board of Education and serves at the pleasure of the Board. The work is performed under the general supervision of the Superintendent of Schools with considerable leeway allowed for the exercise of independent judgment in the performance of routine daily functions of the office. Does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

1. Prepares and publishes the agenda for the Board of Education meetings, including writing resolutions, typing agenda, copying agenda and distributing agenda and related documentation to Board members, school personnel, community members, community organizations and the news media;
2. Attends Board of Education meetings, takes notes and prepares official minutes of Board of Education meetings and proceedings, and distributes minutes to board members and school personnel;
3. Maintains the official minutes and records of the Board of Education;
4. Assists the Board as a recorder at special meetings, public hearings, etc. as needed;
5. Types communications, reports and memoranda to the Board of Education from the Superintendent and provides administrative assistance to the Superintendent as needed;
6. Prepares documentation, maintains official records, and assists the coordinator of the School District Election in fulfilling legal requirements pertaining to the annual election of Board members;
7. Prepares documentation and gives required notice of the Annual District Reorganization meeting and, as Clerk of the Board, calls the annual meeting to order and administers oath of office to new Board members;
8. Maintains and annually updates the Policy and Procedures Handbook of the Board of Education;
9. Provides certification of official board minutes for legal and official district use;
10. Assists the Board President and members of the Board by taking notes and minutes, typing reports and answering routine Board of Education correspondence;
11. Assists Board members in making travel arrangements for attendance at local, state and national meetings, conference and workshops;

### **Full Performance, Knowledge, Skills, Abilities, and Personal Characteristics:**

- Thorough knowledge of the organization, functions, by-laws, policies and regulations of the School District;
- Thorough knowledge of the laws, regulations and procedures governing Board of Education meetings and proceedings, including scheduling and public notice requirements;
- Thorough knowledge of regulations and procedures governing official record keeping and the methods used in preparing and maintaining such records;
- Thorough knowledge of general office terminology, procedures and equipment;
- Thorough knowledge of business English and arithmetic;
- Ability to handle routine administrative details and confidential information independently, including the composition of routine correspondence and reports from notes as to form and content;
- Ability to understand and interpret complex oral and written directions;
- Ability to prepare statistical reports and charts independently;
- Ability to establish and maintain effective working relationships;

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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- Ability to deal effectively with the public; Ability to type at an acceptable rate of speed;
- Ability to solve complex clerical problems using good judgment;
- Initiative, resourcefulness, tact and courtesy; accuracy;
- Physical condition commensurate with the demands of the position.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

# JOB DESCRIPTION

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## DISTRICT TREASURER

<b>Qualification:</b>	Two-year degree in business/information systems or two to three years' work experience related to relational databases and report writing; Knowledge of various computer hardware and software; Experience with K-12 educational institution preferred; Shows careful attention to detail and accuracy in work habits
<b>Essential Job Function:</b>	The District Treasurer is to account for and record the business affairs of the District in such a way as to provide the best possible educational service with the financial resources available. The District Treasurer will keep the necessary records to facilitate sound fiscal management of the School District and advise the Superintendent and School Board on business affairs.
<b>Reports to:</b>	Business Manager

### Essential Job Functions-Distinguishing Features of the Class:

The District Treasurer is appointed by the Board of Education and serves at the pleasure of the Board. The work is performed under the general supervision of the Business Official with considerable leeway allowed for the exercise of independent judgment in the performance of routine daily functions of the office. Does related work as required.

### Performance Responsibilities-Typical Work Activities:

- Acts as custodian of district monies
- Processes purchasing and accounts payable actions
- Completes District payroll functions
- Perform general accounting duties
- Reconcile all District accounts
- Prepare monthly Treasurer's Report for Board approval
- Handle all special bank transactions, wire transfers, adjustments, etc.
- Work with the Business Official to prepare and submit ST-3 Financial Yearly Report
- Sign all checks for disbursement of District funds
- Maintain State Aid Schedule of Payments
- Update and maintain capital indebtedness accounts, bond and note ledgers, etc.
- Maintain scholarship funds
- Responsible for the detailed recording (including data processing entry) of all school financial transactions in appropriate journals and subsidiary ledgers
- Process monthly cash receipts and disbursement journals for all funds
- Banking – transfer funds, manage bank accounts
- Prepares and analyzes all financial statements
- Makes a full and complete itemized report of the finances of the district at the close of each fiscal year
- Prepares an annual report of reserve funds for the Board
- Works closely and cooperatively with auditors
- Completion and submission of Human Resource paperwork (health insurance, ACA reporting, workers' compensation, retirement system, etc.)

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

# JOB DESCRIPTION

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## **FOOD SERVICE HELPER**

**Minimum Qualifications:** High school diploma

**Reports to:** Cook Manager

### **Essential Job Functions-Distinguishing Features of the Class:**

This is routine manual work performed under the immediate supervision in connection with preparation of and serving food in a cafeteria and cleaning of kitchen equipment, silver, and dishes. Does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

1. Helps to prepare meals
2. Makes breakfast and soup
3. Sets tables
4. Service food from steam tables in cafeteria-type dining hall
5. Washes and dries dishes
6. Cleans sinks, dishwasher, work station area
7. May operate electric washer and dryer in laundering of towels, uniforms, mops, etc.
8. May operate cash register, and count money
9. Assists with groceries (moving, putting away, etc.)
10. Notifies cook manager when supplies are low
11. Prepares necessary reports

### **Full Performance Knowledge, Skills, Abilities, and Personal Characteristics:**

- Working knowledge of the proper method of serving food and the care of tableware, glassware, silver, and kitchen appliance.
- Working knowledge of modern cleaning methods and the use of cleaning supplies and appliances.
- Ability to follow simple oral and written directions, physical strength and stamina, physical condition commensurate with the demands of the job.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

# JOB DESCRIPTION

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## **GROUNDSKEEPER**

**Minimum Qualifications:** High school diploma

**Reports to:** Supervisor of Building and Grounds

### **Essential Job Functions-Distinguishing Features of the Class:**

Groundskeepers are responsible for maintaining the appearance and condition of grounds, athletics fields, walkways, and building facilities.

### **Performance Responsibilities-Typical Work Activities:**

- Groundskeepers serve as a member of a work crew performing a variety of grounds maintenance, gardening, and manual labor duties.
- Groundskeepers use a variety of hand and power tools including saws and chain saws, lawnmowers, shovels, various tree pruning equipment, and snow blowers.
- Groundskeepers operate riding lawnmowers, and light to heavy duty vehicles or equipment such as dump trucks, tractors, and tree trimming and removal equipment.
- Groundskeepers operate required equipment and vehicles according to the season and individual needs of the District.
- Groundskeepers perform activities such as clearing snow and ice, mowing lawns, trimming shrubs, raking leaves, planting flowers and shrubs, and preparing athletic fields.

### **Full Performance Knowledge, Skills, Abilities, and Personal Characteristics:**

- Thorough knowledge of buildings and grounds maintenance and repair practices and procedures;
- Thorough knowledge of safety precautions and practices associated with buildings and grounds maintenance and repair work;
- Ability to effectively, efficiently and safely use tools and operate equipment related to building and grounds maintenance and repair;
- Ability to inspect the work of building tradespersons and contractors to ensure compliance with contract specifications, as well as, applicable codes and regulations;
- Ability to understand, interpret, and follow instructions, plans, diagrams, specifications and blueprints;
- Ability to understand and follow written and verbal instructions;
- Ability to communicate effectively both orally and in writing;
- Mechanical aptitude; and
- Willingness to work under adverse weather conditions.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*



## GUIDANCE COUNSELOR

**Qualifications:** Certification as required by the New York State Department of Education. Masters' Degree with Advanced Certification in School Counseling. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

**Reports To:** Building Principal

### **Essential Job Function-Distinguishing Features of the Class:**

The primary function of the school guidance counselor is to act as the students' advocate in the interrelated areas of personal development, social growth and educational planning. The Guidance Counselor also helps students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible men and women.

### **Performance Responsibilities-Typical Work Activities:**

1. Aids students in course and subject selection.
2. Assists in obtaining and disseminating occupational information to students and to classes studying occupations.
3. Assists students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in evolving education and occupation plans in terms of such evaluation.
4. Works with the Committee on Special Education to help discover and develop special abilities of students.
  - a. Provides individual and group counseling as necessary
5. Works with the Committee on Special Education to help resolve student's educational handicaps.
6. Orients new students to school procedures and the school's varied opportunities for learning.
7. Works to prevent students from dropping out of school.
8. Helps students evaluate career interests and choices.
9. Remains readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
10. Works with student on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment.
11. Plans field trips to schools, colleges, and industry for interested students.
12. Guides students in their participation in school and community activities.
13. Maintains student records and protects their confidentiality when possible.
14. Supervises the preparation and processing of college, scholarship, and employment applications.
15. Makes recommendations to colleges for admissions and scholarships
16. Assists administration in implementation of school rules and policies.
17. Provides student information to colleges and potential employers according to provisions of the Board of Education policy on student records.
18. Confers with parents whenever necessary.
19. Works with teachers and other staff members to familiarize them with the general range of services offered by the student support services.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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20. Takes an active role in interpreting the school's objectives to students, parents, and the community.
21. As necessary, school contacts may be made with the following: Committee on Special Education, home, host and BOCES School Administrators, and support personnel.
22. As necessary, agency contact may be made to: act as liaison, gain and provide information, and initiate referrals.
23. Interprets the guidance program to the community.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## HEAD CUSTODIAN

**Qualifications:** Graduation from high school or possession of a high school equivalency diploma and one of the following:

1) A Bachelor's or higher-level degree in School Facilities Management, Engineering, Engineering Technology, Building Construction Technology and two years of experience in school facilities maintenance, general building construction, building maintenance or repair work in two or more of the skilled trades\*, which included two years of supervisory experience;

2) or An Associate's or higher-level degree in School Facilities Management, Engineering, Engineering Technology, Building Construction Technology and four years of experience in school facilities maintenance, general building construction, building maintenance or repair work in two or more of the skilled trades\*, which included two years of supervisory experience; or

3) Six years of experience in school facilities maintenance, general building construction, building maintenance or repair work in more than one of the skilled trades such, which included two years of supervisory experience.

\* Skilled trades would include journey level experience as a carpenter, electrician, mason, plumbing or heating, ventilating and air conditioning installers.

**Reports To:** Superintendent of Schools

### **Essential Job Function-Distinguishing Features of the Class:**

The primary function of Head Custodian is to supervise staff to ensure the school building is cleaned and maintained. The Head Custodian is able to perform all tasks of individuals he/she supervises.

### **Performance Responsibilities-Typical Work Activities:**

1. Supervises staff and may participate in daily preventive maintenance and custodial activities, which may include replacing locks, painting, carpeting/floor tile/window/drywall replacement and/or repair;
2. Manages, develops and schedules a preventive maintenance program designed to retain buildings, grounds and equipment in a safe operating condition;
3. Schedules inspections and completes reports for federal, state and local regulatory agencies to ensure compliance with codes, rules and regulations;
4. Inspects and oversees painting, carpentry, plumbing, electrical, and other mechanical maintenance and construction work performed by private contractors, custodial, or maintenance employees to ensure work is in compliance with contract specifications, as well as, applicable codes and regulations;
5. Supervises the in-service training of custodial, maintenance and if applicable, transportation employees;
6. Discusses capital projects, maintenance, repair and operational needs with school administrator(s);
7. Reviews the School District's expenditures from the prior year and assists the administration with the budget process by forecasting and planning for the upcoming budget;

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

8. Monitors expenses to ensure budgetary limits established by the School Board are not exceeded;
9. Recommends purchase of materials and supplies and develops and directs the maintenance of the inventory control system;
10. Reviews decisions made by lower-level supervisors regarding work schedules, vacation requests, personal and sick leave requests to ensure compliance with District policies and procedures;
11. Maintains records and prepares reports related to operations and the work performed and schedules repairs when necessary;
12. Recommends staffing to administrators and is also responsible for interviewing, hiring, evaluating and disciplining departmental personnel;
13. Manages, and when necessary, performs preventive maintenance and repairs on equipment, including plumbing, HVAC and electrical systems;
14. Troubleshoots problems with equipment, including HVAC and electrical systems and may contact contractor to perform repairs when a non-routine issue is identified;
15. Performs inspections on and tests security systems, safety lighting, fire extinguishers, fire alarm system, doors, and eyewash stations to ensure proper operation and compliance with applicable codes and regulations;
16. Ensures removal of snow and ice from sidewalks and roadways;
17. Responds to inquiries from employees, school district administrators and the public regarding school district buildings and grounds activities;
18. May work with construction managers, architects and/or engineers to develop, implement and complete capital improvement projects and other long-term plans;
19. May use a variety of tools and operates a variety of motor and other equipment related to building and grounds maintenance and repair including snow blowers, lawn mowers, tractors, plow trucks, pick-up trucks, hedge trimmers, chainsaws, drills, reciprocating saws, screwdrivers, wrenches, pliers, hammers and plungers;
20. May be responsible for operating motor equipment related to the work.

## **Full Performance Knowledge, Skills, Abilities and Personal Characteristics:**

- Thorough knowledge of buildings and grounds maintenance and repair practices and procedures;
- Thorough knowledge of safety precautions and practices associated with buildings and grounds maintenance and repair work;
- Thorough knowledge of the practices and techniques of one or more of the skilled trades\* (defined in minimum qualifications below);
- Thorough knowledge of the principles and practices of administrative supervision; Ability to organize, prepare and maintain accurate records and files;
- Ability to effectively, efficiently and safely use tools and operate equipment related to building and grounds maintenance and repair;
- Ability to inspect the work of building tradespersons and contractors to ensure compliance with contract specifications, as well as, applicable codes and regulations;
- Ability to prepare budgets, operating reports and a variety of other reports relative to program activities;
- Ability to understand, interpret, and follow instructions, plans, diagrams, specifications and blueprints;
- Ability to understand and follow written and verbal instructions;
- Ability to communicate effectively both orally and in writing;
- Mechanical aptitude; and
- Willingness to work under adverse weather conditions.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## LIBRARIAN

**Qualifications:** NYS Certification in Library Science PK-12

**Reports To:** Building Principal and/or other district administrator

### **Essential Job Function:**

School librarians are the professional, certificated staff members charged with the instruction of students and daily operations of the library program at the school level. They have the primary responsibility for the functions of the school library (i.e., evaluation and selection; ordering and processing; utilization of media; and the instructional role, which includes both formal and information instruction in library, media and technology information skills as well as assistance to students and staff in locating, evaluating and using library media materials and technologies).

### **Performance Responsibilities- Typical Work Activities:**

- Create a collaborative learning environment for students that nurtures creative problem solving.
- Participate as an active member of decision making teams in the school
- Maintain a cooperative relationship with administration, staff, students, parents, community and where applicable, local public libraries
- Participate in school improvement activities
- Create an environment that is conducive to collaboration with teaching staff, active and participatory learning, and resource-based instructional practices
- Share with the school community and adhering to collaboratively developed and up-to-date district policies concerning issues such as materials selection, circulation, reconsideration of materials, copyright, privacy and acceptable use
- Embrace the use of instructional technology to engage students and improve learning while providing 24/7 access to digital information resources for the entire learning community
- Remain current in professional practices and developments, information technologies, and educational research as it pertains to library programs.
- The school librarian supports students' success by guiding them in:
  - Reading for understanding, pleasure, and the exploration of diverse viewpoints and genres
  - Using information for defined and self-defined purposes
  - Accessing, evaluating, and communicating information regardless of format.
  - Building on prior knowledge and constructing new knowledge
  - Utilizing information in a variety of formats
  - Collaborating with peers to enhance learning
  - Self-assessing work and the work of collaborative learning groups
- The school librarian instructs students by:
  - Using a variety of techniques and methodologies appropriate to student abilities while promoting high levels of achievement
  - Incorporating the use of technology to make subject matter learning relevant and enhance student learning outcomes
  - Demonstrating knowledge of and ability to use research-based principals of effective instruction

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

- Providing instruction based on the district Information Literacy Curriculum/New York Model Curriculum
- Engaging in diagnostic, formative, and summative assessments of student learning
- Collaborate with teachers to design and teach engaging lessons and assessments that incorporate multiple literacies and foster critical thinking
- Assist staff in the selection, evaluation, and use of resources, including Internet-based resources
- Participate in the implementation of collaboratively planned lessons by providing group and individual instruction, assessing student progress and evaluating activities to incorporate classroom objectives and information/digital literacy skills
- Partner with the school community to create meaningful experiences and opportunities to promote a love of reading and lifelong learning
- Provide and/or plan professional development opportunities in the use of new technologies and school library services within the school and/or district for staff, including other school librarians
- Develop and maintain a collection of resources appropriate to the curriculum, the learners, and the teaching styles and instructional strategies of the school community
- Exemplify competence in classifying, cataloging, processing, storage, and circulation of materials
- Cooperate and networking with other libraries, librarians, and agencies to provide access to resources beyond the school library
- Evaluate, promote, and use existing and emerging technologies to support teaching and learning, supplement school resources, communicate with students and teachers, and provide 24/7 access to library services including a school library web page
- Provide access to information and ideas by assisting both students and teachers in the location of information resources
- Understand copyright, fair use, and licensing of intellectual property and assisting students, staff, and administration with their understanding and observance of same
- Organize the collection for to ensure its maximum and effective use

## MICROCOMPUTER TECHNICIAN

**Qualifications:** Two years of experience which shall have involved programming, installation, and development of software systems for computers which shall also have included the instruction of novice users in microcomputer operation.

Successful completion of at least 15 semester credit hours in data processing subjects from a regionally accredited or New York State registered college or university may be substituted for one year of experience.

**Reports To:** Superintendent of Schools

### **Essential Job Function-Distinguishing Features of the Class:**

The microcomputer technician is responsible for the installation computer hardware and software and troubleshooting related problems. Assists in training and instruction of staff on the local network.

### **Performance Responsibilities-Typical Work Activities:**

1. Installs personal computer hardware and software
2. Provides recommendations and supports in hardware and software configurations and acquisitions
3. Troubleshoots computer hardware and provides maintenance support
4. Assists o the administration of the Local Area Network
5. Trains and assists staff in the basic operation of personal computer hardware and software
6. Assists in the development of professional development
7. Keeps abreast of and disseminates information about trends in technology to the staff
8. Maintains an inventory and directory of available hardware and software
9. Chairs the District's Technology Committee
10. Performs technology related tasks as assigned by the Superintendent

### **Full Performance Knowledge, Skills, Abilities and Personal Characteristics:**

- Good knowledge of the principles and practices which pertain to the use of the personal computer in business applications in a large organization;
- good knowledge of available software and the elements or programming in basic language which apply to effective application of the software to given situations;
- Ability to effectively teach and instruct novice microcomputer users;
- Tact;
- Courtesy;
- Physical condition commensurate with the demands of the position.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*



## OCCUPATIONAL THERAPY

**Minimum Qualifications:** New York State Teacher Certification/ License as an Occupational Therapist

**Reports to:** Building Principal

### **Performance Responsibilities- Typical Work Activities:**

1. Organize and conduct identification program of students with potential physical difficulties.
2. Evaluate occupational therapy functions.
3. Plan the clinical program for students with disabilities.
4. Implement the clinical program.
5. Comply with State Standards and District Policies in the processes of referral, screening, and placement:
  - a. Follow district procedures for screening, pre-intervention and/or referring students needing a occupational therapy evaluation.
  - b. Complete comprehensive and appropriate evaluations according to State Standards and District Guidelines.
  - c. Provide a complete diagnostic summary report including a summary of evaluation information and educational relevance. Complete IEP paperwork in a timely manner.
  - d. Cooperate with the Individualized Education Plan Committee, recommending/planning for program services in compliance with State Standards.
  - e. When appropriate, make referral for further evaluation.
6. Obtain and use diagnostic information:
  - a. Participate in building committee (e.g., Student Assistance Teams, School Support Team) in order to provide pre-referral interventions, screening, and/or evaluation referral information.
  - b. Administer appropriate assessments for each area of suspected physical.
  - c. Demonstrate understanding and use of the principles of diagnostic evaluation and interpretation.
  - d. Maintain on-going assessment to verify progress toward established goals.
7. Demonstrate program management skills:
  - a. Maintain communication with the building faculty regarding the role of the Occupational Therapist.
  - b. Maintain a physical environment conducive to learning.
  - c. Develop work schedule(s), which will fit the needs of the students, school, and faculty.
  - d. Report to building principal(s) and Executive Director of Student Support Services.
8. Implement Intervention Program.
  - a. Develop and maintain the instructional component of the IEP according to the results of the evaluation and on-going assessment of progress.
  - b. Develop long-range goals and specific objectives.
  - c. Complete daily notes for each student in a timely manner.
  - d. Include methods and materials in planning.
  - e. Document student progress, attendance, etc.
  - f. Use a variety of approaches and materials to address the IEP that are compatible with the student's age and interest, and abilities.
  - g. Stay abreast of and implement new instructional strategies.
  - h. Attend workshops, in-service training, University programs to obtain up-to-date information in the area of speech and language and maintain required certifications and licensure.
  - i. Implement instructional activities in a logical sequence.
  - j. Provide therapeutic intervention with students to enhance student performance.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*



## **Additional Duties and Responsibilities:**

1. Complete Medicaid billing for services provided to students in an efficient, comprehensive, and timely manner.
2. Communicate with families of Belfast Central School.
  - a) Attend student meetings including RTI, IEP, and parent teacher conference to discuss a child's progress
  - b) Formally and informally interact with parents on a frequent and regular basis to provide information on their child's progress and to provide support as needed
  - c) Integrate parents' contribution to the curriculum as appropriate
  - d) Serve as a resource person to parents
  - e) Attend Open Houses and other family functions
3. Participate in the governance and evaluation of Belfast Central School.
  - a) Attend and participate in staff meetings to discuss various aspects of the curriculum
  - b) Contribute to the ongoing evaluation and improvement of Belfast Central School
  - c) Administer state mandated assessments

## PK-4 PRINCIPAL/ DIRECTOR OF PUPIL SERVICES

**Qualifications:** Leadership experience in a school setting demonstrating use and implementation of instructional leadership, Response to Intervention strategies, special education programming and effective professional development.

Knowledge of New York Education Law and Part 200 procedures and timelines

Certification: A valid NYS administrative certificate

**Reports To:** Superintendent of Schools

### Essential Job Function-Distinguishing Features of the Class:

The Principal serves as the educational leader of the school, responsible for implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students are supervised in a safe, child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards and follows the approved curricula and directives of the school. Achieving academic excellence requires that the

Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

### Performance Responsibilities-Typical Work Activities:

1. Serve as the PK-4 Principal
  - a. Serve as an instructional leader for students and teachers in grades PK-4
  - b. Manage and address student behavior issues in grades PK-4
  - c. Create a positive culture for teaching and learning
  - d. Conduct and support weekly grade level/ team meetings
  - e. Plan, program and supervise Response to Intervention Process
  - f. Work with teachers to implement instructional strategies to facilitate learning
2. Serve as the Director of Pupil Services
  - a. Serve as chairperson of the committee on special education
  - b. Oversee all pre CSE meeting requirements
  - c. Provide leadership and oversight to all special education programs to assure student success, efficient and appropriate resource allocation, and district program compliance
  - d. Conduct program evaluations necessary to meet all Federal and State mandates
  - e. Serve as a resource / liaison to parents with special needs children and staff
  - f. Facilitate monthly special education department meetings
  - g. Provide oversight for district Medicaid reimbursement
  - h. Prepare and verify all State and Federal reports as required
  - i. Prepare STACs
  - j. Participate in RTI team meetings

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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3. Complete at least one APPR Evaluation for every PK-4 and special education teacher and related service provider
4. Prepare and collaborate with members of the leadership team around the instructional budget

## GENERAL DUTIES:

1. Participate as a member / leader for District Committees and groups when appropriate
2. Attend Board of Education meetings and prepare agenda materials and reports as required
3. Attend all professional development opportunities as directed by the Superintendent
4. Perform related duties as required by the Superintendent

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## PRINCIPAL

**Qualifications:** Holds a NY State Administrative Certificate (SAS, SBL, or equivalent) and a Master's Degree from an accredited college or university. Demonstrates exemplary leadership and organizational skills and initiative. Displays integrity and strong moral character

**Reports To:** Superintendent of Schools

### **Essential Job Function-Distinguishing Features of the Class:**

The Principal serves as the educational leader of the school, responsible for implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students are supervised in a safe, child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards and follows the approved curricula and directives of the school. Achieving academic excellence requires that the Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

### **Performance Responsibilities-Typical Work Activities:**

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsible behavior.
2. Guarantee a research-based program of curriculum and instruction supported by and integrated with an appropriate array of research-proven supplemental strategies.
3. Engage in school-based leadership and decision making supported by parents, staff, and community members to ensure a comprehensive plan with annual student achievement targets.
4. Support and ensure an infusion of educational technology.
5. Provide a safe school environment and school security program conducive to learning.
6. Coordinate resources for comprehensive student and family health and social services.
7. Organize, manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the entire school consistent with the philosophy, mission, values, and goals of the school and district, including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations. Ensure compliance with all laws, administrative codes, Board policies and regulations.
8. Lead school level planning processes to ensure the development, implementation, and evaluation of all school programs and activities.
9. Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

10. Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
11. Incorporate procedures for the early identification of potentially disruptive students and the conditions that create or enhance unacceptable behavior (e.g., bullying), and implement programs to address such conditions.
12. File all required reports regarding violence, vandalism, attendance, and discipline matters in a timely manner.
13. Establish a professional rapport that earns the respect of students and staff.
14. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
15. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
16. Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide, or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
17. Supervise all personnel assigned to the building, establishing clear expectations for role, responsibilities, and performance to ensure that all job responsibilities are met and exceeded.
18. Organize and nurture an effective leadership team of assistants and supervisors with clear expectations for role, responsibilities, and performance, holding each individual accountable for the area of assignment.
19. Provide opportunities for effective staff development that address the needs of the instructional programs and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies.
20. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings as necessary for the proper functioning of the school.
21. Provide information to staff, students, and parents as necessary, and establish and follow procedures for dealing with the media. Notify the Superintendent immediately of any unusual circumstances.
22. Implement schedules and procedures for the supervision of students in non-classroom areas, including before and after school, bus loading and unloading, athletic events, and cafeteria.
23. Maintain visibility with students, staff, parents, and the community and attend school and community functions regularly to demonstrate a genuine interest in the students and staff.
24. Organize and maintain a public relations system for the school that consistently celebrates and informs parents and the community of the accomplishments of students and staff. The information provided should solicit community and parental support and understanding of the programs and services of the school.
25. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the students in the school.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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26. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Superintendent. Maintain accurate attendance records. Promptly answer correspondence.
27. Communicate with the Superintendent regularly about the needs, successes, and general operation of the school.
28. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
29. Maintain a safe working condition and operate electronic and other equipment needed to carry out job functions and responsibilities.
30. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
31. Perform any duties that are within the scope of employment and certifications as assigned by the Superintendent and not otherwise prohibited by law or regulation.
32. Adhere to New York State school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.
33. Complete at least one APPR Evaluation for every general education and special education teacher
34. Performs other duties as assigned by the Superintendent of Schools.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## SCHOOL NURSE

**Minimum Qualifications:** Possession of a current license issued by the New York State Education Department to practice as a Registered Professional Nurse.

**Reports to:** Building Principal

### **Essential Job Function-Distinguishing Features of the Class:**

The work involves responsibility for giving care to students and for performing related nursing services including pupil health screening and notification of defects and communicable disease control. The work is performed under the general supervision of a school physician and/or school administration. Supervision may be exercised over the work of clerical assistants or LPNs. A School Nurse does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

1. Conducts or assists the school physician in the conduct of eye, hearing, and scoliosis testing of students.
2. Administers first aid and emergency treatment to students and employees.
3. Assists at school immunization clinics.
4. Arranges to transport sick or injured students or employees to hospital, home, doctor's, and dentist's office in cases of emergency.
5. Orders, inventories, and oversees the storage of first aid and related health supplies and equipment.
6. Consults with staff members, school physician, and parents concerning health factors related to non-attendance and communicable diseases.
7. Maintain attendance records of school students.
8. Maintains up-to-date cumulative health records on all students
9. Observes students on a regular basis to detect health needs
10. Contacts homes of children referred by the principal and recommends to principal the exclusion and re-admission of students who have been in contact with infectious and contagious diseases, who have sustained a concussion, or who have been out of school for other medical reasons
11. Advises teachers on health matter, particularly regarding screening for student health defects
12. Prepares records and reports as required.
13. Assists with annual preschool and kindergarten screenings
14. Receives all excuses for absences
15. Handles accident reports and insurance reports
16. Administers medications only when required during school hours and only when prescribed by a physician.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## **Full Performance Knowledge, Skills, Abilities, and Personal Characteristics:**

- Good knowledge of nursing principles and techniques and their relation to medical practices and skill in their application.
- Working knowledge of material-medical, dietetics, sanitation, and personal hygiene, skill in application of nursing techniques and practices. Ability to understand and follow technical, oral, and written instructions.
- Ability to keep records and make reports.
- Ability to get along well with students, teachers, parents, and others.
- Ability to carry out successfully the measures prescribed.
- Ability to plan and supervise the work of others, good observation, emotional stability, physical condition sufficient to perform the essential duties of the position.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*



# JOB DESCRIPTION

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## SCHOOL PSYCHOLOGIST

**Qualifications:** Possess or be eligible for NYS School Psychologist Certification

**Reports To:** Building Principal

### **Essential Job Function- Distinguishing Features of the Class:**

The primary goal of the School Psychologist is to enable each student to derive the fullest possible experience from school by promoting their sense of self and by treating any psychological or mental health problems within the scope of the school psychologist's training.

### **Performance Responsibilities-Typical Work Activities:**

1. Assess difficulties of referred students through appropriate testing and diagnostic practices.
2. Administer tests and make recommendations for placement for all students with disabilities.
3. Assist in the identification of all types of exceptional students within the school and participate in identifying an appropriate placement for the student.
4. Serve as the District person to make official referrals to the CSE, CPSE, and 504 committees
5. Maintain case records on all referred students.
6. Recommend corrective procedures and specific activities for teachers and other support personnel to meet the special education needs of the child.
7. Conducts individual, group, or facilitative therapy for students.
8. Confer with teachers and parents whenever appropriate.
9. Consult on the special educational needs of all students with an Individual Education Plan (IEP)
10. Attends case conferences on the placement of individual students including but not limited to the district and BOCES level Committees on Special Education meetings.
11. Write behavioral objectives on at least a semi-annual basis to assess the current status of the student and set goals, objectives and identified outcomes for therapy sessions.
12. Serve as consultant and resource on learning disabilities, classroom behavior and mental health topics for teachers and other school personnel.
13. Assist with in-service training of school personnel.
14. Interpret the school's psychological services to staff members and parents.
15. Prepare and submit reports on students with disabilities and other special reports as required or requested by supervisor.
16. Cooperate with and utilize the services of other agencies to minimize duplication of effort and maximize use of all available resources for students.
17. Attend staff, professional and interagency meetings.
18. Participate in in-service training programs and keep abreast of new developments within the field by active attendance at conferences, maintaining familiarity with current research and technical literature, and new programs and materials.
19. Provide individual and group counseling

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## **School Security Officer**

### **Minimum Qualifications:**

Graduation from high school or possession of a high school equivalency diploma and at least five (5) years of experience as a Police Officer, Deputy Sheriff or law enforcement officer.

**Distinguishing Features of the Class** These duties involve responsibility for ensuring the safety of students and staff, maintaining order, and protecting school property during an assigned shift. The School Security Officer prevents unauthorized, illegal, or forceful entry and damage to school buildings and grounds. Employees may be required to work during and after regular school hours, summers, and holidays. Employees in this position exercise a great deal of independent judgment in carrying out details of this work, especially in emergency situations. This position reports directly to the school principal or designee. Does related work as required.

### **Typical Work Activities:**

- Provides entryway security for the school district staff, students, and building at the High/Middle School campus
- Prevents unauthorized visitors from entering school buildings and/or loitering on school grounds
- Monitors and records legal and illegal student absences, tardiness, and truancy
- Prepares reports and assists in special assignments as directed
- Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, email, and database software in performing work assignments
- Informs counselors, parents, teachers, and school administrators of student behavior problems
- Periodically monitors building-wide security
- Makes recommendations to correct security issues
- Assists in handling emergency disciplinary matters

**Full Performance, Knowledges, Skills, Abilities and Personal Characteristics:** Good knowledge of the principles, practices, and techniques employed in establishing and maintaining building security; knowledge of school policies and procedures; skill in observing and detecting unusual occurrences or behavior; ability to respond effectively and appropriately during emergencies; working knowledge of applicable laws regarding school safety, student absenteeism, and truancy; ability to perform duties in accordance with established school policy; ability to use computer applications such as spreadsheets, word processing, calendar, e-mail, and database software; ability to establish and maintain effective working relations with students, parents, school personnel, and the general public; ability to maintain records and prepare written reports; initiative; sound judgment; tact; courtesy.

**SPECIAL REQUIREMENTS:** Candidate must obtain NYSED clearance based on fingerprint and criminal history background check as required by the SAVE legislation **prior to appointment.**

Must attend annual training through the School resource Officer Association.

Possession of a valid NYS Pistol Permit if the position requires possession and carry of a firearm.

This description is a representative summary of the major responsibilities and accountabilities performed by incumbents in this job title. Any one position may not involve all of the specified duties nor are the listed examples exhaustive. Incumbents may be requested to perform related tasks other than those stated herein.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## **SCHOOL SOCIAL WORKER**

### **Qualifications:**

1. Valid NYS Certificate in school social work
2. Master's Degree in social work
3. Previous counseling experience
4. Specific knowledge and expertise in the areas of personality theory counseling theory/practices, individual/group therapy/practices, special/exceptional student staffing produces, federal/state/local laws regarding school practices and mental health/agency experience with children
5. Demonstrates effective oral and written communication skills
6. Holds a valid driver's license
7. Relates well to people of all ethnic groups
8. Demonstrates strong organizational skills
9. Is trustworthy and dependable

**Reports to:** School Principals

### **Job Responsibilities:**

The duties and responsibilities of the School Social Worker/Parent Liaison, as assigned by the school principals, may include but are not limited to the following:

### **School Social Worker Responsibilities:**

1. Planning and Development
  - a. Assisting in the formulation of administrative procedures, policies and curriculum that directly affect the welfare of students.
  - b. Assisting in the development of school social worker objectives.
  - c. Assisting in the development of plans that will improve the quality of services that agencies provide to students based on assessed needs.
  - d. Where appropriate, work with the CSE (Committee on Special Education) on specific cases.
2. Service to Students:
  - a. Providing individual or group counseling for children experiencing problems in school, home, or community adjustment with an emphasis on early intervention.
  - b. Encouraging and assisting families in their pursuit of community services that may assist in the remediation of school centered problems.
  - c. Service on the District Crisis Team.
3. Service to Parents:
  - a. Assisting parents in preventing problems by facilitating communication with the school.
  - b. Assisting parents to understand problems experienced by their children. This is accomplished through home visits, group counseling, parent training and referrals to community services.
4. Service to Teachers:
  - a. Providing collaboration and consultation regarding student problems and coordinating plans and actions to meet them. Early identification of problems is emphasized.
  - b. Assisting in planning behavior plans for students.
  - c. Facilitating the involvement of community agencies in efforts directed toward the remediation of student problems in school adjustment.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

- d. Providing in-service to school personnel.
5. Professional Development:
  - a. Attending and participating in educational conferences and workshops pertinent to school social work.
  - b. Planning and leading pertinent informational sessions for parents and teachers.
6. Program Evaluation:
  - a. Maintaining records of all services provided.
  - b. Maintaining reports of work with students to include social histories, adaptive behavior, reports of differential diagnoses and prescriptions of truancy reports.
  - c. Reports of appropriate local, state and federal agencies.
  - d. Provide an end of the year report to both elementary and secondary buildings regarding referrals for tracking and developing future intervention services and in-service trainings for faculty and staff.
7. Other duties and Responsibilities:
  - a. Perform other duties as assigned by supervisors.

## **Parent Liaison Responsibilities:**

1. Providing information to parents about the local school's procedures, instructional programs, and the roles of administrators and staff members.
2. Conducting meetings at school or in their homes for parents who request help in completing specific forms for school registration or support.
3. Providing information to parents about the resources available to them throughout the school system and community.
  - Helping parents access community resources.
4. Making home visits to parents, as appropriate.
5. Contacting parents to serve on school committees or attend special events at the school.
6. Serving as coordinator for transportation arrangements for parents who request this assistance.
7. Serving as a contact person for parents to call with questions about the school services or specific activities and events.
8. Maintaining confidentiality in carrying out responsibilities.

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## SECRETARY: PRINCIPAL

- Minimum Qualifications:** Either:
- (a) Graduation from high school or possession of a high school equivalency diploma and one year of experience in clerical work which shall have involved typing; or
  - (b) Two years of satisfactory full-time paid clerical experience which shall have included typing; or
  - (c) An equivalent combination of training and experience as indicated in (a) and (b) above; and
  - (d) Successful completion of the Allegany County Senior Typist Civil Service Exam

**Reports to:** Building Principal

### **Essential Job Function-Distinguishing Features of the Class:**

This position involves responsibility for the performance of standardized clerical tasks and the full-time or substantial part-time operation of equipment requiring the manipulating of an alphanumeric keyboard to produce printed copy. Specific duties vary with the needs of the department. Supervisors are available for consultation concerning new or difficult assignments. Work is reviewed by immediate observation, checking completed work, periodic or spot checks, cross-checking or other steps in the clerical process. Supervision over the work of others is not a responsibility of employees in this class. A Keyboard Specialist does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

#### General Office Duties:

1. Answers the telephone.
2. Enters discipline in computer.
3. Prepares principal's correspondence (letters, memos, observation forms, etc.).
4. Makes principal's appointments.
5. Finds students for principal, students missing from class, students for messages.
6. Opens and sorts principal's mail.
7. Delivers messages to teachers.
8. On occasion, covers class for teacher.
9. Prepares student of the month certificates
10. Keeps records of the lost or missing books
11. Keeps fire drill records
12. Types revisions of Administrative and Student handbooks

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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13. Creates flyers, programs, etc., as the need arises
14. Miscellaneous typing for staff
15. Types and distributes weekly bulletin
16. Assigns student lockers
17. Maintains class lists for the whole school
18. Maintains accurate teacher schedules
19. Maintains accurate lists of sport participants for the school year
20. Keeps records of students driving to school
21. Registers new students during the summer months when the guidance secretary is not in the building
22. Sends extra copy of report cards to parents (living outside the home)
23. Maintains paper supply and puts toner in machine
24. Types honor roll (taken from reports from Erie I). Sends to newspapers, gives copy to Superintendent and principal's office
25. Assist with the District web page Maintenance

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## SECRETARY: PUPIL PERSONNEL SERVICES

- Minimum Qualifications:** Either:
- (e) Graduation from high school or possession of a high school equivalency diploma and one year of experience in clerical work which shall have involved typing; or
  - (f) Two years of satisfactory full-time paid clerical experience which shall have included typing; or
  - (g) An equivalent combination of training and experience as indicated in (a) and (b) above; and
  - (h) Successful completion of the Allegany County Senior Typist Civil Service Exam

**Reports to:** Administrator

### **Essential Job Function-Distinguishing Features of the Class:**

This position involves responsibility for the performance of standardized clerical tasks and the full-time or substantial part-time operation of equipment requiring the manipulating of an alphanumeric keyboard to produce printed copy. Specific duties vary with the needs of the department. Supervisors are available for consultation concerning new or difficult assignments. Work is reviewed by immediate observation, checking completed work, periodic or spot checks, cross-checking or other steps in the clerical process. Supervision over the work of others is not a responsibility of employees in this class. A Keyboard Specialist does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

#### Office Receptionist

1. Greets students and adults in a pleasant manner
2. Answers telephone and records and distributes messages
3. Keeps appointment calendar

#### Student Registration

1. Assists parent/student in filling out registration forms
2. Makes sure high school students have schedules, lockers, homerooms, bus numbers
3. Makes sure elementary students meet the principal and gets room assignment
4. Helps students orient to building and teachers
5. Copies all available records -- birth, health, academic records, and distributes to appropriate offices
6. Sends record request to previous school
7. Enters all required student data in the student information system
8. Fills out cumulative folder

\*If the student who is currently receiving special education services, have the parent/ guardian sign consent for temporary placement.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## Student Leaving

- 1) Prepares transfer sheet
- 2) Has high school students return books/materials, gets signatures
- 3) When record request comes, makes copies of all applicable records
- 4) Records date left and location in student management system
- 5) Keeps list of transcripts mailed

## Grade Reporting

- 1) Prints progress reports and quarterly report cards and mails to families
- 2) Keeps records of transcripts sent to colleges
- 3) Enters student assessment scores and grades in student management system

## Testing

- 1) Assists in organization and inventory of tests and test materials
- 2) Helps proctor PSAT'S, relieves monitors
- 3) Assists in typing lists of PCT, RCT, PEP, PET results
- 4) Puts assessment stickers on cumulative files folders

## Pupil Services

- 1) Takes minutes during CSE/ CPSE/ 504 meetings
- 2) Organizes student folders
- 3) Processes all required CSE/ CPSE/ 504 meeting paperwork

## General

- 1) Types correspondence
- 2) Gets students
- 3) Sends homework requests to teachers
- 4) Does copy work.
- 5) Filing

## Recordkeeping

- 1) Responsible for keeping cumulative folders in order by grade for each student
- 2) Keeps up-to-date class lists and dates of student entering and leaving

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*



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## SECRETARY TO SUPERINTENDENT

**Minimum Qualifications:** High school Diploma, college degree preferred. Strong clerical, organizational, public relations skills, and composition skills. Computer/word processing skills; some experience in an educational setting preferred. Such alternatives as the board may find appropriate and acceptable

**Reports to:** Superintendent of Schools

### **Essential Job Function-Distinguishing Features of the Class:**

Serves as a confidential secretary to the Superintendent. Coordinates and performs office duties that support the effective management of district operations.

### **Performance Responsibilities-Typical Work Activities:**

1. Performing complex clerical and secretarial work involving frequent detailed duties of an administrative nature.
2. Taking and transcribing minutes of meetings.
3. Exercising good judgment in establishing or adapting work procedures to new situations and in performing varied clerical and administrative services.
4. Preparing replies to correspondence from brief dictated notes or on own initiative.
5. Screening telephone calls and incoming mail.
6. Doing work that includes a wide variety of complex clerical tasks requiring the application of independent judgment and knowledge of regulations, policies, or procedures; setting up files.
7. Keeping appointment calendar as requested.
8. Preparing material for meetings: notices, resolutions, agendas, and related reports.
9. Maintain a regular filing system and processing incoming correspondence as instructed.
10. Responsible for building use requests.
11. Prepare District School Calendar.
12. Preparing the school newsletter.
13. Maintain district policy and procedure books and administrative manual.
14. Type and maintain binder of job descriptions for all district personnel.
15. Publish employment ads and any additional articles in local newspapers.
16. Make hotel, conference reservations for the Superintendent and board members for attendance at out-of-town conventions.
17. Post board agendas and any additional documentation to the school web page and email to board members.
18. Receive and respond to all written inquiries regarding job applications or vacancies.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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19. Receive and establish a file for transcripts, letters of reference, and similar documents pertinent to each job applicant.
20. Prepare transcripts for graduated students.
21. Coordinates the preparation and updating of district forms.
22. Ability to handle confidential information with complete security.
23. Meet and interact with public and employees in routine situations which require tact, discretion and courtesy.
24. Perform other related duties as needed.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## SENIOR MAINTENANCE MECHANIC

**Minimum Qualifications:** Five years of experience in either general building construction, maintenance or repair work in one or more of the standard trades, such as carpentry, plumbing, electrical work, masonry, et cetera.

**Reports to:** Superintendent

### Essential Job Function-Distinguishing Features of the Class:

The work involves supervising a crew of maintenance personnel and others involved in maintenance, repair and construction related tasks. An incumbent also performs a variety of skilled mechanical and other maintenance work. Employees of this class, because of individual skill, training or experience, generally devote a greater part of their time to a particular specialized field, but are required to work in various mechanical fields as the occasion demands. The work performed includes carpentry, masonry, plumbing, painting, heating or electrical installation, maintenance and repair. The employee works under general supervision. Outside vendors or contractors are available to accomplish more technically demanding or complex repairs.

Supervision is exercised over subordinate employees. Does related duties as required.

### Performance Responsibilities-Typical Work Activities:

1. Supervises the work of maintenance mechanics, maintenance workers, laborers, cleaners or other subordinates;
2. Makes periodic inspections to determine condition and need for maintenance or repair of grounds, buildings and equipment;
3. Confers with superior and assists in planning work activities;
4. Requisitions materials and maintains records and reports of maintenance performed and materials received and used;
5. Installs and repairs electrical wiring and equipment;
6. Cleans, maintains and makes repairs to boilers, pumps, heaters, piping, valves, traps, compressor motors and generators;
7. Builds and/or installs cabinets, shelves, doors, paneling, flooring, windows and locks;
8. Installs and repairs water lines, plumbing fixtures such as sinks, toilets and showers;
9. Operates and/or performs repairs on motor vehicles, and other
10. motorized equipment;
11. Repairs windows, doors, floors, walls and furniture, roofs, projectors, screens and sprinklers;
12. Performs masonry duties such as mixing plaster and concrete, laying brick or blocks preparing forms and pouring concrete;
13. Performs preventive maintenance on agency vehicles; equipment and fixed property;
14. Prepares surfaces and paints exteriors and interiors of buildings, structures, and equipment;
15. Performs general grounds maintenance activities;
16. Monitors and records energy conservation equipment readings and makes necessary adjustments to insure proper levels of balance and operation;
17. May braze, flame-cut and weld to fabricate or repair equipment;
18. May load and unload materials and supplies and record goods received and shipped;
19. May, on occasion, perform housekeeping and cleaning tasks.

### Full Performance, Knowledge, Skills, Abilities, and Personal Characteristics:

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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Thorough knowledge of modern buildings and grounds, maintenance and repair and construction practices; good knowledge of the common practices, tools, terminology and safety precautions associated with maintenance, repair and construction; a thorough knowledge of the practices and techniques of one of the standard trades and a good knowledge of one or more additional trades; ability to communicate, understand and execute oral and written directions; ability to lay-out work for oneself and others; mechanical aptitude; manual dexterity; a willingness to be available to respond to emergency situations; reliability; industry; physical condition commensurate with the demands of the position.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## **SPEECH THERAPIST/ PATHOLOGIST**

**Minimum Qualifications:** New York State Teacher Certification in the grade level, content, or specialty area; Speech Pathologist License

**Reports to:** Building Principal

### **Performance Responsibilities- Typical Work Activities:**

1. Organize and conduct identification program of students with potential speech/language difficulties.
2. Evaluate speech and language functions.
3. Plan the clinical program for students who have been identified as speech/language impaired, Speech Impaired, and/or students having related disabilities with communication needs (i.e. Intellectually Disabled, Autistic, etc.).
4. Implement the clinical program.
5. Comply with State Standards, District Policies, and ASHA Guidelines in the processes of referral, screening, and placement:
  - a. Follow district procedures for screening, pre-intervention and/or referring students needing a speech/language evaluation.
  - b. Complete comprehensive and appropriate evaluations according to State Standards, District Guidelines, and ASHA Guidelines.
  - c. Provide a complete diagnostic summary report including a summary of evaluation information and educational relevance. Complete IEP paperwork in a timely manner.
  - d. Cooperate with the Individualized Education Plan Committee, recommending/planning for program services in compliance with State Standards.
  - e. When appropriate, make referral for further evaluation.
6. Obtain and use diagnostic information:
  - a. Participate in building committee (e.g., Student Assistance Teams, School Support Team) in order to provide pre-referral interventions, screening, and/or evaluation referral information.
  - b. Administer appropriate assessments for each area of suspected speech/language impairment.
  - c. Demonstrate understanding and use of the principles of diagnostic evaluation and interpretation.
  - d. Maintain on-going assessment to verify progress toward established goals.
7. Demonstrate program management skills:
  - a. Maintain communication with the building faculty regarding the role of the SLP.
  - b. Maintain a physical environment conducive to learning.
  - c. Develop work schedule(s), which will fit the needs of the students, school, and faculty.
  - d. Report to building principal(s) and Executive Director of Student Support Services.
8. Implement Intervention Program.
  - a. Develop and maintain the instructional component of the IEP according to the results of the evaluation and on-going assessment of progress.
  - b. Develop long-range goals and specific objectives.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

- c. Complete daily notes for each student in a timely manner.
- d. Include methods and materials in planning.
- e. Document student progress, attendance, etc.
- f. Use a variety of approaches and materials to address the IEP that are compatible with the student's age and interest, and abilities.
- g. Stay abreast of and implement new instructional strategies.
- h. Attend workshops, in-service training, University programs to obtain up-to-date information in the area of speech and language and maintain required certifications and licensure.
- i. Implement instructional activities in a logical sequence.
- j. Provide therapeutic intervention with students to enhance student performance.

### **Additional Duties and Responsibilities:**

1. Complete Medicaid billing for services provided to students in an efficient, comprehensive, and timely manner.
2. Communicate with families of Belfast Central School.
  - f) Attend student meetings including RTI, IEP, and parent teacher conference to discuss a child's progress
  - g) Formally and informally interact with parents on a frequent and regular basis to provide information on their child's progress and to provide support as needed
  - h) Integrate parents' contribution to the curriculum as appropriate
  - i) Serve as a resource person to parents
  - j) Attend Open Houses and other family functions
3. Participate in the governance and evaluation of Belfast Central School.
  - d) Attend and participate in staff meetings to discuss various aspects of the curriculum
  - e) Contribute to the ongoing evaluation and improvement of Belfast Central School
  - f) Administer state mandated assessments

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## SUPERINTENDENT

**Qualifications:** Holds a NY State Administrative Certificate (SAS, SBL, or equivalent) and a Master's Degree from an accredited college or university. Demonstrates exemplary leadership and organizational skills and initiative. Displays integrity and strong moral character

**Reports To:** Board of Education

### **Essential Job Function-Distinguishing Features of the Class:**

The Superintendent serves as the educational leader of the District, responsible for implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students are supervised in a safe, child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards and follows the approved curricula and directives of the school. Achieving academic excellence requires that the Superintendent work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

### **Performance Responsibilities-Typical Work Activities:**

#### Educational Leadership

1. Facilitates the development of and implements a collaborative effort to seek fulfillment and refinement of the educational vision, mission, and beliefs and assists the School Committee in setting priorities for the school system.
2. Supports policy and works for constructive change.
3. Communicates the educational vision, mission, and belief standards effectively to all stakeholders.
4. Demonstrates knowledge of developments and trends in PK-12 education
5. Ensures that policies, procedures and school rules promote a safe, respectful, and healthy school environment.
6. Communicates effectively with the School Committee, staff, students and the community about educational trends, curriculum needs and instructional programs.
7. Ensures that administrators and teachers communicate student progress and school curricula to parents.
8. Administers the development, implementation, and assessment of educational programs consistent with state and federal standards.
9. Conducts reviews of the total school program, and advises the School Committee on recommendations for the educational advancement of the schools.
10. Recommends to the School Committee the timely revision and adoption of courses of study, curriculum, teaching materials, etc.

#### Communication

1. Keeps the public informed of the status of the schools and the District as a whole.
2. Ensures meetings of administrators, teachers and other staff members are conducted as necessary for the discussion of matters concerning the improvement and welfare of the schools.
3. Communicates to all staff members, directly or through delegation, actions of the School Committee relating to policy matters and receives from employees' communications to be made to the School Committee.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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4. Confers as appropriate with professional and lay groups concerning the school program and transmits suggestions to the School Committee and others, as appropriate.
5. Provides the School Committee ample and timely information in order for them to make well-informed decisions.
6. Communicates the Belfast Central School District vision, mission and belief standards effectively to all stakeholders, is proactive and uses a variety of means to inform, commend, recommend, thank, inquire, and respond.
7. Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school system, affecting a wholesome and cooperative working relationship between the schools and the community.
8. Communicates with and understands the needs and perspectives of various community groups.
9. Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school system appear on the agenda or are expected to be raised.

## Staffing

1. Implements the New York Teachers Evaluation system for all staff.
2. Fosters an environment that encourages continuous learning and improvement on the part of school staff.
3. Ensures protocols are in place to develop and implement an effective system of staff development focused on improving the educational and operational programs for each of the schools in collaboration with the School Committee, administration, and District.
4. Advocates for staff to participate in conferences, visitations and coursework within the framework of the school system's budget.
5. Keeps the School Committee abreast of staff development priorities, needs, and activities.
6. Develops and implements a hiring process that complies with applicable state and federal laws targeting the most qualified and competent teachers, administrators, and co-extracurricular personnel.
7. Ensures that job descriptions for all staff are developed, remain current, and serve as a basis for the evaluation of all school personnel.
8. Participates, as deemed appropriate by the School Committee, in negotiations with recognized employee bargaining units.
9. Responds appropriately to employee grievances or problems in accordance with applicable School Committee policies, collective bargaining agreements, and/or state/federal laws and regulations.
10. Establishes personnel procedures that provide information that may be used to advance the quality of the school system, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback.

## Financial Management

1. Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning.
2. Supervises the preparation and presentation of the annual budget and recommends it to the School Committee for approval.
3. Explains clearly the proposed budgets, needs and priorities to all stakeholders.
4. Ensures financial procedures and accounts are maintained and that audits are performed on an annual basis. Further, communicates any audit findings by a third-party to the School Committee with recommendations for corrective action.
5. Apprises the School Committee of the status of expenditures and receipts on a regular basis.
6. Aligns budgeted funds and human resources to achieve agreed upon strategic goals.

## Operational and Facilities Management

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*



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1. Files, or causes to be filed, all reports required by state or federal laws/regulations.
2. Makes administrative decisions necessary for the effective and efficient operations of the schools. Acts on own discretion when emergency action is necessary in matters not covered by School Committee policy. Reports such emergency actions to the School Committee and recommends policy for future guidance
3. Models for all school personnel the use of data to make well-informed decisions.
4. Supervises and ensures compliance with all laws, regulations and School Committee policies.
5. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate.
6. Includes maintenance and other facilities/equipment needs in budget planning.
7. Develops and implements guidelines and procedures governing the use and care of school facilities and property

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## **SUPERVISOR OF BUILDINGS AND GROUNDS**

**Qualifications:** Graduation from high school or possession of a high school equivalency diploma and one of the following:

1) A Bachelor's or higher-level degree in School Facilities Management, Engineering, Engineering Technology, Building Construction Technology and two years of experience in school facilities maintenance, general building construction, building maintenance or repair work in two or more of the skilled trades\*, which included two years of supervisory experience;

2) or An Associate's or higher-level degree in School Facilities Management, Engineering, Engineering Technology, Building Construction Technology and four years of experience in school facilities maintenance, general building construction, building maintenance or repair work in two or more of the skilled trades\*, which included two years of supervisory experience; or

3) Six years of experience in school facilities maintenance, general building construction, building maintenance or repair work in more than one of the skilled trades such, which included two years of supervisory experience.

\* Skilled trades would include journey level experience as a carpenter, electrician, mason, plumbing or heating, ventilating and air conditioning installers.

**Reports To:** Superintendent of Schools

### **Essential Job Function-Distinguishing Features of the Class:**

The primary function of Supervisor of Buildings and Grounds is to supervise staff to ensure the school building is cleaned and maintained. The Supervisor of Buildings and Grounds is able to perform all tasks of individuals he/she supervises.

### **Performance Responsibilities-Typical Work Activities:**

1. Supervises staff and may participate in daily preventive maintenance and custodial activities, which may include replacing locks, painting, carpeting/floor tile/window/drywall replacement and/or repair;
2. Manages, develops and schedules a preventive maintenance program designed to retain buildings, grounds and equipment in a safe operating condition;
3. Schedules inspections and completes reports for federal, state and local regulatory agencies to ensure compliance with codes, rules and regulations;
4. Inspects and oversees painting, carpentry, plumbing, electrical, and other mechanical maintenance and construction work performed by private contractors, custodial, or maintenance employees to ensure work is in compliance with contract specifications, as well as, applicable codes and regulations;
5. Supervises the in-service training of custodial, maintenance and if applicable, transportation employees;
6. Discusses capital projects, maintenance, repair and operational needs with school administrator(s);
7. Reviews the School District's expenditures from the prior year and assists the administration with the budget process by forecasting and planning for the upcoming budget;
8. Monitors expenses to ensure budgetary limits established by the School Board are not exceeded;

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

9. Recommends purchase of materials and supplies and develops and directs the maintenance of the inventory control system;
10. Reviews decisions made by lower-level supervisors regarding work schedules, vacation requests, personal and sick leave requests to ensure compliance with District policies and procedures;
11. Maintains records and prepares reports related to operations and the work performed and schedules repairs when necessary;
12. Recommends staffing to administrators and is also responsible for interviewing, hiring, evaluating and disciplining departmental personnel;
13. Manages, and when necessary, performs preventive maintenance and repairs on equipment, including plumbing, HVAC and electrical systems;
14. Troubleshoots problems with equipment, including HVAC and electrical systems and may contact contractor to perform repairs when a non-routine issue is identified;
15. Performs inspections on and tests security systems, safety lighting, fire extinguishers, fire alarm system, doors, and eyewash stations to ensure proper operation and compliance with applicable codes and regulations;
16. Ensures removal of snow and ice from sidewalks and roadways;
17. Responds to inquiries from employees, school district administrators and the public regarding school district buildings and grounds activities;
18. May work with construction managers, architects and/or engineers to develop, implement and complete capital improvement projects and other long-term plans;
19. May use a variety of tools and operates a variety of motor and other equipment related to building and grounds maintenance and repair including snow blowers, lawn mowers, tractors, plow trucks, pick-up trucks, hedge trimmers, chainsaws, drills, reciprocating saws, screwdrivers, wrenches, pliers, hammers and plungers;
20. May be responsible for operating motor equipment related to the work.

## **Full Performance Knowledge, Skills, Abilities and Personal Characteristics:**

- Thorough knowledge of buildings and grounds maintenance and repair practices and procedures;
- Thorough knowledge of safety precautions and practices associated with buildings and grounds maintenance and repair work;
- Thorough knowledge of the practices and techniques of one or more of the skilled trades\* (defined in minimum qualifications below);
- Thorough knowledge of the principles and practices of administrative supervision; Ability to organize, prepare and maintain accurate records and files;
- Ability to effectively, efficiently and safely use tools and operate equipment related to building and grounds maintenance and repair;
- Ability to inspect the work of building tradespersons and contractors to ensure compliance with contract specifications, as well as, applicable codes and regulations;
- Ability to prepare budgets, operating reports and a variety of other reports relative to program activities;
- Ability to understand, interpret, and follow instructions, plans, diagrams, specifications and blueprints;
- Ability to understand and follow written and verbal instructions;
- Ability to communicate effectively both orally and in writing;
- Mechanical aptitude; and
- Willingness to work under adverse weather conditions.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## SUPERVISOR OF TRANSPORTATION

**Minimum Qualifications:** Possession of a Commercial Driver’s License with “P” endorsement, as well as, an “S” endorsement for the operation of school buses issued by the New York State Department of Motor Vehicles. Pursuant to the regulations of the State Education Department, a School Bus Driver must be at least 21 years of age.

**Reports to:** Superintendent

**Essential Job Function-Distinguishing Features of the Class:**

The work involves responsibility for the transportation department, which includes supervising bus drivers and substitute drivers, equipment maintenance, creating and monitoring bus routes.

**Performance Responsibilities-Typical Work Activities:**

1. Develops and administers a transportation program to meet all the requirements of the daily instructional program and extracurricular activities.
2. Prepares bus routes and updates bus schedules for Belfast Central School.
3. Recruits, trains, and supervises all transportation personnel, and makes recommendations on their employment.
4. Drives a school bus when necessary
5. Maintains all District-owned equipment, including lawn mowers and snow blowers, and develops plans for preventive maintenance.
6. Recommends purchase in accordance with budgetary limitations.
7. Cooperates with Superintendent and others responsible for planning special school trips.
8. Reports all discipline problems occurring on school buses to the principal.
9. Acts as liaison with parents for complaints and special requests.
10. Conforms with all state laws and regulations regarding school transportation.
11. Advises Superintendent on road hazards for decision on school closing during inclement weather.
12. Maintains transportation personnel records in accordance with the requirements of the law.
13. Examines transportation personnel, in accordance with the requirements of the law, in regard to driving ability.
14. Completes all State Education Department and DOT forms pertaining to the transportation program and files with the District office.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## TAX COLLECTOR

**Minimum Qualifications:** Certificate, license, or other legal credential required. Degree(s) required and area of major study, prior job experience required. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**Reports to:** School Business Executive

**Essential Job Functions-Distinguishing Features of the Class:** Collects taxes according to a schedule and deposits the receipts in the bank of choice.

### Performance Responsibilities-Typical Work Activities:

1. Is bonded for the faithful execution of the duties of office and for the proper accounting for all district moneys that may come from any source.
2. Posts the required notice of tax collection and the period of time allowed for this purpose.
3. Sends duplicate deposit slips to the Board treasurer and to the business manager as evidence that funds have been turned over to the district and receives from the treasurer a receipt for that amount.
4. Mails to the taxpayer a completed tax receipt properly signed.
5. Reports in writing, as requested and defined by law, all collections, receipts, and disbursements made during the year.
6. Presents to the School Business Official for an audit a statement of taxes remaining due, making an affidavit that these taxes are unpaid and that tax collector has, after diligent effort, been unable to collect them.
7. Resolves tax problems and complaints in an equitable manner.
8. Maintains various supplies and equipment for the tax department.
9. Prepares various statistical reports for the School Business Executive and the Board of Education.
10. Interprets to the public the relationship between the districts tax derived income and the district's educational plans, programs, and needs.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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## **TEACHER AIDE**

**Qualifications:** Graduation from high school or possession of a high school equivalency diploma; training or experience in an area which will be utilized to aid in the teaching process.

**Reports To:** Building Principal

### **Essential Job Function-Distinguishing Features of the Class:**

This is responsible work involving the performance of non-teaching tasks related to the teaching process in a classroom or school. Incumbents relieve the teaching staff of that part of their duties related to teaching, which may be performed by a non-teacher. The duties of this class differ from those of School Monitor due to the more complex nature of the assignments that are performed, though on a limited basis Teacher Aide may be assigned monitoring duties. A Teacher Aide does related work as required.

### **Performance Responsibilities-Typical Work Activities:**

1. Works with small groups of students, or one-on-one, reinforcing skills taught by a teacher.
2. Helps teacher with bulletin boards, arts and crafts, and the conduct of games.
3. Operates copy machines producing copies, transparencies, and other copied material utilized in the teaching process.
4. Collates copied material.
5. Takes attendance and distributes work folders.
6. Distributes audio-visual/technical equipment and materials.
7. Operates audio-visual equipment.
8. Directs students to classes.
9. Proctors and assists in the conduct of examinations.
10. May perform incidental duplicating and typing tasks.
11. Assists in toileting of incontinent children.
12. Assists children in daily living skills.
13. Helps in feeding children who need this service.
14. Assists in transporting non-ambulatory or developmentally disabled children.
15. Assists students with behavioral management needs.
16. May supervise students in various settings such as classroom, hall, lunchroom, bus, playground, or parking lot.

### **Full Performance Knowledge, Skills, Abilities, and Personal Characteristics:**

- The ability to establish good relationships with students and teachers
- Ability to readily acquire a familiarity with school and classroom routine,
- Ability to read and write English,
- Resourcefulness in conducting activities related to the teaching process,
- Tact, courtesy, good judgment and
- Physical condition sufficient to perform the essential functions of the position.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## TEACHER ASSISTANT

**Qualifications:** Graduation from high school or possession of a high school equivalency diploma; training or experience in an area which will be utilized to aid in the teaching process. NYS Certification as a Teacher Assistant

**Reports To:** Building Principal

### Essential Job Function-Distinguishing Features of the Class:

A teacher assistant performs duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services.

### Performance Responsibilities-Typical Work Activities:

1. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
2. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
3. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
4. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.
5. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
6. Conduct demonstrations to teach such skills as sports, dancing, and handicrafts.
7. Enforce administration policies and rules governing students.
8. Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices.
9. Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.
10. Observe students' performance, and record relevant data to assess progress.
11. Organize and label materials, and display students' work in a manner appropriate for their eye levels and perceptual skills.
12. Organize and supervise games and other recreational activities to promote physical, mental, and social development.
13. Participate in teacher-parent conferences regarding students' progress or problems.
14. Prepare lesson outlines and plans in assigned subject areas, and submit outlines to teachers for review.
15. Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities.
16. Take class attendance, and maintain attendance records.
17. Assist librarians in school libraries.
18. Attend staff meetings, and serve on committees as required.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

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19. Carry out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education instructors, psychologists, or speech-language pathologists.
20. Maintain computers in classrooms and laboratories, and assist students with hardware and software use.
21. Monitor classroom viewing of live or recorded courses transmitted by communication satellites.
22. Operate and maintain audiovisual equipment.
23. Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms.
24. Requisition and stock teaching materials and supplies.
25. Type, file, and duplicate materials.
26. Use computers, audiovisual aids, and other equipment and materials to supplement presentations.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*



## **TEACHER: ACADEMIC INTERVENTION SERVICES/ REMEDIAL**

**Minimum Qualifications:** New York State Teacher Certification in the grade level, content, or specialty area.

**Reports to:** Building Principal

### **Performance Responsibilities- Typical Work Activities:**

1. Develop an effective instructional program to accommodate individual needs and varying disabilities using a continuum of service delivery models

- a) Facilitate the physical, social, emotional, cognitive, and reflective development of children at Belfast Central School
- b) Serve as remediation case manager for students as assigned
- c) Plan and implement, in collaboration with general education teachers, special education teachers, administrators, and parents/ guardians, individual educational goals to target remediation services in accordance with the Belfast Central School mission and philosophy and the New York State Department of Education Learning Standards
- d) Use ongoing assessment to monitor children's growth, development, strengths, and needs.
- e) Be accountable for fostering students' academic progress
- f) Develop long term relationships with children and their families by serving as the primary mentor for each child in their group

2. Communicate with families of Belfast Central School.

- k) Attend student meetings including RTI, IEP, and parent teacher conference to discuss a child's progress
- l) Formally and informally interact with parents on a frequent and regular basis to provide information on their child's progress and to provide support as needed
- m) Integrate parents' contribution to the curriculum as appropriate
- n) Serve as a resource person to parents
- o) Attend Open Houses and other family functions

3. Participate in the governance and evaluation of Belfast Central School.

- g) Attend and participate in staff meetings to discuss various aspects of the curriculum
- h) Contribute to the ongoing evaluation and improvement of Belfast Central School
- i) Administer state mandated assessments

4. Be aware of and contribute to program support and record keeping requirements

- a) Maintain records of academic intervention service delivery
- b) Maintain confidentiality of remediation records
- c) Assist in training temporary and support staff such as assistants, aides, volunteers, and substitutes

**\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\***

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- d) Give input to the Compensatory Education Coordinator in the development of policies and procedures and assist in their implementation
- e) Maintain records of child attendance, health and accidents, and report to the administrator as necessary
- f) Show flexibility in meeting the Belfast Central School's scheduling and emergency needs
- g) Be responsible for the day to day upkeep of the classroom/ special education areas
- h) Communicate maintenance and repair needs to the appropriate parties

## 5. Participate in ongoing personal and professional development.

- a) Conduct ongoing self-evaluation to identify areas for continual improvement
- b) Participate in annual personal and professional review to set goals for the next year
- c) Participate in professional development activities

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## TEACHER: GENERAL EDUCATION

**Minimum Qualifications:** New York State Teacher Certification in the grade level, content, or specialty area.

**Reports to:** Building Principal

### Performance Responsibilities- Typical Work Activities:

1. Develop and implement the day to day educational program for children at Belfast Central School
  - a. Facilitate the physical, social, emotional, cognitive, and reflective development of children at Belfast central School
  - b. Plan and implement, curriculum for children consistent with developmentally appropriate educational practices as articulated by the Belfast Central School mission and philosophy and the New York State Department of Education Learning Standards
  - c. Work collaboratively with other teachers, families, community members and administrators to develop and implement projects
  - d. Use ongoing assessment to monitor children's growth, development, strengths, and needs
  - e. Be accountable for fostering students' academic progress
  - f. Develop long term relationships with children and their families by serving as the primary mentor for each child in their group
  
2. Communicate with families of Belfast Central School
  - a. Formally and informally interact with parents on a frequent and regular basis to provide information on their child's progress and to provide support as needed
  - b. Integrate parents' contribution to the curriculum as appropriate
  - c. Serve as a resource person to parents
  - d. Conduct periodic parent/teacher conferences so that adults can share information about children. Prepare written narrative reports for this purpose
  - e. Attend Open Houses
  
3. Participate in the governance and evaluation of Belfast Central School
  - a. Attend and participate in staff meetings to discuss various aspects of the curriculum
  - b. Contribute to the ongoing evaluation and improvement of Belfast Central School
  - c. Administer state mandated assessments
  
4. Be aware of and contribute to program support and record keeping requirements
  - a. Maintain records of child attendance, health and accidents, and report to the administrators as necessary
  - b. Show flexibility in meeting the Belfast Central School's scheduling and emergency needs
  - c. Be responsible for the day to day upkeep of the classroom

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

d. Communicate maintenance and repair needs to the appropriate parties

5. Participate in ongoing personal and professional development

- a. Conduct ongoing self-evaluation to identify areas for continual improvement
- b. Participate in annual personal and professional review to set goals for the next year
- c. Participate in professional development activities

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

## TEACHER: SPECIAL EDUCATION

**Minimum Qualifications:** New York State Teacher Certification in the grade level, content, or specialty area.

**Reports to:** Building Principal

### Performance Responsibilities- Typical Work Activities:

1. Develop an effective instructional program to accommodate individual needs and varying disabilities using a continuum of service delivery models.
  - a) Facilitate the physical, social, emotional, cognitive, and reflective development of children at Belfast Central School.
  - b) Serve as special education case manager for students as assigned.
  - c) Plan and implement, in collaboration with the Special Education Director, other special educators, lead teachers, and parents/ guardians, individual education plans (IEPs) for children with varying disabilities that are consistent with developmentally appropriate educational practices, local procedural guidance, State and Federal IDEA regulations, and the Belfast Central School mission and philosophy and the New York State Department of Education Learning Standards.
  - d) Document the IEP including measureable goals and objectives as required under IDEA regulations.
  - e) Work collaboratively with other teachers, special educators, families, community members and administrators to implement each student's IEP.
  - f) Use ongoing assessment to monitor children's growth, development, strengths, and needs.
  - g) Be accountable for fostering students' academic progress.
  - h) Develop long term relationships with children and their families by serving as the primary mentor for each child in their group.
2. Communicate with families of Belfast Central School.
  - a) Attend IEP meetings as required.
  - b) Formally and informally interact with parents on a frequent and regular basis to provide information on their child's progress and to provide support as needed.
  - c) Integrate parents' contribution to the curriculum as appropriate.
  - d) Serve as a resource person to parents.
  - e) Conduct periodic parent/teacher conferences so that adults can share information about children. Share information with lead teachers for inclusion in their written narrative reports.
  - f) Attend Open Houses and other family functions.
3. Participate in the governance and evaluation of Belfast Central School.
  - a) Attend and participate in staff meetings to discuss various aspects of the curriculum.
  - b) Contribute to the ongoing evaluation and improvement of Belfast Central School.
  - c) Administer state mandated assessments.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

4. Be aware of and contribute to program support and record keeping requirements.
  - a) Maintain records of IEP mandated service delivery.
  - b) Maintain confidentiality of special education records.
  - c) Assist in training temporary and support staff such as assistants, aides, volunteers, and substitutes.
  - d) Give input to the Special Education Director in the development of policies and procedures and assist in their implementation.
  - e) Maintain records of child attendance, health and accidents, and report to the Director as necessary.
  - f) Show flexibility in meeting the Belfast Central School's scheduling and emergency needs.
  - g) Be responsible for the day to day upkeep of the classroom/ special education areas.
  - h) Communicate maintenance and repair needs to the appropriate parties.
  
5. Participate in ongoing personal and professional development.
  - a) Conduct ongoing self-evaluation to identify areas for continual improvement.
  - b) Participate in annual personal and professional review to set goals for the next year.
  - c) Participate in professional development activities.

## TECHNOLOGY COORDINATOR

**Qualification:** Two-year degree in business/information systems or two to three years' work experience related to relational databases and report writing; Knowledge of various computer hardware and software; Experience with K-12 educational institution preferred; Shows careful attention to detail and accuracy in work habits

**Reports to:** Superintendent of Schools

**Essential Job Function:** Lead District Technology Team and coordinate with Administrative Team to define instructional and business operations technology and related professional development.

### Performance Responsibilities- Typical Work Activities:

1. Responsible for developing annual updating and properly executing the District Technology Plan and Disaster Recovery Plan.
2. Assure network security through management of NYRRIC user profiles and passwords.
3. Work with Erie 1 BOCES Technology Support Staff to assure the coordination of installation, maintenance, repairs, inspections and adjustments to instructional technology, computer hardware and software, audio/visual, telephone administration, and other types of electronic equipment to enhance teaching, learning, and effective district management.
4. Work with Erie I BOCES Technology Support Staff in trouble-shooting repair and/or replacement of equipment and provision of district trouble-shooting/helpdesk operations.
5. Attend Erie 1 Tech Integration meetings; CA BOCES Tech Coordinator forums
6. Coordinate the installation, maintenance repairs, inspections and adjustments to various computer hardware and software, audio/visual, and other types of electronic equipment.
7. Prepare cost estimates and make recommendations as to the feasibility of repairing and/or replacing equipment.
8. Provides input for Technology budgets and monitors specific budgets as assigned.
9. Research, design and make recommendations regarding Information Technology Systems.
10. Coordinate the installation and set-up video, satellites, computers, audio-visual and other electronic equipment needed by the staff and teaching personnel of BOCES and the component school districts.
11. Confer with supervisors and school officials to assist in planning technology related work activities.
12. Supervise and/or assign work to student interns, technician helpers, electronic equipment technicians, and other occasional staff as may be assigned to the department.
13. Recommend hardware and software for improving and upgrading current systems and make evaluations and recommendations for future hardware needs.
14. Assist in training and instruction on the proper use of various electronic equipment and use of software packages.
15. Develop preventative maintenance schedules for various electronic equipment and hardware.
16. Perform functions not specifically included above but which will enhance the efficiency and effectiveness of the instructional program assigned by the Superintendent of Schools.
17. Oversee various software licenses for classroom use.
18. Supervise PARCC readiness tool (CBT rollout).
19. Provide oversight for Power School (SMS) support and identify and ensure training for users.

\*\*All positions may have additional responsibilities as assigned by the Superintendent. \*\*

20. Review suspicious and illicit activity reports-network use.
21. Performs other duties as assigned by the Superintendent.

## **Performance Knowledge, Skills, Abilities and Personal Characteristics**

- Thorough knowledge of installation, operation, maintenance and repair of a wide variety of audio visual, computer hardware and/or software, satellites, websites, and other electronic equipment.
- Good written and oral communication skills.
- Research products and equipment.
- Ability to give clear written and oral instructions and to make work assignments.
- Ability to prepare reports and maintain records.
- Dependable and organized.
- Requires ability to work with little or no supervision.