Handbook for Substitute Special Education Paraprofessionals

New York City Public Schools

New York City Public Schools

Division of Human Resources

schools.nyc.gov

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Office of HR School Support

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Dear Colleague:

Welcome to the exciting challenge of becoming a substitute special education paraprofessional with New York City Public Schools (NYCPS). You have chosen a path that will be challenging, but also highly rewarding. In addition, you are taking on a role that is being shaped to meet the increasing rigor and expectations required by NYCPS.

The NYCPS system is the nation's largest. There are approximately one million students and staff and more than 1,600 schools, with new schools opening every year. There are approximately 25,000 paraprofessionals employed by NYCPS. Substitute paraprofessionals cover the absences of full-time paraprofessionals, serving in a special education, bilingual or pre-kindergarten assignment.

As you take on assignments, you should focus on the following expectations:
- Continuation of student learning, along a path established by the teacher and the full-time paraprofessional, while establishing your professional presence and exuding self-confidence in your role;
- Demonstration of effective instruction, consistent with school and classroom norms, while ensuring the safety and security of the students.

The Division of Human Resources has created this handbook to:
- Clarify processes;
- Describe expectations; and
- Introduce best practices for substitute paraprofessionals which will enable you to succeed in our schools.

Ultimately, our goal is to provide you with on-going support, so that you can assist our teachers and achieve our primary goal of improved learning outcomes for our students.

On behalf of NYCPS, parents/guardians, and students, we appreciate your interest and thank you for your commitment to the position of substitute paraprofessional.

Peter Ianniello, PhD
Executive Director, Division of Human Resources
Office of HR School Support

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SUBSTITUTE PARAPROFESSIONAL DUTIES & RESPONSIBILITIES

FOUR PILLARS of BUILDING TRUST in NYCPS

NYCPS is committed to working collaboratively with families, educators, and communities to improve student achievement and ensure that every child graduates from high school and is prepared for college, a career, and a future as a critically thinking adult.

The four pillars for improving and building trust include:

1. **Reimagining the student experience**
   - Career Pathways Initiative: creating career-connected learning and pathways for all our students to help find their passion and sense of purpose.
   - Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.
   - Supporting our children to become strong readers.
   - Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.
   - Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages; strengthening early childhood education.
   - Creating an Advisory Council on Literacy.
   - Virtual learning and expanding virtual options for students.
2. **Scaling, sustaining, and restoring what works**
   - Identifying the amazing practices throughout our system and sharing via state-of-the-art knowledge-sharing system so that they become models that other schools can try to follow.
   - Expanding opportunities for accelerated learning in every school.
3. **Prioritizing wellness and its link to student success**
   - Working with the Mayor's office to increase the number of School Safety Agents.
   - Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.
   - Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
   - Increasing our schools' capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.
4. **Engaging families to be our true partners**
   - Making sure that we are in close communication with our families, surfacing their expertise to enable all of us to more effectively educate and support our children.
   - Engaging with families in policy creation and implementation procedures to support students academically, physically, emotionally, and socially.
   - Supporting governance structures like Parent Associations, PTAs, School Leadership Teams, and Citywide Councils so they can provide policy recommendations that work for our schools and the system as a whole.

Read Chancellor David C. Banks' remarks on his vision from March 2, 2022:
https://www.schools.nyc.gov/about-us/messages-for-families/chancellors-address

DUTIES of the SUBSTITUTE PARAPROFESSIONAL

Your primary responsibility is to assist the classroom teacher in providing instructional support and other direct services to students with special needs in order to continue student learning along a path established by the classroom teacher and/or Individual Education Program (IEP) recommendations. The students you will be assisting include: students with autism, emotional, cognitive, and/or physical disabilities. Other than the classroom, substitute paraprofessional duties may take place in the lunchroom, bathroom, office, therapy space, and bus as assigned by the school administrator. Your duties may include the following:

- Providing instruction and active supervision, one-on-one (1:1) or in small groups, as outlined by the classroom teacher in the following areas: academics, recreation, motor, vocational, socialization and communication.
- Reinforcing appropriate behavior through the use of positive behavior supports.
- Teaching daily living skills, such as independent feeding and dressing.
- Diapering and toileting, after proper instructions are provided.
  NOTE: All paraprofessionals are expected to provide toileting, when required.
- Assisting occupational therapists, physical therapists and/or speech therapists, as well as aiding other education providers during the school day, as appropriate to the classroom assignment and/or IEP recommendations.
- Escorting students on school trips, to and from buses, classroom, lunchroom, school-wide arrival and dismissal in accordance with the Office of Safety and Youth Development Transition *guidelines* (*For more information about these guidelines, please refer to the Office of Safety and Youth Development's Guidelines for Transitioning Students Safely, located on the next page*).
- Collecting data documenting student behavior for instructional purposes.
- Writing separate anecdotal information concerning a student's behavior consistent with the student's IEP recommendations while they are receiving 1:1 related services.

All substitute paraprofessionals are required to perform related work during the school day, as appropriate for their assignment. In addition, all IEP mandated paraprofessionals are expected to participate in the IEP process for the student(s) assigned.

Other Duties
Completing Administrative Tasks
You may be required, at times, to assist with attendance or other classroom record-keeping activities, such as: daily attendance forms, subject attendance scan sheets, Delaney cards, etc. Carefully follow the classroom teacher's directions to ensure accuracy.

Granting Permission
- If students are being admitted to or pulled out of class, always ask for documentation.
- If you are granting permission for students to leave class, be mindful that your records, in general, should have at least a first and last name, ID number, time and a location.
- If you have an official pass, ensure that its use aligns with school policy.

Office of Safety and Youth Development's Guidelines for Transitioning Students Safely

- **Missing Student Protocol and Responding to Door Alarms:** You must be familiar with the steps that must be taken when a student is reported lost or missing, and when a door alarm is activated. Protocol must immediately be followed when a student has been reported missing, the student's whereabouts cannot be confirmed, and there is concern for the student's safety or well-being. The steps vary from school to school so you should confirm with the classroom teacher.
- **Emergency Evacuations:** Know emergency evacuation routes for the classrooms assigned.
- **Transitioning to/from Classroom**: Oversee students in the hallways and cafeteria as they transition to and from classrooms.

More information about guidelines for transitioning students safely throughout the school day can be found in https://www.schools.nyc.gov/docs/default-source/default-document-library/guidelines-for-transitioning-students-safely-15-16.pdf .

Frequently Asked Questions

Circle the choice that best answers the question.

1) What is the primary responsibility of a substitute paraprofessional?
   A. To assist the classroom teacher in providing instructional support and other direct services, to students with special needs.
   B. To plan lessons and activities for individuals and the entire class.
   C. To score formal and informal assessments and tests.
   D. To meet with parents and hold conferences concerning student's progress.

2) What types of students do substitute paraprofessionals assist?
   A. Students with autism
   B. Students with physical disabilities
   C. Students with cognitive disabilities
   D. All of the above

3) Other than a classroom, where else might a substitute paraprofessional be assigned to work?
   A. Lunchroom
   B. Buses
   C. Bathroom
   D. All of the above

Answers: 1)A, 2)D, 3)D

DIAPERING and TOILETING

Your personal experience diapering and toileting is different from your professional experience. Home remedies and procedures should not be imposed in a school setting. There are rules and regulations which must be followed.

It is required that two adults always be present when diapering and toileting. Exceptions should only be made in emergency situations.

Diapering
When you receive an assignment to diaper or toilet a student, it is important to have a discussion with the classroom teacher about the case history and specific needs of the child. Students may require diapering due to health, physical or mental problems which involve the use of diapers. These students may require changing either on a daily, scheduled, or "as needed" basis. In any event, **these tasks should be performed with dignity and respect for the student and in a private, safe, secure setting.**

The student you are working with may have special needs requiring special procedures. This information should be included in the Individualized Education Program (IEP) or 504 forms (the classroom teacher has these forms) which are tailored specifically for the student. This is extremely important because it will provide very important information regarding the special needs and equipment necessary for the student. It should also include goals and objectives such as whether the student is progressing towards independent toileting. If the IEP is incomplete, you should have a conversation with the teacher.

Basic Procedure
For diapering, please follow the procedures below:
1. Inspect the designated changing area and make sure that all of the necessary equipment and supplies are available in the area (i.e. gloves, wipes, water, soap, protective paper, etc.).
2. Bring student to changing area.
3. Prepare table/surface where student will be changed by wiping with a sanitized cloth and/or by placing protective paper on the table surface.
4. Wear appropriate Personal Protective Equipment — gloves (sleeves and apron if necessary).
5. Talk to student about what you are doing.
6. Transfer student to changing table (*see Equipment/Supplies). Remember, if a transfer is needed, plan the transfer with the staff and student with whom you are working. Never turn your back from the student if on the changing table.
7. Remove soiled diaper and place in a covered waste receptacle.
8. Clean student using wipes, soap, and water.
9. Dispose of soiled gloves and put on clean pair of gloves.
10. Place clean diaper on student.
11. Transfer student from changing area.
12. Remove paper and clean surface with Sani-cloth.
13. Assist student in washing their hands as you also wash your hands.

The changing of gloves and cleaning of the surface is to avoid cross-contamination of infected or contagious material and is a safe handling procedure which should be practiced.

Equipment/Supplies
The following list of equipment and supplies identifies the minimum necessary to provide the safest environment for both students and staff:
- Running water, soap, toilet paper, wipes, and towels
- Adjustable changing table. At the minimum, an unbroken, clean, sturdy surface off the floor should be provided; you should NOT have to diaper on the floor or on a desk
- Lifting device (Depending on the size and mobility of the student, some equipment may be needed to assist in the safe handling of a student. This may include: Hoyer lift, transfer belt, transfer board, and electronic lifting device with appropriate slings. Discuss with the IEP team the importance of specifying on the IEP what lifting and transferring equipment is needed.)
- Privacy curtain
- Gloves — non-latex in different sizes and lengths to appropriately fit all staff
- Sleeves, aprons, masks (as required by task)
- A covered and lined refuse receptacle for waste and contaminated PPE
- Sanitized and disinfectant cleaning cloths for surfaces
- Disposable pads and/or table paper

Facilities
While we would want the ideal form of modern spacious changing areas for all staff and students, that is not the reality. Many of our schools are old and were not built to accommodate the various needs of our students. However, this does not mean that our students should be treated with any less dignity or respect.

Schools should have these basic facilities:
- Running water
- Handicapped accessible stalls
- Adequate ventilation
- Storage cabinet (locked) for supplies that is accessible to the changing area

Toileting
Toileting is another task that requires a certain amount of equipment and supplies in order to ensure the safety of both students and staff. There are different reasons why a student may require assistance with toileting, including physical and mental impairment as well as toilet training in the early grades (pre-k and kindergarten).

Basic Procedure
For toileting, positively reinforce the student throughout the process as you follow the procedures below:
1. Escort student to changing area.
2. Prepare toilet by wiping with a sanitized/disinfectant cloth and/or placing protective paper.
3. Put on PPE – gloves (sleeves and aprons if necessary).
4. Talk to student about what you are doing.
5. Assist student with clothes.
6. Transfer and/or assist student to toilet.
7. If required, stabilize student on toilet seat.
8. Clean student when finished.
9. Dispose of soiled gloves and put on a clean pair of gloves.
10. Transfer student from toilet.
11. Assist student with hand washing procedures.

Toileting Accidents

Sometimes accidents may occur during toileting. In order to clean up after or prevent toileting accidents, please note the following:

- The purchase of appropriate supplies is necessary for accidents such as: disposable gloves, bleach, non-scented/non-allergic wipes, mild soap, and training pants. Examination paper is needed to cover changing table for each change.
- For younger children under the age of three, using a changing table is advisable. For older children three and up, use the bathroom, leave the door open and have another staff member assist.
- All staff members must wear disposable gloves for every change.
- Use mild soap and water to wash the child and the non-scented wipes if necessary to insure that the child is cleaned.
- Staff members use diluted bleach and water to clean up any areas infected. Use a spray bottle with one quart water and a capful of bleach or ¼ cup of bleach per one gallon of water. If you can smell the bleach you know you need more water.
- Extra set of clothes that include underpants are required.
- Assist the child in putting on clean underpants.
- Demonstrate and help the child wash their hands.
- Never leave the student alone. If an accident occurs and supplies are needed, ask another adult to assist as you stay with the student until support is provided.

Frequently Asked Questions

Circle the choice that best answers the question.

1) How many adults should be present when diapering and toileting?
   A. One
   B. Two
   C. Three

2) Which of the following procedures must you follow when receiving an assignment to diaper or toilet a student?
   A. Discuss with the classroom teacher about the case history and specific needs of the child.
   B. Inspect the designated changing area and make sure that all necessary equipment and supplies are available.
   C. Talk to student about what you are doing.
   D. All of the above

Answers: 1)B, 2)D

VARIOUS CATEGORIES of PARAPROFESSIONALS

Classroom Paraprofessional / 1:1 Paraprofessional

The *classroom* or *1:1 paraprofessional* is assigned to a specific class of students or to one assigned student. The classroom teacher may request that the paraprofessional perform a variety of tasks, but other duties may also be assigned by the principal or assistant principal. Responsibilities may include, but are not limited to the following:

- Support students at breakfast and lunch periods; be aware of allergies and any restrictions.
- Assist with bus arrivals and departures.
- Assist with the taking of attendance.
- Escort students to related services and other out-of-classroom activities.
  NOTE: This may also include bathroom supervision.
- Assist in attending to the physical needs of students (e.g., feeding, dressing, toileting, and other activities of daily living (ADL)).
- Help in emergency situations (e.g., students' illnesses, minor emergencies, and sudden crises).
- Follow routines, established with the classroom teacher, for all emergencies.
- Assist in academic and non-academic activities, as assigned by the classroom teacher.
- Assist with the preparation of individualized and small group program instructional materials.
- Implement positive behavioral supports using behavior specific language.
- Assist the classroom teacher and students with the maintenance of an orderly and productive physical environment.
- Observe and assist with the recording of students' behavioral performances and positive behavior support plan points.
- Assist with record keeping and the scoring of objective tests.
- Exchange relevant student information with the classroom teacher.
- Reinforce social, cognitive and behavior instructional objectives, as detailed by the classroom teacher.
- Contribute to and take initiative with students' talents, strengths and prior knowledge, resulting in the improvement of the overall quality of students' education.
- Foster independence in all activities and seek support as needed.

Bilingual Classroom Paraprofessional / 1:1 Bilingual Paraprofessional

The *bilingual classroom* or *1:1 bilingual paraprofessional* is assigned to a bilingual classroom, small group, or to one assigned student. Responsibilities may include, but are not limited to the following:

- Introduce new vocabulary and specific terminology prior to the presentation of a lesson.
- Use concrete instructional materials to support oral presentations.
- Ensure that the student understands information presented orally and can process the information productively (e.g., directives).
- Improve and enrich the spoken language of communication between the classroom teacher and the student learner.
- Integrate different learning styles (e.g., visual, auditory, kinesthetic and tactile (VAKT)).

LYFE PARA - Work with INFANTS and TODDLERS
The *LYFE paraprofessional* works with infants and toddlers between the ages of 6 weeks to 4 years. The LYFE program provides free high-quality early childhood education to the children of NYCPS student parents/guardians. If you are interested in learning more about the LYFE program, you can visit their website here: https://lyfenyc.org/. Responsibilities may include, but are not limited to the following:

- Prepare and set up activities.
- Implement portions of the daily program as directed by the classroom teacher.
- Assist in keeping the classroom and storage areas clean, neat, and orderly.
- Assist with diapering and toileting.

Substitutes who are not comfortable with children under the age of 4 years should not request to add this classification to their profile.

> ### Common District 75 Roles & Responsibilities
> *This icon denotes typical duties in special education classrooms and schools. Although all classroom settings may not require the following duties, these roles and responsibilities are expected of all substitute paraprofessionals regardless of district.*

Behavior Support Paraprofessional
The *behavior support paraprofessional* performs all the same duties as a classroom paraprofessional, but works primarily with one, IEP designated, assigned student who requires additional support and supervision. The behavior support paraprofessional is an intervention, not a permanent support service. Responsibilities may include, but are not limited to the following:

- Read the IEP and any associated documents such as the Behavior Intervention Plan (BIP) – ask questions to ensure you are prepared to support the student.
- Provide instructional support.
- Support student in developing more appropriate behaviors to merge students into a less restrictive school placement and the larger school community.
- Collaborate with classroom teachers and the school's Positive Behavior Support Team (PBST) to develop strategies for the student's BIP.
- Participate in the student's Functional Behavior Assessments (FBA).

If you are interested in learning more about the behavior supports, please visit: https://www.schools.nyc.gov/learning/special-education/supports-and-services/behavior-supports

Alternate Placement Paraprofessional
The *alternate placement paraprofessional* works with groups of up to six students who are not fluent in English and who cannot be placed in a "regular" bilingual class. These students have been identified as needing language support, not one-to-one behavior support. The overall goal is to merge the non-English speaking student into a classroom with their English-speaking peers, not to isolate them. Responsibilities may include, but are not limited to the following:

- Translate the classroom teacher's materials and instructions, school rules and daily routines to ensure that the students gain a functional understanding of their environment
- Facilitate comprehension of language used during instruction

Sign Language Paraprofessional

The *sign language paraprofessional* aids students with hearing loss and may be staffed only by individuals with Sign Language proficiency.

Health Paraprofessional

The *health paraprofessional* usually works with one assigned, health-impaired student. These students have special medical needs, such as: uncontrolled seizures, mobility challenges, post-operative weakness, or allergies and restrictions. Assigned students have mandates on their IEPs to receive the individualized service of a health paraprofessional. Responsibilities may include, but are not limited to the following:

- Participate in training from the nurse to support IEP/student health needs i.e. seizure, Epi Pen, diabetes, etc.
- Maintain health related equipment (e.g., Epi Pen in locked case, carb counter, etc.)
- Provide instructional support.
- Accommodate all physical needs, including mobility.
- Provide feeding assistance.
- Provide toileting assistance.

Toilet Training Paraprofessional

The *toilet training paraprofessional* may be assigned to work with several students. Students who are mandated on their IEPs to receive the support services of a toilet training paraprofessional require additional assistance beyond which the regular classroom paraprofessional provides. Responsibilities may include, but are not limited to the following:

- Assist in the bathroom with toilet training.
- Assist with dressing.
- Assist with hand washing and give verbal reminders.
- Support instruction related to toilet training program.

NOTE: All categories of paraprofessionals are expected to provide toileting, when required.

Orientation/Mobility Paraprofessional

The *orientation/mobility paraprofessional* works with one student who is blind or has low vision. Responsibilities may include, but are not limited to the following:

- Assist with all visual needs and/or accommodations
- Ensure the safety of the student navigating their environment

Special Transportation Paraprofessional

The *special transportation paraprofessional* accompanies one or two students on the school bus daily. Responsibilities may include, but are not limited to the following:

- Ensure the safety of students while riding the school bus.
- Support the safe transfer of students to and from school.
- Maintain a daily log of student attendance and behaviors on the bus.

NOTE: Students may have significant health and/or emotional challenges.

Frequently Asked Questions

Circle the choice that best answers the question.

1) TRUE or FALSE: All categories of substitute paraprofessionals are expected to provide toileting when required.
   A. True
   B. False

2) A health paraprofessional may work with one assigned health-impaired student with what type(s) of special medical needs?
   A. Uncontrolled seizures
   B. Mobility challenges
   C. Post-operative weakness
   D. All of the above

3) Which strategies would a bilingual classroom paraprofessional use to encourage bilingual students to become more fluent in the English language?
   A. Introduce new vocabulary words prior to the presentation of a lesson.
   B. Use instructional materials to support oral presentations.
   C. Improve and enrich the spoken language of communication between classroom teacher and student.
   D. All of the above

4) A LYFE paraprofessional may do which of the following?
   A. Prepare and set up activities for elementary to high school students with special needs.
   B. Work with the classroom teacher with creating the lesson plan.
   C. Assist with diapering and toileting infants and toddlers.
   D. Provide high-quality education to NYCPS parents.

Answers: 1)A, 2)D, 3)D, 4)C

SPECIAL EDUCATION

Special Education Services
Students categorized as in need of Special Education Services have IEPs outlining the expectations of what must be taught and learned. You are required to assist the classroom teacher with the individualized goals (which should be measurable) outlined within a student's IEP document.

Special Education Services are an integrated set of individualized services within an educational setting and not necessarily a location. Classes may contain students with the same disability or with different disabilities, but with similar educational or functional needs. Some possible sites for the delivery of Special Education services include:

- A general education classroom where students whose special needs cannot be met without additional support can spend all or part of their day in the classroom with general education students and support from a paraprofessional. Most students with disabilities in the general education classroom will have accommodations/adaptations.

- A general education classroom with a SETTS teacher who spends time in multiple general education classrooms, co-teaching with a General Education Teacher, serving mixed groups of age-appropriate peers (inclusion model). The teachers share responsibility and accountability for direct instruction, classroom organization and discipline.

- A SETTS Program where students may be pulled from their general education classrooms for periods of the day for individual or small group instruction, or served "in-class" in small groups. **NOTE:** Paraprofessionals are not assigned to SETTS unless they are supporting a student who is to receive paraprofessional support on their IEP.

- A self-contained classroom where students with similar disabilities are grouped and supported by paraprofessionals.

- Related Services are additional services provided to students with special needs to ensure educational progress. These include, but are not limited to: speech therapy, occupational therapy, physical therapy, audiological services, Sign Language Interpreter, music and/or art therapy, and nursing services. Paraprofessionals who are assigned to individual or small groups of students may escort students to the site of service, or may need to assist during the related service session(s), based upon a specific IEP recommendation.

DISTRICT 75 –
DESCRIPTION of CLASS STAFFING RATIOS

District 75 provides highly specialized instructional support for students with significant challenges and diverse learning styles including Autism Spectrum Disorders, significant cognitive delays, emotional disabilities, sensory impairments, and multiple disabilities. District 75 educational programs are provided in different sites, for children and adolescents, according to the special education continuum such as special classes co-located in District 1-32 schools, self-contained school building where all students have IEPs, and general education classrooms. Students are referred to a specific class ratio by the Committee on Special Education which documents recommendations on their IEPs. More information about District 75 can be found on https://schools.nyc.gov/learning/special-education/school-settings/district-75 or by using the QR code below:

Special Class Staffing Ratio 12:1:1
Serves students whose academic and/or behavioral management needs interfere with the instructional process, to the extent that additional adult support is needed to engage in learning and who require specialized/specially designed instruction which can best be accomplished in a self-contained setting.
- No more than twelve students per class
- One full-time special education teacher
- One full-time classroom paraprofessional

Special Class Staffing Ratio 8:1:1
Serves students whose management needs are severe and chronic requiring intensive constant supervision, a significant degree of individualized attention, intervention and intensive behavior management as well as additional adult support.
- No more than eight students per class
- One full-time special education teacher
- One full-time classroom paraprofessional

Special Class Staffing Ratio 6:1:1

Serves students with very high needs in most or all need areas, including academic, social and/or interpersonal development, physical development and management. Student's behavior is characterized as aggressive, self-abusive or extremely withdrawn and with severe difficulties in the acquisition and generalization of language and social skill development. These students require very intense structured individual programming, continual adult supervision, a specific behavior management program, and individual strategies to encourage students to engage in all tasks. The students also need a program of speech therapy which may include augmentative/alternative communication.

- No more than six students per class
- One full-time special education teacher
- One full-time classroom paraprofessional

Special Class Staffing Ratio 12:1:4

Serves students with severe and multiple disabilities with limited language, academic and independent functioning. These students require a program primarily of habilitation and treatment, including training in daily living skills and the development of communication skills, sensory stimulation and therapeutic interventions.

- No more than twelve students per class
- One full-time special education teacher
- One additional paraprofessional for every three students

Pre K – 8:1:2

Serves students with autistic spectrum disorders, between the ages of 3 and 5.

- No more than eight students per class
- One full-time special education teacher
- One additional paraprofessional for every four students

Pre K – 12:1:2

Serves students with developmental delays between the ages of 3 and 5.

- No more than twelve students per class
- One full-time special education teacher
- One additional paraprofessional for every six students

Inclusion – 8:1:1 (up to 8:1:4)

Serves students with diverse abilities and needs within the general education program of NYCPS.

- No more than eight students per class
- One full-time special education teacher
- One additional paraprofessional for every two students

Frequently Asked Questions

Circle the choice that best answers the question.

1) What is an Individualized Education Program (IEP)?
   A. A detailed lesson plan for students in a general education classroom.
   B. A record of student's progress.
   C. An outline of what must be taught and learned.
   D. An after-school program designed for students with special needs.

2) TRUE or FALSE: A general education classroom contains mainstream students while self-contained classroom is only for students with similar disabilities.
   A. True
   B. False

3) How is class ratio determined for District 75 students?
   A. Based on how many students are in the classroom.
   B. Based on how many teachers are present in the classroom.
   C. Based on the decision made by the paraprofessional.
   D. Based on the recommendations in student IEPs.

4) TRUE or FALSE: Paraprofessionals are not assigned to Special Education Teacher Support Services (SETTS) unless they are supporting a student who is mandated on their IEP for paraprofessional support.
   A. True
   B. False

Answers: 1)C, 2)A, 3)D, 4)A

CHARACTERISTICS of DISABILITIES and APPROPRIATE STRATEGIES

Attention Deficit Hyperactivity Disorder (ADHD)
ADHD is a condition that affects the areas of the brain that help students control impulses, concentrate and organize. When working with students with attention deficit issues, keep in mind that they have difficulty attending to tasks in the classroom and may appear impulsive or out-of-control. They are easily distracted.

Recommended Strategies:
- Assign the student to sit where they will not be disturbed by people passing by their desk.
- Keep instructional materials and manipulatives out of reach until it is time to use them.
- Describe expectations positively instead of what should not be done.
- Design hands-on learning activities.
- Keep instruction fast-paced if the student appears bored.
- Keep instruction slow if the student appears hyperactive.

Autism
Autism affects each child differently and its characteristics can fall anywhere on a spectrum that ranges from mild to severe. It is a variable, developmental disorder that is characterized by an impaired ability to form normal social relationships, to communicate effectively with others and by stereotyped behavioral patterns. Autism can affect language, measured intelligence, rate of development and responses to people, events and objects. They may also preoccupy themselves with objects or items in a manner not appropriate for the classroom. Other observable behaviors may include body rocking, head banging, unusual and repetitive hand movements, uncommon posturing, and/or repeated speech.

Recommended Strategies:
- Interact with students using the communication systems they utilize.
- Assist with support in providing a highly structured classroom (or grouping, if mainstreamed).
- Explain directives and expectations in a clear and concise manner.
- Allow for ample wait time – after providing a directive or question, allow at least 5 seconds for student to respond.
- Keep activities and instructions consistent, predictable and paced as per learner's needs.
- Provide explicit assistance in identifying cues for social occasions.
- Model socially appropriate skills and behavior.
- Use visual supports to supplement verbal language ("I Do, We Do, You Do").
- Provide positive reinforcement for acceptable behavior and to build motivation.

Blindness or Low Vision
Students are deemed legally blind if they can see (with glasses) at 20 feet what other people see at 200 feet. Because of their severely impaired or non-existent vision, they need assistance in understanding their place in space and may read using the Braille language. Students with low vision may use computers or books with large print.

Recommended Strategies:
- Support in keeping the classroom layout and environment consistent.
- Become familiar with the assistive devices each student uses.
- Ensure that assistive devices are readily available.
- Assist students moving from one location to another; make them aware prior to moving them from one place to the next.

Deafness or Hearing Loss
Deafness is severe hearing loss, to the degree that a student is unable to hear spoken language, even with hearing aids. Hearing loss is not as severe but still affects classroom performance. Some deaf students or students with hearing loss may have delays in their speech and/or language development. They may use alternate forms of communication, such as sign language, communication boards, and/or computers.

Recommended Strategies:
- Use the form of communication that the student uses (may include a sign language interpreter).
- Speak clearly with your face and lips, in full view of the student (not the interpreter).
- Do not talk excessively loud, unless the student asks you to do so.
- Provide copies of materials to be discussed.

Developmental Disabilities
Students identified as Developmentally Disabled exhibit cognitive impairment or intellectual disability. Students are classified with Developmental Disabilities before age 18, based on their low IQ scores and limited adaptive behaviors (personal and by social standards). Students with Developmental Disabilities learn more gradually than their peers and consequently, their skills are often delayed in comparison to their non-disabled peers.
- ➢ Students with mild limitations need specialized instruction but can communicate, respond to instructions and care for themselves.
- ➢ Students with severe cognitive impairment require intensive instruction, have limited communication skills and require training in daily life skills, with a focus on future independence.

Recommended Strategies:
- Get the student's attention (say his/her name and/or make eye contact).
- Use clear and simple language, especially when delivering instructions.
- Check, frequently, for understanding.
- Break tasks into small sections.
- Recognize and reward students when they are successful (tangible rewards, at first).
- Be specific in your praise.
- Reinforce and model appropriate social behaviors.

Emotional Disorders

Students identified with an Emotional Disorder demonstrate behaviors that disrupt academic learning. They seem to be unable to control their behavior, which may include aggression, physical violence to self and others, verbal threats, destruction of property, inappropriate attention seeking, tantrums, hyperactivity, compulsiveness, impulsiveness, irritability and/or withdrawal. They may exhibit poor memory, a short attention span and/or a poor self-image.

Recommended Strategies:
- Make expectations small and achievable.
- Maintain trust by making eye contact and talking in a straightforward way.
- Listen attentively when students speak.
- Provide genuine praise for and acknowledge student successes, so that they can build self-esteem.
- Observe if students are getting upset and agitated. Speak in a calm voice and notify the teacher.

Learning Disabilities

Students identified with learning disabilities have deficits affecting *information processing* (input and output of language), *perception* (distinguishing letters, numbers, and symbols), *memory* (auditory or visual), or *attention* (distractibility). Therefore, they do not learn at expected rates and may become frustrated easily, angry or withdrawn. As a result, these students may have problems in reading, writing, spelling, math, listening and/or speaking.

Recommended Strategies:
- Follow the Teacher's lesson plan and/or directives for small group instruction.
- Allow for ample wait time for a student to complete tasks.
- Use a multisensory approach: visual, auditory, kinesthetic and tactile (VAKT).
- Combine auditory and visual information ("I Do, We Do, You Do").
- Empathize with a student's frustration, but don't accept "I don't know" as an answer.

Multiple Disabilities

The Multiple Disabilities category includes students with two or more disabilities, such as cognitive impairment and cerebral palsy, or blindness and deafness. Students with multiple disabilities present a considerable challenge and need highly specialized instruction, dependent on specific, individualized needs.

Recommended Strategies:
- Refer to all sections related to a student's specific disabilities and individualized need(s).

Traumatic Brain Injury

These students have acquired severe head injuries. Depending on the part of the brain that was injured and the severity of the damage, the student's speech, language, memory, motor function, intelligence and behavior may be affected.

Recommended Strategies:
- Use understanding, patience and encouragement as the student works toward recovering abilities and skills.

Other Health Impairments (OHI)
Students diagnosed with OHI exhibit limited strength or vitality that results in limited alertness with respect to the educational environment. This is the result of chronic or acute health problems such as attention deficit problems, heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, lead poisoning, arthritis, diabetes, or epilepsy which can adversely affect a student's educational performance. **If a student with epilepsy experiences a seizure, remain calm and follow the procedures dictated by the teacher.** As part of NYCPS's Unified Services Delivery System, health services that can be provided by a paraprofessional are designed to provide students with assistance in activities of daily living (ADL) and usually include:
- Transferring from wheelchair to adaptive equipment
- Escorting students
- Diapering and toileting
- Feeding
- Dressing
- Managing orthotics
- Employing assistive communication or writing devices

Orthopedic Impairments
The Orthopedic Impairments category includes students exhibiting physical and neurological challenges. These include Cerebral Palsy, Spina Bifida and Muscular Dystrophy. Characteristics of identified students vary, based on the type and severity of their impairment. Affected, students may use assistive technology devices for mobility, communication, or independence.
- Students with **Cerebral Palsy** experience physical and neurological problems because of damage to the nervous system that occurred before, during, or immediately after birth. Their muscles may be rigid and contracted. Coordination, mobility, balance, and communication may be affected.
- Students with **Spina Bifida** experience a birth defect of damage to the spinal cord. Students may experience motor impairment, muscle weakness, or paralysis.
- Students with **Muscular Dystrophy** experience limited muscle movement and mobility as the result of progressive deterioration of muscles connected to the skeleton.

Appropriate interaction depends on the specific characteristics of the student. Some students may require physical lifting or transferring. Be sure that you have been trained in correct body positioning, so that you do not injure the student or yourself.

Speech and/or Language Impairments
Students who exhibit speech and/or language impairments are sometimes self-conscious of their disorder and may give up easily when faced with academic skills challenges.
- Speech impairments include *articulation* (abnormal production of sounds) *stuttering* (speech fluency) and *voice problems* (too loud, soft or hoarse).
- Language impairments can include *receptive* (understanding spoken or written communication) or *expressive* (speaking clearly) problems.

Recommended Strategies:
- Listen carefully and patiently.
- Be supportive and reassuring.
- Use clear and simple instructions.

CODE of ETHICS

A "Code of Ethics" defines and describes acceptable practices. The Code of Ethics for paraprofessionals covers specific responsibilities of the paraprofessional, as well as the relationships that must be maintained with students, parents/guardians, teachers, school and the larger community.

Confidentiality is the most critical aspect of the paraprofessional's job. It is a legal responsibility to observe the rights of both students with disabilities and parents/guardians in regard to data privacy. Paraprofessionals have access to personal information about students and their families, including:

- Anecdotal behavior from within classrooms and other school settings
- Family circumstances and relationships

Accepting Responsibility

- Recognize that the classroom teacher has the ultimate responsibility for the delivery of instruction and classroom management; follow the directions prescribed by them.
- Communicate progress or concerns about students to parents/guardians, only when directed to do so by the supervising teacher.
- Refer concerns expressed by parents/guardians, students and/or others to the supervising teacher.

Relationships with Students and Parents/Guardians

- Discuss a child's progress, limitations and/or educational program only with the Supervising Teacher, in an appropriate setting.
- Discuss school problems and confidential matters only with designated personnel.
- Refrain from engaging in discriminatory practices, based on a student's disability, race, gender, cultural background and/or religion.
- Respect the dignity, privacy, and individuality of all students, parents/guardians and staff members.
- Present yourself as a positive adult role model.

Relationship with the Classroom Teacher

- Recognize the classroom teacher as a supervisor and team leader.
- Establish communication and a positive relationship with the classroom teacher.
- Discuss concerns about the teaching methods directly with the classroom teacher.
- Utilize the appropriate grievance procedures when problems cannot be resolved.

Relationship with the School

- Accept responsibility for improving your skills.
- Know school policies and procedures.
- Represent the school district in a positive manner.

Social Media Policy

All substitutes are required to read NYCPS's Social Media Guidelines (https://infohub.nyced.org/working-with-the-doe/current-employees/social-media-guidelines-for-doe-staff) and adhere to our professional standards of conduct including not taking and sharing photos or videos of students or other NYCPS employees on social media. In an increasingly digital world, we seek to provide our students with the opportunities that multi-media learning can provide. As we challenge our students with new methods of learning, we will ensure that these tools are used responsibly and serve to enrich the learning environment in our schools. It is important for school-based and NYCPS staff to use these tools in a way that protects the privacy and safety of our students, their families and employees.

NYCPS employees should not use their employee NYCPS email address for social media activities and employees should not communicate with students, who are currently enrolled in NYCPS schools, on social media sites. Personal telephone numbers, email addresses, and social media handles (Instagram, Snapchat, Tik Tok, etc.) should never be given to students.

Do Not Use (DNU)

In order to ensure that our schools are getting the best substitute paraprofessionals, each time a complaint is registered against you, the information is placed in your record. At the end of each day, schools have the right to determine whether an individual substitute should not be assigned back to that school. When that happens, the schools submit a Do Not Use (DNU) form***. A DNU is a disciplinary record that blocks a substitute from working at the school that submitted the complaint.*** Since a DNU is rarely removed from a substitute's record, it may have long-term consequences if a substitute applies to become a substitute teacher or to be rehired as a substitute paraprofessional by other schools in the future.

A substitute may receive a DNU for:
- Inconsistent attendance
  - Failure to report for an assignment
  - Unexcused lateness to an assignment
- Poor classroom management
- Inability to meet the needs of the student population
- Unprofessional behavior such as:
  - Sleeping during assignment
  - Poor attitude (erratic, aggressive, argumentative, etc.)
  - Inappropriate or excessive use of cell phones, laptops, watches, headphones, or other technology

If a more extreme incident of professional misconduct occurs (verbal, corporal, sexual, discriminatory allegations, etc.), the DNU will result in an immediate suspension and an investigation which could ultimately lead to termination.

The Disciplinary Unit regularly monitors each substitute's performance and sends letters to substitutes via standard mail and/or NYCPS email. These letters are sent each time a school reports an issue about a substitute's work performance in NYCPS.

Do Not Use (cont'd)

When a school submits a DNU the following will occur:

- The substitute's SubCentral account will be deactivated; making the substitute unavailable for future jobs and unable to be paid for future work until the Disciplinary Unit completes its review.
- The Disciplinary Unit then conducts conferences with the substitute and their union representative, with the hope of improving the reported behavior and reaching mutual agreements regarding the substitute's continued employment. Areas for discussion may include ineffective classroom management, unprofessional demeanor or behavior.
- Additional training may be recommended to improve the substitute's overall performance and enhance their quality of employment. Continuous lateness to an assignment and allegations that may violate any of the Chancellor's Regulations will be carefully monitored.
- If there is no improvement, and/or if the substitute continues to receive negative performance reports, they may be suspended or terminated, as well as being blocked from obtaining future employment within NYCPS.

If you receive a DNU, please send your questions to SubstituteDisciplinaryUnit@schools.nyc.gov

Nominating School
In some cases, the nominating school may report a substitute for unsatisfactory or below average performance. In these cases, the substitute may be terminated, since the nominating school was the school that endorsed the initial employment.

REGULATIONS of the CHANCELLOR and NYCPS POLICIES

For substitute employees, several regulations play a more prominent role in day-to-day scenarios. Important Chancellor's Regulations, with which you need to become familiar, are highlighted below and can be located on NYCPS's Website: https://www.schools.nyc.gov/about-us/policies/chancellors-regulations

Chancellor's Regulation C-105 – Reporting an Arrest: Procedures in Case of the Arrest of Employees
Outlines the procedure employees must take if they are arrested, specifically Section 9.

Chancellor's Regulation C-110 (Conflicts of Interest, Community Education Council Members, Employment of Family Members) - <u>Applies to all NYCPS employees</u>.

Pursuant to these laws, there are restrictions regarding financial relationships and other conduct of all NYCPS employees, as follows:

- All school staff, including substitute paraprofessionals, are prohibited from entering into any financial relationship or business relationship with any parents or students from their school, or with any sibling of any student from their school, no matter what school the sibling attends.
- Prohibited financial relationships include, but are not limited to: tutoring, babysitting, loaning of money, selling of products (such as cosmetics or other items; selling Girl Scout cookies; contributing to charitable causes; and participating in a savings club).
  NOTE: Tutoring is defined as: teaching a student(s) outside of school, for pay directly from a parent, or through a separate entity, on any school subject, sport, art, musical instrument, or test preparation.
- The prohibitions for substitute paraprofessionals and other school staff who work in more than one school, apply to all schools in which they work.
- NYCPS employees, including substitutes in all titles, are also restricted from accepting gifts with a value of more than $50 from any person or firm doing business with New York City, not just NYCPS. This includes cash, tickets to concerts, plays, sports events, travel expenses and/or meals.
- It is important for all substitutes to visit the Conflict of Interest (COI) website to ensure awareness of all COI-related policies: http://www.nyc.gov/html/conflicts/downloads/pdf2/leaflets/doemailer.pdf

Chancellor's Regulation A-420 - Corporal Punishment
Defines and prohibits the use of corporal punishment against students.

Chancellor's Regulation A-421 – Verbal Abuse
Defines and prohibits the verbal abuse of students.

Chancellor's Regulation A-640 – Filming and Videotaping Students
Defines the parameters under which students may be filmed. Subsection I is related directly to staff filming students.

Chancellor's Regulation A-750 – Child Abuse
Outlines the New York State mandate for reporting possible abuse of children.

Chancellor's Regulation A-820 – Confidentiality and Release of Student Records
Outlines the confidentiality access and sharing of student records.

Chancellor's Regulation A-830 – Anti-Discrimination Policy and Procedures for Filing Internal Complaints of Discrimination
Establishes NYCPS's Anti-discrimination policy and provides employees with the internal review process.

Chancellor's Regulation A-832 – Student to Student Discrimination, Harassment and Bullying
Establishes the procedure for filing, investigating and resolution of complaints of student to student, bias-based harassment, intimidation and/or bullying.

It is the policy of NYCPS to provide educational and employment opportunities, without regard to race, color, religion, creed, ethnicity national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, prior record of arrest or conviction, except as permitted by law, predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation.

All NYCPS employees are required to maintain an environment free from discrimination and unlawful harassment based upon any of the above-referenced protected classes. Inquiries concerning this regulation should be directed to:

<div align="center">

The Office of Equal Opportunity
65 Court Street, Suite 1102
Brooklyn, NY 11201
Telephone: (718) 935-3320
Email: oeoinquiries@schools.nyc.gov
Website: https://www.schools.nyc.gov/about-us/policies/non-discrimination-policy

</div>

NYCPS SUBSTITUTE EMPLOYEE POST-ARREST PROCEDURES

When a substitute is arrested and charged with a felony, misdemeanor, or violation, the Office of HR School Support's Disciplinary Unit immediately suspends the substitute and cancels all future assignments. Return to work can only occur if/when the Office of Personnel Investigations (OPI) clears the employee for work.

All post-arrest procedures are handled by the Office of Personal Investigations:

Address: Administrator, Office of Personnel Investigation (OPI)
New York City Public Schools
100 Gold Street
Rm 4000
New York, NY 10038

Fax: (718) 935-4366/5778

Email: OPIArrestNotification@schools.nyc.gov

NYCPS substitutes who have been arrested or charged must take the following steps:

1) Notify OPI within 3 business days. <u>All notifications must be in writing and submitted by Fax or Email</u>.

2) Inquiries concerning this regulation or the deliverance of original court/disposition documents should be directed or hand-delivered to the OPI office.

3) Notify School/Worksite Administration (if on a long-term assignment).

Frequently Asked Questions

Circle the choice that best answers the question.

1) TRUE or FALSE: A "Code of Ethics" defines and describes acceptable practices.
   A. True
   B. False

2) Who has the ultimate responsibility for the delivery of instruction and classroom management?
   A. Parent/Guardian
   B. Paraprofessional
   C. Classroom Teacher
   D. Occupational, Physical, and/or Speech Therapists

3) Who has the right to determine whether an individual substitute should not be assigned back to the school?
   A. Schools
   B. Parent/Guardian
   C. Student
   D. Other substitute paraprofessionals

4) Which of the following is true about a Do Not Use (DNU)?
   A. It is rarely removed from the substitute's disciplinary record.
   B. It may have long-term consequences for future substitute assignments.
   C. It will block a substitute from working at the school that submitted the complaint.
   D. All of the above

5) For what reason(s) would a substitute receive a DNU?
   A. Failure to report for an assignment.
   B. Unexcused lateness to an assignment.
   C. Inappropriate use of cell phone/technology.
   D. All of the above

6) What financial relationship(s) is a NYCPS substitute prohibited from entering?
   A. Tutoring or teaching a student from their assigned school outside of school premises.
   B. Loaning of money.
   C. Selling of products such as cosmetics or other items; selling Girl Scout cookies; contributing to charitable causes; and participating in a savings club.
   D. All of the above

7) TRUE or FALSE: Substitute employees who are arrested and charged with a felony, misdemeanor, or violation can only return to work if/when the Office of Personnel Investigations (OPI) clears the employee for work.
   A. True
   B. False

Answers: 1)A, 2)C, 3)A, 4)D, 5)D, 6)D, 7)A

SECTION 2:
SUBCENTRAL

SYSTEM OVERVIEW

SubCentral is the "home base" for substitute paraprofessionals. It is an electronic means for schools to report absences and schedule substitutes in NYCPS. The Substitute Module of the SubCentral System ensures quick and easy access to the information you need to review your profile, view available jobs and review and/or cancel assignments. The purpose of the system is to:

- Automate the absence entry, your search for day-to- day assignments, and the job assignment process.
- Ensure that special education students receive continuous support needed when their full-time paraprofessionals are absent.
- Ensure the continuity of classroom instruction and delivery of student services by assigning qualified substitute paraprofessionals to fill absences.
- Remove the responsibility placed on principals and school staff to locate suitable substitutes when full-time paraprofessionals are absent.
- Track and maintain information on absences and substitute usage.

NOTE: SubCentral serves NYCPS only. This does not include charter schools, private schools, or parochial schools.

SubCentral selects eligible candidates to fill absences and places calls to you during the specified call-out times. SubCentral selects substitutes based on eligibility only. This means that if you've previously worked at a school, you are not guaranteed to continue receiving calls from that school. You can accept or decline jobs. If unfilled, the system repeats the process for the next selected substitute. SubCentral records the assignment and tracks the status, through completion, for record keeping and management reports.

NOTE: If a substitute declines three job offers in one day, they will not receive any other job offers during the specified call-out times that day.

System Call-Out
The system will call you on your callback phone number.
- **Monday-Friday:** For same day assignments, the system will begin to call substitutes at 5:30 a.m. and continue until the assignment is filled or 30 minutes prior to the start of the school day.
- **Sunday-Friday:** For future assignments, up to 30 days in advance, the system will call substitutes between 5:00 p.m. and 10:30 p.m.

If you miss a call from SubCentral, you should access the SubCentral system to review all available assignments which match your profile.

To search for available jobs, you can access SubCentral online at https://subcentral.eschoolsolutions.com/, by calling the SubCentral system at (718) 935-6740, or through the SubCentral App. The system is available 24 hours a day, 7 days a week.

When in doubt, contact the SubCentral Help Desk, Monday through Friday, between the hours of 6:00 a.m. and 2:00 p.m. at (718) 935-4401 or via email at subcentral@schools.nyc.gov.

REGISTRATION for SUBCENTRAL

One-Time Registration
Registration within 72 hours of employment is mandatory. In order to use the SubCentral System, you will need to register by telephone. If you do not register, you will not be called for jobs and may be subject to termination from the position. If you have registered in the past (e.g., while being a full-time pedagogical employee or substitute), you do not have to register again. Please note that:

- All substitute paraprofessionals, even if you are providing substitute service in only one school or a long-term assignment, must register with SubCentral.
- Substitutes that have not registered for SubCentral **WILL NOT BE CALLED AND WILL NOT BE OFFERED** any automated job assignments, and will be removed from consideration for employment.
- You must have a working telephone that accepts calls from the SubCentral System.

First Time Registrants
- Once you have been staffed as a substitute paraprofessional, you will receive an email welcoming you to NYCPS. Within that email, you will receive your Employee Information System (EIS) Number. You will need this number in order to register with the SubCentral System and create a Personal Identification Number (PIN).
- It is essential that you memorize and record these numbers. You will use them regularly throughout your career with NYCPS.
- All Substitutes must complete the one-time registration process within three (3) days of receiving the congratulatory email. Your EIS number is both your Access ID and PIN**.**
- Your Access ID and PIN are used for all interactions with the system and should **never** be shared with anyone else. You can register and change your PIN by calling (718) 935-6740.

📞**Registration Instructions**
1. Call the system number at (718) 935-6740.
2. Enter your Access ID (File/EIS number) followed by the star (*) key (DO NOT ENTER LEADING ZEROES).
3. When the system asks you to enter your PIN, you should enter your Access ID (File/EIS number) again followed by the star (*) key.
4. Record your name followed by the star (*) key. You will hear the telephone number (callback number) that the system will use to call you. You can modify this number at this time.
5. Create your PIN, followed by the star (*) key. PIN numbers must be numeric, be between six and nine digits in length, and cannot be the same as your Access ID (File/EIS number).

Not registering with the SubCentral System, or not managing your profile responsibly, may lead to disciplinary action, including suspension and possible termination.

Classifications
Your profile will contain the *PARAPROFESSIONAL* classification and the *FEMALE PARA* or *MALE PARA* classification if applicable.

Additionally, if you are proficient in reading, writing, and speaking another language, your profile will contain a *LANGUAGE SPEAKING PARA* classification and the *FEMALE LANGUAGE SPEAKING PARA* or *MALE LANGUAGE SPEAKING PARA* classification if applicable.

If you enjoy working with children between the ages of 6 weeks to 4 years, then you should consider adding the "LYFE PARA - Work with INFANTS and TODDLERS" classification to your SubCentral profile.

The LYFE program provides free high-quality early childhood education to children (between the ages of 6 weeks to 4 years) of NYCPS's student parents. If you are interested in learning more about the LYFE program, you can visit their website here: https://lyfenyc.org/
Responsibilities and duties include:
- Preparing and setting up activities.
- Implementing portions of the daily program as directed by the lead teacher.
- Assisting in keeping the classroom and storage areas clean, neat, and orderly.
- Assisting with diapering and potty training.

To add a foreign language or LYFE classification to your SubCentral profile, please complete the Classifications & Locations Request Form on the SubCentral homepage.

NOTE: Classification requests will be processed in approximately 5 business days.

Locations
NYCPS is divided into 32 geographic districts. Your profile will contain the district that is based on the school that nominated you. *To view a complete list of districts, please refer to the District Map located on the next page.*
- Substitutes nominated by a District 75 school will be offered jobs for District 75 schools in the same borough as the nominating school.
- Substitutes nominated by a general education school will be offered jobs for schools in the same district as the nominating school.

During the school year, substitute paraprofessionals are not permitted to add or remove locations to their profile. Once a year, during the summer, you will be sent an email to your NYCPS-issued email address and be given the opportunity to request the addition and/or removal of districts from your profile. Your request will be matched to the needs of the school system based on availability. There will be restrictions placed on districts with an excess of substitute paraprofessionals. SubCentral has the right not to grant your request based on district need.

District Map

Bronx
Districts 9, 10

Bronx
Districts 8, 11, 12

Queens
Districts 25, 26, 28, 29

Queens/Brooklyn
Districts 24, 30, 32

Queens/Brooklyn
Districts 19, 23, 27

Brooklyn
Districts 17, 18, 22

Brooklyn/Staten Island
Districts 20, 21, 31

Brooklyn
Districts 13, 14, 15, 16

Manhattan/Bronx
Districts 1, 2, 4, 7

Manhattan
Districts 3, 5, 6

Manhattan

Staten Island

Brooklyn

Bronx

Queens

SUBCENTRAL DIRECTIONS

How the Directions are Structured
The following pages contain directions on how to access and manage your profile as well as search,

review, and cancel jobs in SubCentral via the ☐ app, 🖥online, and 📞phone. The directions are
organized by a color-coded topic and then by the device as indicated by the icon.

For example, if you want to enter a date you will be unavailable to work because of a doctor's
appointment through the SubCentral website, you will go to the blue "Manage Your Profile" section and

look for the 🖥 *online icon.*

Each color corresponds to the topic.

How to Access SubCentral

- Login
- Manage Settings
- Reset PIN
- Reset Password

How to Manage Your Profile

- Availability
- Unavailability
- View Classifications
- View Locations

How to Accept a Job

- Accept a Job

How to Review and Cancel a Job

- Review Past, Present, and Future Jobs
- Cancel a Job

HOW to ACCESS SUBCENTRAL

📞 PIN

A minimum six-digit PIN number is required to access SubCentral via phone. You create this PIN while completing your one-time registration in SubCentral.

📱 & 🖥️ PASSWORD

The same alphanumeric eight-digit password is required to access SubCentral both online and on the app. You create this password upon your first login, but only after completing your one-time registration in SubCentral.

Directions on how to change your PIN and password are found in the following 📱🖥️📞 instructions. If you do not remember your PIN or password, please contact the SubCentral Help Desk, Monday through Friday, between the hours of 6:00 a.m. and 2:00 p.m. at (718) 935-4401 or via email at subcentral@schools.nyc.gov.

📱 Access SubCentral via App

The SubCentral Mobile App, also known as *SmartFind Express (SFE),* is available for both Android and iOS devices. The SubCentral Mobile App displays a user-friendly interface which includes the same functionality as the web.

To download, install and setup the SmartFind Express Mobile App:
1. For Android devices go to the Google Play Store or for iOS devices go to the Apple App Store and download and install the *SmartFind Express Mobile* App.
2. Open the *SmartFind Express* App and click the **ADD DISTRICT** button.
3. Enter the District Code **JLCH.**
4. Select the district *NYC DOE SUBCENTRAL.*
5. Log in using the same credentials you use to log in to the SubCentral webpage.

For additional instructions please visit the Mobile App Guide:
https://video.eschoolsolutions.com/mobileapp/SubstituteGuideSmartFindExpressMobile.pdf

Forgot Password
1. Open the *SmartFind Express* App.
2. Click on ***Forgot Password?*** (located above the ***Sign In*** button).
3. Enter your SubCentral Access ID (EIS number without leading zeroes).
4. Click ***Submit.***
5. The link to reset your password will be sent to your NYCPS email address.

If this does not resolve your issue, please contact the SubCentral Help Desk at 718-935-4401 or email subcentral@schools.nyc.gov.

Manage Notifications
1. Open the *SmartFind Express* App.
2. Select ***Settings*** from the main menu.
3. From the ***General*** tab, select ***Notifications***.
4. Turn notifications on or off for both push (in-app) and SMS (text) delivery.
5. If you elect to receive SMS notifications, tap Enter Mobile Phone Number to update your preferred mobile number and provider.

🖥 Access SubCentral via Online

First-time WEB Users
1. Open your Internet browser and access the SubCentral Sign In page: https://subcentral.eschoolsolutions.com/logOnInitAction.do
2. Enter your Access ID (EIS number without the leading zero) and PIN.
3. You will be prompted to create a password.

One-Time Email Validation
Upon successful log in, the system will prompt you to validate your email. Upon validation a time sensitive email will be sent to your NYCPS email address. Click on the link provided to validate your email.

Forgot Password
1. Go to the SubCentral Website: https://subcentral.eschoolsolutions.com/logOnInitAction.do
2. Click on ***Forgot Password?*** (located below ***Submit*** button).
3. Enter your SubCentral Access ID (EIS number without leading zeroes).
4. Click ***Submit.***
5. The link to reset your password will be sent to your NYCPS email address.
If this does not resolve your issue, please contact the SubCentral Help Desk at 718-935-4401 or email subcentral@schools.nyc.gov.

Signing Out
At any time during the session, the ***Sign Out*** link can be pressed to end the session and disconnect from SubCentral. Pressing the browser's back button or going to another site on the internet does not disconnect the session from SubCentral. To ensure security and privacy of information, use the ***Sign Out*** link to disconnect from SubCentral and close the browser when you finish with your session.
NOTE: Do NOT use the browser's BACK button to navigate to screens. Navigation buttons are on the bottom of SubCentral screens, such as the ***Return to List*** and ***Continue*** buttons.

☎ Access SubCentral via Phone

To access SubCentral via phone please dial: 718-935-6740.
1. Enter your Access ID, followed by the star (*) key.
2. Enter your PIN, followed by the star (*) key (If you do not have a PIN, enter your Access ID again, when prompted for your PIN. You will then be able to enter a new PIN to use.

When the system calls you to offer you a potential job or announcement regarding an existing job, press the star (*) key. This will signal to the system that you are on the line. Then you will have 2 minutes to enter your Access ID and PIN.

Change Your PIN or Re-record Your Name
1. Dial *718-935-6740*.
2. Enter your *Access ID*, followed by the star (*) key.
3. Enter your *PIN*, followed by the star (*) key.
4. PRESS 7 to change your PIN or re-record your name.
    a. PRESS 9 to exit to menu options (number will not be changed)
    b. PRESS 1 to change your PIN.
        i. Enter a new PIN at least six digits in length followed by the star (*) key
        ii. PRESS 1 if correct.
        iii. PRESS 8 to re-enter the number.
        iv. PRESS 9 to exit to menu options.
    c. PRESS 2 to change the recording of your name.
        i. Record your name; press the star key (*) when finished.
        ii. PRESS 1 to accept.
        iii. PRESS 2 to re-record name.
        iv. PRESS 9 to exit to menu options.

Change Your Callback Number
1. Dial *718-935-6740*.
2. Enter your *Access ID*, followed by the star (*) key.
3. Enter your *PIN*, followed by the star (*) key.
4. PRESS 3 to change your callback number.
5. Hear the callback telephone number.
    a. PRESS 9 to exit to menu options (number will not be changed)
    b. PRESS 1 to modify callback telephone number.
        i. Enter your new telephone number followed by the star (*) key. Hear the new telephone number.
        ii. PRESS 1 if correct.
        iii. PRESS 2 to re-enter the number.
        iv. PRESS 9 to exit to menu options.

HOW to MANAGE YOUR PROFILE

Availability in SubCentral
All substitutes must manage their profiles appropriately and responsibly. You are expected to:
- Respond to job offers.
- Have a valid schedule in the SubCentral System (a minimum of two days a week).
- Be available to work on the days that you indicate that you are available.
- Update the SubCentral System by entering your unavailable date(s) or days (of the week) if you are not available to work.
- Only make yourself unavailable when you cannot work.
- Ensure that the school has placed the assignment in SubCentral if a school calls you directly to work.

Update Availability via App

Manage Profile Settings
1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. Select the **Personal** tab.
4. Select an option to update your email address, password, or contact information (for calls).

Manage Your Schedule
1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. From the **Availability** tab, select **Schedule.**
4. For each day of the week, select your **Work Times** and **Do NOT Call Times** preferences.
5. Tap **Save.**

Set Unavailable Dates
1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. From the **Availability** tab, select **Unavailability.**

To <u>add</u> *an unavailability entry:*
4. Tap **Add.**
5. Enter the unavailability details.
6. Tap **Save.**

To <u>remove</u> *an unavailability entry:*
- For iOS, press from the list and slide left, then tap **Delete.**
- For Android, press from the list and hold, then tap **Delete.**

Classifications and Locations Menu
1. Open the *SmartFind Express* App.
2. From the **General** tab, select **Classifications** or **Locations**.
3. Review classifications and locations you have chosen for possible assignments.
   NOTE: You will only be able to view your classifications and locations. Changes can be requested by completing the Classification & Locations Request Form on the SubCentral homepage.

🖥 Update Availability via Online

Change your Callback Number
1. Log onto SubCentral.
2. From the **Profile** tab, select **Personal Information**.
3. Enter the telephone number where you can be contacted by the system. Include the "1" (long distance indicator) and area code.
4. Click **Save**.

Temporary Do Not Call
1. Log onto SubCentral.
2. From the **Profile** tab, select **Personal Information**.
3. Enter a time in HH:MM am or pm format for the system to resume calling (The maximum is 24 hours from the current time).
4. Click **Save**.

Create a New Availability Schedule
1. Log onto SubCentral.
2. From the **Schedule** tab, select **General**.
3. Click the **New** button.
4. Select days of the week for the schedule by leaving boxes checked by that day.
5. Click **Save**.
   To exit without saving changes, click the **Return to List** button.

Delete an Availability Schedule
1. Log onto SubCentral.
2. From the **Schedule** tab, select **General**.
3. Select day(s) of the week you want to delete by checking the boxes by that day.
4. Click **Delete**.

Create Unavailability Schedule
1. Log onto SubCentral.
2. From the **Schedule** tab, select **Unavail Dates**.
3. Select **New**.
4. Enter Start and End date range (MM/DD/YYYY) or use the calendar icon.
5. Select the **Call for Future Assignments** checkbox, if during the unavailable time period entered you would still like to receive calls for future assignments. Leave the box unchecked if you do not want any calls during this time.
6. Click **Save**.

Delete Unavailability Schedule
  1. Log onto SubCentral.
  2. From the *Schedule* tab, select *Unavail Dates*.
  3. Place a checkmark in the desired date range box.
  4. Click *Delete*.

Classifications and Locations Menu
  1. Log onto SubCentral.
  2. From the *Schedule* tab, select *Classifications* or *Locations*.
  3. Review classifications and locations you have chosen for possible assignments.
     NOTE: You will only be able to view your classifications and locations. To request changes please follow the directions below.

Adding Classifications
If you are proficient in reading, writing, and speaking another language, you may request to add a language classification to your SubCentral profile. Or if you enjoy working with children between the ages of 6 weeks to 4 years, then you may add the "LYFE PARA - Work with INFANTS and TODDLERS" classification to your SubCentral profile.

To add a foreign language or LYFE classification to your SubCentral profile, please complete the Classifications & Locations Request Form on the SubCentral homepage.
NOTE: Classification requests will be processed in approximately 5 business days.

Adding Locations
Once a year, during the summer, you will be sent an email to your NYCPS issued email address and be given the opportunity to request the addition and/or removal of districts from your profile. Your request will be matched to the needs of the school system based on availability. There will be restrictions placed on districts with an excess of substitute paraprofessionals. SubCentral has the right not to grant your request based on district need.

📞 Update Availability via Phone

Review or Modify Availability Dates
  1. Dial *718-935-6740*.
  2. Enter your *Access ID*, followed by the star (*) key.
  3. Enter your *PIN*, followed by the star (*) key.
  4. PRESS 6 to review or modify availability dates.
        a. PRESS 9 to exit to menu options.
        b. PRESS 1 to review or delete, hear a time period you are available to work.
              i.   Hear the day and time period in chronological order.
              ii. PRESS 1 to delete this time period.
              iii. PRESS 8 to hear the next time period.
              iv. PRESS 9 to exit to review or modify daily availability.
        c. PRESS 2 to enter a new time period you are available to work.
              i.   Select the day of the week

      ii. PRESS 1 for Monday thru Friday, 2=Sunday, 3=Monday, 4=Tuesday, 5=Wednesday, 6=Thursday, 7=Friday, 8=Saturday.
NOTE: Pressing 1 for Monday thru Friday allows you to enter the same time for those days at once.

1. Enter a time.
   a. PRESS 1 for all day.
   b. PRESS 2 to enter start and end time. Enter the time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm.
   c. PRESS 9 to exit to review or modify daily availability (without saving changes).

Review or Modify Unavailability Dates
1. Dial *718-935-6740*.
2. Enter your *Access ID*, followed by the star (*) key.
3. Enter your *PIN*, followed by the star (*) key.
4. PRESS 5 to review or modify unavailability dates.
   a. PRESS 9 to exit to menu options.
   b. PRESS 1 to review or delete unavailability period.
      i. Hear the unavailable period information.
      ii. PRESS 1 to delete this unavailability period.
      iii. PRESS 2 to hear the next unavailability period.
      iv. PRESS 9 to exit to menu options.
   d. PRESS 2 to add a new unavailability period.
      i. Enter Start Date; two digits for the month, two digits for the day, two digits for the year (MMDDYY).
      ii. Enter End Date; two digits for the month, two digits for the day, two digits for the year (MMDDYY).
      iii. Indicate unavailable all day.
         1. PRESS 1 for Yes.
         2. PRESS 2 to enter time.
            a. Start Time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm.
            b. Repeat procedure for End Time.
      iv. Receive calls for future assignments during unavailable period?
         1. PRESS 1 to receive calls for future jobs during this unavailability period.
         2. PRESS 2 if you do not want to receive calls for future jobs during this unavailability period.
         3. PRESS 9 to exit and review or modify unavailability dates (without saving unavailability period).

HOW to ACCEPT A JOB

Accept a Job
Substitutes are required to provide a minimum of 20 days of service to their nominating school. Please contact your nominating school first for available jobs.

SubCentral will only offer you jobs that match your qualifications. To view a job, you must:
- Have the corresponding school located in the district in your profile.
- Have the corresponding classification in your profile.
- Be available to work all days and times of the job.
    NOTE: You cannot view jobs if you are in a long-term assignment or unavailable for a date within a job's date range.

Additionally, you may be specified for a job. If a school wants to offer only you a specific assignment, the school can specify you for the job. You are NOT assigned to a specified job until you accept the job. You must accept or decline the job by 7pm the day before the job starts or you will be removed from job and it will be offered to other substitutes.

It is your responsibility to:
- Whenever possible, use the SubCentral System to accept jobs you are offered. Once you have done so, please make a personal note of the **date**, **time**, **school location**, **location phone number**, **job number** and other information pertinent to the assignment. (Go to *Sample Tracking Form under Section 4: Resources*). It is recommended that you purchase a date book and keep this information handy, as well.
- If you accept a job directly from school personnel, take similar notes, including details of any pertinent information regarding the assignment.
- If you accept an assignment, your school must enter that information in SubCentral so that you are not called for another assignment. Work with your school to accomplish this task. If your school has difficulty, please refer them to SubCentral.

Failure to Report to a Job
If you accept an assignment from SubCentral or a school pre-arranges a job for you and you fail to appear for that job, you may face disciplinary action. It is important that you review assignments in SubCentral on a daily basis.

📱 Accept a Job via App

Find and Accept Jobs
1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. From the **Available** jobs lists, select a job to access its details page.
4. To take a job assignment, tap **Accept**.
   To hide a job from the list, tap **Decline**. A confirmation will appear asking you to select a reason.

NOTE: You will not be able to accept a job that is in call-out. If interested in the assignment, you may check on the assignment again later.

🖥 Accept a Job via Online

Find and Accept Jobs
1. Log onto SubCentral.
2. Click the *Available Jobs* tab.
3. Select the date range for your search entering in the dates with forward slashes (MM/DD/YYYY) or by using the calendar icon. Leaving dates blank will return all data.
4. Click *Search* to display the list of jobs.
5. Click *Details* to view the job details. Review the specifics and choose one of the following:
    a. Click *Accept Job*. A job number will be assigned to you if the job has been successfully assigned to you. Please record this job number.
    b. Click *Decline Job*. Select a reason for decline from the drop-down list, then select *Decline Job*.
    c. Click *Return to List* to return to the job listing
    NOTE: You will not be able to accept a job that is in call-out. If interested in the assignment, you may check on the assignment again later.

📞 Accept a Job via Phone

Hear the Job Offer
1. Dial *718-935-6740*.
2. Enter your *Access ID*, followed by the star (*) key.
3. Enter your *PIN*, followed by the star (*) key.
4. PRESS 2 to hear available jobs.
    a. Hear assignment information.
    b. PRESS 1 to repeat assignment.
    c. PRESS 2 to accept assignment.
        i. PRESS 1 to repeat assignment.
        ii. PRESS 2 to hear next assignment.
        iii. PRESS 9 to exit to menu options.
    d. PRESS 3 to decline assignment.
        i. Enter decline reason followed by the star (*) key or wait for a list of reasons.
        ii. PRESS 1 to accept.
        iii. PRESS 2 to re-enter.
        iv. PRESS 9 to exit and hear the next assignment.
    e. PRESS 8 to hear next assignment.
    f. PRESS 9 to exit to menu options.

HOW to REVIEW and CANCEL a JOB

Review a Job
All past, present, and future jobs that are entered in SubCentral can be viewed on the app or online. While it is recommended that you purchase a date book to keep track of this information, you can also access a record of your SubCentral work history.

Cancel a Job
Rules regarding cancellations of assignments are as follows:
- Once you accept an assignment, it is critical that you either fulfill the commitment or cancel the job in a timely manner.
- If after accepting an assignment you find the need to cancel, you must do so **at least two hours before the start of the job**. Failure to do so may result in a principal excluding you from working at the school in the future. Repeated failures will result in disciplinary action, which may include suspension and/or termination.
- If you attempt to cancel the job after the 2-hour deadline (approximately 6:00 a.m. the morning of the assignment) you will not be allowed to do so in SubCentral and you must call the school administrator directly to cancel the job. This may result in disciplinary action.
- You cannot cancel an active assignment between the 2 hours before the job starts and the end of the school day. If you need to cancel an assignment after the job has begun, you will only be permitted to cancel the assignment after the end of the school day.
  NOTE: If a school tells you that your services are no longer needed for a future portion of the job, but the school does not cancel the assignment, you can cancel yourself from the assignment at the end of the school day.
- If you do not appear for a job, you will automatically be suspended from service and you will be called to a disciplinary conference.
- You are not permitted to accept a job in SubCentral, cancel that job and then take another assignment which is preferable or more convenient for you. This action will result in an automatic suspension from service.
- Excessive cancellations may subject you to disciplinary action, suspension, and possible termination.
- If you accept a job more than five days ahead of the job and then cancel that job the night before, the school has the right to report your cancellation as "unprofessional".

NOTE: If you decline or cancel a job for any reason, double-check the system to ensure you did complete the cancellation/declination process. You are responsible for ensuring that you successfully declined or canceled a job.

Failure to Report to a Job
If you accept an assignment from SubCentral or a school pre-arranges a job for you and you fail to appear for that job, you may face disciplinary action. It is important that you review assignments in SubCentral on a daily basis.

📱 Review and Cancel a Job via App

Review & Cancel Active Jobs
1. Open the *SmartFind Express* App.
2. Select *Jobs* from the main menu.
3. From the *Active* jobs list, select a job.
4. Review the job dates, schedule, and location information.
5. You may have one or more of the following options:
   a. *Cancel Assignment* – Only available if you can cancel the job. A confirmation will appear asking you to select a reason.
   b. *View* – Only available if there are text instructions.
   c. *Attachments* – Only available if there are instruction files.
   d. *Play* – Only available if there are audio instructions.

Manage Jobs – Calendar View
Jobs available to you and your assigned jobs are displayed together in the calendar.
1. Open the *SmartFind Express* App.
2. Select *Calendar* from the main navigation.
3. Select a date with a job icon to view jobs for that day.
4. Select a job from the list to review its details.

🖥 Review and Cancel a Job via Online

Review Jobs
1. Log onto SubCentral.
2. Click the *Review Assignments* tab.
3. Select format for Assignment display.
   a. List of view
   b. Calendar view
4. Search for Assignments.
   a. Enter the date range with forward slashes (MM/DD/YYYY) for your search or use the calendar icon.
      NOTE: Leaving dates blank will return all data.
   b. Enter a specific job number (date range will not be used).
5. Click *Search* to display the list of assigned jobs.
6. Choose the job number link to view job details.
7. Click the "Cancel Assignment" button to cancel your assignment. Enter a reason for canceling from the pull down list. Wait for the "Job was cancelled successfully" notification.
   NOTE: You cannot cancel an assignment that has already started.

   To exit without saving changes, click the "Return to List" button

📞 Review and Cancel a Job via Phone

Review or Cancel Jobs

1. Dial *718-935-6740*.
2. Enter your *Access ID*, followed by the star (*) key.
3. Enter your *PIN*, followed by the star (*) key.
4. PRESS 1 to review or cancel assignments.
   a. Hear assignments in chronological order.
   b. PRESS 1 to hear assigned job information again.
   c. PRESS 2 to cancel this assigned job.
      i. PRESS 1 to confirm cancellation.
      ii. Enter cancellation reason followed by the star (*) key or wait for a list of reasons.
      iii. PRESS 1 to accept.
      iv. PRESS 2 to re-enter.
      v. PRESS 9 to exit and hear the next assignment.
   d. PRESS 8 to hear another assigned job.
   e. *PRESS 9* to exit to menu options.

Frequently Asked Questions

Circle the choice that best answers the question.

1) What is SubCentral?
   - A. A platform where substitute paraprofessionals can access class materials.
   - B. An online chat app where substitute employees can contact parents.
   - C. An electronic means for schools to report absences and schedule substitutes.
   - D. An online forum where substitutes can share their experiences and provide feedback.

2) How long before the start of a job assignment can a substitute paraprofessional cancel?
   - A. Thirty minutes before.
   - B. One hour before.
   - C. Two hours before.
   - D. 9PM the night before.

3) TRUE or FALSE: All substitute paraprofessionals, including substitute paraprofessionals who work in only one school, or have a long-term assignment, must register with SubCentral to receive calls and be offered any automated job assignments.
   - A. True
   - B. False

4) What should you do if you are unavailable to work certain date(s) or day(s) of the week?
   - A. Contact the classroom teacher and notify them of your unavailability.
   - B. Update the SubCentral System by entering your unavailability date(s) or day(s).
   - C. Contact the school principal about your unavailability.
   - D. No action is required.

5) To view and accept jobs, you must:
   - A. Be available to work all days and times of the job.
   - B. Have the corresponding school located in the district in your profile.
   - C. Have the corresponding classification in your profile.
   - D. All of the above

6) TRUE or FALSE: You are allowed to accept a job in SubCentral, cancel that job and then take another assignment which is preferable or more convenient for you.
   - A. True
   - B. False

Answers: 1)C, 2)C, 3)A, 4)B, 5)D, 6)B

SECTION 3:
A DAY IN THE LIFE OF A
SUBSTITUTE PARAPROFESSIONAL

BEFORE the SCHOOL DAY

Work Hours
- The beginning and ending times for paraprofessionals vary from school to school.
- Look carefully at the start times indicated on the SubCentral System.
- When in doubt, call the school in advance to verify the start time and get directions to the school, if needed, or check your assignment in the SubCentral System for the school's starting time and location.
- Per diem substitute paraprofessionals who, in accord with contractual provisions are filling a vacancy and thus working every day, may be paid the standard rate per day and have their work hours each day align with the hours for regular paraprofessionals at the school.

Location
- At the beginning, it is good practice to identify the schools in your area and the corresponding travel times. By doing so, you will be prepared to accept or decline when receiving an early morning call for an assignment.
- A map of each school is available on NYCPS's *Find a School* website: https://schoolsearch.schools.nyc/ Go to the website and type in the school name or school code in the search bar.
- You may also secure directions through Metropolitan Transit Authority (MTA) via https://mta.info/, https://www.google.com/maps or other online resources.

MTA

Google Maps

Punctuality
- You need to report to your assignment before the official start of the school day.
- Many experienced substitutes recommend arriving at a school at least thirty minutes before the start of the school day and meet with the teacher you will be assisting, in order to become familiar with your duties for that day. If you are running late, make sure to contact the school. **NOTE**: You may face disciplinary action for lateness.
- Schools have different starting times, so listen carefully during your assignment information to the location and the time stated, ensuring that you know when and where to report to the school, including requirements and procedures for "clocking in" and "clocking out."
- If you accept an assignment from SubCentral at a time close to the beginning of the school day and you believe you may not get to the school on time, **call the school, explain your situation and confirm that your services are still needed.**
- If you missed any information, you can also sign into SubCentral and click on the *Review Assignments* tab for further details.

Parking

Throughout our city, finding an appropriate parking space, especially around a school, is often very difficult.

- You are encouraged to use public transportation, whenever possible, to avoid difficulties in finding parking spaces.
- If you do drive, give yourself plenty of extra time to find an appropriate parking space, as <u>you are not permitted to park in designated school parking areas</u> and/or leave the building to "feed the meter."

Frequently Asked Questions

Circle the choice that best answers the question.

1) TRUE or FALSE: The beginning and ending times for paraprofessionals vary from school to school.
   A. True
   B. False

2) When should you arrive at your assigned school?
   A. At the time listed on the job offer.
   B. Five minutes before the start of the school day.
   C. Thirty minutes before the start of the school day.
   D. One hour before the start of the school day.

Answers: 1)A, 2)C

BEGINNING of the SCHOOL DAY

Clocking In
Each school has its own clocking in policy. A timecard must be used wherever possible to record your hours. You should write your name, your file number, and the name of the school on the timecard. Make sure to clock in when you arrive at the school.

If a time clock is not available, the substitute must record their time as directed by the supervisor. The supervisor is responsible for verifying/signing a daily record of attendance reflecting the exact time of arrival and departure. Failure to maintain satisfactory time records will result in withholding of compensation.

NOTE: You should make a copy or take a picture of the timecard for your own records.

Important Questions for Substitute Paraprofessionals to Ask Upon Arrival
- What are the special needs of the students with medical and/or special education- IEP to whom I have been assigned?
- What are the procedures for school dismissal and fire drills?
- Are there unique classroom or school wide practices to be followed such as "Assembly Day, homeroom, or special announcements?"
- Are there any special events scheduled for the day/week?
- What types of services (e.g., speech, physical therapy, social work, counseling, etc.) does the child receive and who are the providers?

Preparing For Your Assignment as a Substitute Paraprofessional
The following are some best practices, used by effective paraprofessionals, to be of assistance with the instruction of special needs children:
- Meet with the classroom teacher to review your assignment for the day. Ask the classroom teacher if there are any special health, mobility, toileting, etc. issues of which you should be aware.
- Familiarize yourself with the names of the children and the classroom setting.
- Ask the classroom teacher if you can familiarize yourself with the physical layout of the school, including the classrooms you may be utilizing, bathrooms, entrances and exits, department offices, gymnasium, library, cafeteria, auditorium, and staff lounges. This information is important to have when you are assisting students in these locations, or in case of emergency situations.
- Introduce yourself to any teachers or other paraprofessionals working in the classroom.
- If there is time before class, introduce yourself to teachers and paraprofessionals in other classrooms or across the hall.

Fire Drills
- Substitute paraprofessionals are required to request, from the school's classroom teacher, general information about fire drill procedures and specific information for their assigned classroom.
- Check near the front door of your assigned classroom for the fire drill procedure chart.

DURING the SCHOOL DAY

Change of Substitute Assignment
On occasion, you may report to a school and upon arrival, you are advised that your original SubCentral assignment has changed. These changes are entirely at the discretion of the school administration. You are required to accept the re-assignment and do the best job you can do when faced with this situation.

Conduct
- Substitute paraprofessionals are expected to maintain high standards of professional appearance, reflect professional dignity and serve as a role model for students.
- New York City prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug and/or alcohol (as defined in state and federal law) in the workplace, on school premises, or as part of any related activities.
- New York City policy prohibits the use of tobacco products anywhere on school property, as well as at school sponsored events.
- Cellphones for staff are allowed in schools, as long as they are **turned off and out of sight during the school day**. No calls should be made or received during the instructional day, especially in classrooms in front of students or during after-school meetings, with the exception of the duty-free lunch period.
- Staff members are not permitted to make social media posts about students, or to contact students on social media.

Dismissal
- Substitute paraprofessionals are required to obtain general information about dismissal procedures and specific information about their group of students (pick up verses bus) from the classroom teacher.
- School personnel may not personally call parents/guardians when school is cancelled because of inclement weather or for some other form of emergency. Phone lines must be kept open, so that instructions from central offices can be received. Please make sure you are advised where specific students go if they are dismissed early from school. Consult the classroom teacher.

Frequently Asked Questions

Circle the choice that best answers the question.

1) In addition to the classroom, what other physical space(s) should you familiarize yourself with?
   A. Bathrooms
   B. Entrances and Exits
   C. Cafeteria
   D. All of the above

2) What are important question(s) substitute paraprofessionals must ask upon arrival?
   A. What are special needs of the students with medical and/or special education-IEPs to whom I have been assigned?
   B. What are the procedures for school dismissal and fire drills?
   C. What types of services (e.g., speech, physical therapy, social work, counseling, etc.) does the child receive and who are the providers?
   D. All of the above.

3) Where can substitutes check for the fire drill procedure chart?
   A. Near the front door of your assigned classroom.
   B. At the back of the classroom.
   C. Inside the classroom teacher's drawer.
   D. On top of the classroom teacher's desk.

4) TRUE or FALSE: New York City prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug and/or alcohol in the workplace, on school premises, or as part of any related activities.
   A. True
   B. False

5) Which of the following is true regarding cellphones during the school day?
   A. Cellphones for staff are allowed only if they are on vibrate mode.
   B. Cellphones for staff are allowed in schools, only if they are turned off and out of sight during the school day.
   C. Cellphone usage is allowed if students do not hear the audio.
   D. Cellphones can be freely used in the classroom.

6) TRUE or FALSE: Staff members are allowed to make social media posts about students, or to contact students on social media.
   A. True
   B. False

Answers: 1)D, 2)D, 3)A 4)A, 5)B, 6)B

END of the SCHOOL DAY

Reflections
Once the school day is over, it is important that you reflect on the day's assignment, your work and your interactions with the students, classroom teacher, school staff, and classroom environment to which you are assigned.

Step One
- Discuss an account of the day with your assigned teacher.
- Share student-related feedback.
- Discuss actual strategies mastered and performance observed.
- Include your name, file number, time and location on any personal records and timecards.

Step Two
- Begin a personal journal to chart your development. *Example shown below.*
- Reflect on your day. Determine what worked and what challenges remain. Ask yourself:
    o Was the activity we did in class successful? Why or why not?
    o What evidence do I have that students are learning? Do my assessments really reflect learning, or merely task completion or memorization skills?
    o What was my most challenging moment and why? How did I respond to that challenging moment?
    o How did/can I build relationships with students? How did/can I leverage that relationship to support their learning?
    o What new strategies did/could I try to benefit a student I am struggling with?
    o How did/can I challenge students who are being successful?

Example

date 3 / 14 / 15

1:1 para for STUDENT NAME (bilingual: required translation and language support)

The classroom teacher provided handouts for each lesson. I translated written and verbal instructions to STUDENT. I gave STUDENT a highlighter and instructed them to highlight any words they didn't know. For highlighted words, I told them the Spanish translation and had them write the Spanish word next to the English word. STUDENT liked this strategy and used it multiple times in each class. STUDENT struggled with word problems in math. Tomorrow, I will give STUDENT a chart of key words and have them circle those key words. I will make the chart and ask the Math Teacher to review the list of key words before giving it to the student.

Step Three
- Return any borrowed materials.
- Verify and maintain attendance records.
- Thank colleagues and school officials and obtain feedback.
- Confirm with the supervisor that you are okay to clock out for the day.
- Speak with the payroll secretary to see if you are needed for future dates and always get a job number.

Clocking Out
Each school has its own clocking out policy. A timecard must be used wherever possible to record your hours. You should write your name, your file number, and the name of the school on the timecard. Make sure to clock out at the end of the day.

If a time clock is not available, the substitute must record their time as directed by the supervisor. The supervisor is responsible for verifying/signing a daily record of attendance reflecting the exact time of arrival and departure. Failure to maintain satisfactory time records will result in withholding of compensation.

NOTE: You should make a copy or take a picture of the timecard for your own records.

Frequently Asked Questions

Circle the choice that best answers the question.

1) What should you discuss at the end of the school day?
   A. An account of the day with your assigned teacher.
   B. Student-related feedback.
   C. Actual strategies mastered and performance observed.
   D. All of the above

2) Which of the following should you do at the end of the school day?
   A. Return any borrowed materials.
   B. Verify and maintain attendance records.
   C. Speak with the payroll secretary to see if you are needed for future dates and always get a job number.
   D. All of the above

Answers: 1)D, 2)D

CAREER PROGRESSION

Renewal Requirements
Substitutes are required to fulfill all renewal requirements such as providing **twenty days of service** during the current school year (September – June), in order to be approved to work during the following school year.

The renewal requirements are updated each January for the upcoming school year. Visit NYCPS Substitute Paraprofessional web page to view current renewal requirements at: https://infohub.nyced.org/nyc-doe-roles/doe-roles/other-school-staff/substitute-paraprofessionals/substitute-paraprofessional-renewal-requirements

NOTE: All NYCPS official notices and correspondence, including renewal, are sent to the substitute paraprofessional's NYCPS assigned email account, regardless of any personal email account commonly used by the substitute paraprofessional.

Resignation
If you are separating from substitute paraprofessional service to work in a different title (such as substitute teacher) within NYCPS or to work elsewhere, a resignation is required. The resignation form is located on the SubCentral homepage.

If you resign while there are disciplinary actions against you and these actions are not resolved in a satisfactory manner prior to your separation, a problem code will be placed on your file and you will be prohibited from future employment. Therefore, it is advisable to ensure there are no pending actions against you at the time of your resignation.

Resignations may not be withdrawn, cancelled or amended. If you choose to return to NYCPS as a substitute paraprofessional after a resignation, you will be required to be nominated for the position, again, by a NYCPS Principal. Please be advised that only one nomination per school year is permitted.

NOTE: Substitute paraprofessionals who are transitioning to full-time paraprofessional status do not need to resign from their substitute paraprofessional status.

Becoming a Full-Time Paraprofessional
New York City and New York State Qualification Requirements
In order to be considered for full-time employment as a paraprofessional, you must first provide a minimum of 25 days of paid, satisfactory service as a substitute paraprofessional, obtain a New York State Level I, II or III Teaching Assistant Certificate from the New York State Education Department (NYSED), and satisfy any additional requirements that may be in place at that time. If these requirements are met, a substitute paraprofessional must be nominated by a school interested in their full-time services.

NOTE: Full-time paraprofessional positions are competitive, not guaranteed, and dependent on each school's vacancies, budget, or personnel needs.

Individuals seeking to become Teaching Assistants must apply directly to the NYSED for certification. The online package may be accessed by logging on to the Office of Teaching Initiative's website at: https://www.highered.nysed.gov/tcert/teach/.

NOTE: NYCPS and the NYSED are separate and distinct entities. Submitting documents to NYC *does not* fulfill NYS requirements and vice versa.

Once employed as a full-time paraprofessional, you must meet the following milestones:

- By the end of the third (3rd) full year of full-time service, you must hold at least a Level II Teaching Assistant Certificate and must have completed the following:
  - 9 semester hours of collegiate study (9 college credits) at an institute of higher learning, approved by the NYSED or regionally accredited institution, which are acceptable toward meeting the requirements for an Associate and/or Baccalaureate degree
- By the end of the sixth (6th) year of full-time service, you must hold a Level III Teaching Assistant Certificate and must have completed the following:
  - 18 semester hours of collegiate study (18 college credits) at an institute of higher learning, approved by the NYSED or regionally accredited institution, which are acceptable toward meeting the requirements for an Associate and/or Baccalaureate degree
- After obtaining a Teaching Assistant Level III Certificate, the following is required:
  - Satisfactory completion of 100 hours of approved Continuing Teacher and Leader Education (CTLE) during each subsequent five-year professional development period, consistent with **current** NYSED requirements.

Career Training Program for Paraprofessionals
The Career Training Program provides full-time paraprofessionals with an opportunity to acquire six college credits at participating colleges during each of the Fall, Spring and Summer semesters, through a combination of tuition assistance, released work time and summer stipends. This program covers tuition only. Paraprofessionals are required to pay all fees. You may apply only for a MAXIMUM of six credits per semester.

NOTE: NYCPS is entitled to recover from a paraprofessional, who fails to complete the course(s) in which they are enrolled, the amount of tuition incurred by NYCPS. Further information and guidelines for this program may be obtained from:

Office of Scholarships, Incentives and Pupil Personnel Services
Career Training Program
65 Court Street, Room 508 Brooklyn, NY 11201
Telephone: (718) 935-2449   **Email:** ctp@schools.nyc.gov   **Fax:** (718) 935-4262

Becoming a Full-Time Teacher

Should you wish to become a certified teacher through an alternative certification pathway, you may be eligible for the following programs.

Program	Description	Link/Contact
Bilingual Pupil Services Internships	Bilingual Pupil Services (BPS) prepares and trains bilingual paraprofessionals in pursuit of a teaching career to support and serve English Language/ Multilingual Learners (ELLs/MLLs) in Title I public elementary schools.	https://www.schools.nyc.gov/careers/working-at-the-doe/scholarships-and-incentives-for-employees/bilingual-pupil-services-internships
NYC Teaching Collaborative	The New York City Teaching Collaborative prepares talented, committed individuals from diverse backgrounds to teach in high-need schools. Partner Teachers begin residency style training in January, working alongside experienced mentor teachers and receiving intensive coaching for over four months before teaching in the fall.	https://nycteachingcollaborative.org
NYC Teaching Fellows	NYC Teaching Fellows prepares career-changers and recent college graduates to teach subjects in high demand. Through intensive classroom practice and expert coaching, Fellows focus on the key skills, knowledge, and mindsets that excellent teachers possess. Teaching Fellows cohorts begin training in the summer each year.	http://www.nycteachingfellows.org
NYC Men Teach	NYC Men Teach aims to improve the diversity of the NYC teaching workforce. NYC Men Teach recruit and unite Black, Latino and Asian men committed to educating today's diverse student population; supporting each other's professional and leadership development; and to empowering the communities they serve.	https://www.cuny.edu/academics/academic-programs/teacher-education-programs/nyc-men-teach
NYC Public Schools Urban Teacher Residency	The NYC Public Schools Urban Teacher Residency is an 18-month certification program that mentors and prepares the next generation of teachers using a school-based approach that puts student learning at the center of your professional development.	For more information, contact UTR@schools.nyc.gov

Frequently Asked Questions

Circle the choice that best answers the question.

1) TRUE or FALSE: Substitutes are required to fulfill all renewal requirements, to be approved to work during the following school year.
   A. True
   B. False

2) Which of the following is true regarding resignations?
   A. Resignations may not be withdrawn, cancelled, or amended.
   B. Substitute paraprofessionals who are transitioning to full-time paraprofessionals are advised not to resign from their substitute paraprofessional line.
   C. If you resign while there are disciplinary actions against you, a problem code will be placed on your file prohibiting you from future employment.
   D. All of the above

3) What are the requirements to become a full-time paraprofessional?
   A. Have a minimum of 25 days of paid, satisfactory service as a substitute paraprofessional.
   B. Obtain a New York State Level I, II, or III Teaching Assistant Certificate from the New York State Education Department (NYSED).
   C. Satisfy any additional requirements that may be in place at the time.
   D. All of the above

4) TRUE or FALSE: NYCPS and the NYSED are two separate and distinct entities. Submitting documents to NYC does not fulfill NYS requirements and vice versa.
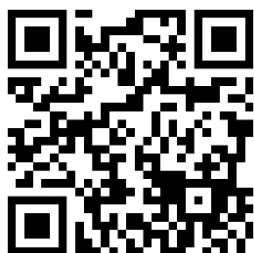   A. True
   B. False

Answers: 1)A, 2)D, 3)D, 4)A

SECTION 4:
RESOURCES

ADDITIONAL INFORMATION

Payroll Portal / Direct Deposit

Payroll Portal is the hub for all information related to payroll such as the Payroll Schedule and Direct Deposit. You may view your paycheck information online and print your pay stubs using the Employee Self Service tab on Payroll Portal. You can access Payroll Portal using the following link: https://payrollportal.nycboe.net/

Substitute Paraprofessionals are usually paid twice a month. Payroll dates are available on the SubCentral homepage.
NOTE: There is a one pay period lag until you receive your payment.

Direct Deposit provides for the electronic transfer of an employee's pay, directly to the employee's bank account. You may sign up for Direct Deposit by following the instructions in the following link: https://www.schools.nyc.gov/docs/default-source/default-document-library/new-enrollment-of-direct-deposit-instructions.pdf

Substitutes who have been suspended from active service will have their payroll interrupted until the suspension is lifted, or until the employee is terminated from NYCPS. Any substitute who serves/works while suspended, cannot be paid for that period because payroll secretaries will not be able to enter their dates of service into the payroll system.

For further questions about payroll, please contact HR Connect at (718) 935-4000.

NOTE: SubCentral cannot correct any issues related to your payment. For questions and issues about your paycheck: you must first speak with your payroll secretary or to the person who is entering time in the school. If that does not resolve your issue, please contact Per Diem Payroll pdps@schools.nyc.gov or call (718) 935-2229.

Payrate

Dates	1/18/2024	1/18/2025	9/14/2025	9/14/2026
Rate Increase	3.00%	3.00%	3.25%	3.50%
Payrate	176.82	182.12	188.04	194.62

Please note that this payrate is based on the United Federation of Teachers (UFT) contract which runs from Sept. 14, 2022, to Nov. 28, 2027.

NOTE: Substitute paraprofessionals' workday and pay rate are based on six hours and fifty-minute workday, inclusive of lunch, everyday (Monday through Friday) regardless of the school's professional development/family engagement schedule. However, if a substitute paraprofessional works less than six hours and fifty minutes per day, the hours worked shall be prorated and entered to reflect the actual hours the substitute paraprofessional works.

Jury Duty

Substitute paraprofessionals who get called for Jury Duty are not paid by NYCPS for that time.

Board of Education Retirement System (BERS)

This summary, abstracted from the Board of Education Retirement System of the City of New York *Update*, effective April 1, 2012 addresses membership eligibility covered under the BERS Tier 4 Revised Plan, currently referred to as Tier 6. For more information, please visit: https://www.bers.nyc.gov/ or call (929) 305-3800 or (800) 843-5575 (outside New York State).

Membership
- Membership is open to all employees of NYCPS who are not eligible to participate in the New York City Teachers' Retirement System.
- Non-competitive employees, provisional positions, substitute teachers and substitute paraprofessionals are some examples of positions for which membership is voluntary.
- When joining or rejoining, you need to speak with your Timekeeper to confirm your employment classification, determining whether membership is required or optional.
- If voluntary for you, your membership starts when your application is received by BERS.

Service Credits

Part-time service (past or present) is service rendered while you were employed by NYCPS or by another covered employer. BERS will prorate credit for past or present part-time service on the basis of one year's worth of service credit, consistent with service credit requirements, as set forth in BERS *Update*.

NOTE: You cannot receive more than one year's worth of credit in any calendar year.

HR Connect

HR Connect is the one-stop-shop for general human resources information and employee customer service for NYCPS. It consists of:
- Web Portal: https://doehrconnect.custhelp.com
- Call Center:
  - Telephone: (718) 935-4000
  - Hours: Monday through Friday, 9 AM to 5 PM (excluding holidays)
- Service Center: in-person center to obtain your NYCPS photo ID card or I-9 verification located at 65 Court Street Brooklyn, NY 11201
- By appointment only: https://tinyurl.com/HRCSReservation

HR Connect Web Portal   **HRCS Reservation**

Photo ID
All Substitute Paraprofessionals are required to carry their NYCPS issued photo ID with them at all times on NYCPS property and to present it upon request. You will not be issued your NYCPS employee ID card until fingerprinting requirements have been met; they have been processed through the Substitute Application Processing Unit; and have been approved to serve in NYCPS.

Your NYCPS photo ID card will be mailed to the location that you include on the form. Please allow 2-3 weeks to receive NYCPS employee Photo ID Card.

If you are a new employee and have a confirmed I-9 appointment, your photo will be taken at the same time. If you have already completed your I-9 appointment and still require your photo to be taken, please schedule an appointment through the HR Connect Service Center Reservation System. Please be advised that the HR Connect Service Center is closed for walk-in services and is only providing services to those with confirmed appointments. To schedule an appointment, please visit: https://tinyurl.com/HRCSReservation
NOTE: The scheduling system will only display dates available within a two-week window.

If you already took your photo but never received your ID, please submit the *Photo ID Request Form* through the Upload Document feature of the HR Connect Portal so your photo ID can be mailed to you. First, complete the *Photo ID Request Form*
1. Log into the HR Connect Web Portal, https://doehrconnect.custhelp.com, using your NYCPS login credentials.
2. Select *Find a Form*.
3. Under *Other Forms*, select *Photo ID Request Form*.
4. Complete all required fields.

Then, submit the *Photo ID Request Form*.
5. Click on the *Upload Documents* feature to submit your form located in the top left of your screen.
6. Please select the *Walk-in-Center / ID Request* category from the drop-down menu.
7. Complete all required fields.
8. Click the *Submit* button.

NYCPS Email
It is the responsibility of the substitute paraprofessional to maintain their NYCPS email on a regular basis. All NYCPS official notices and correspondence are sent to substitute paraprofessional's NYCPS assigned email account, regardless of any personal email account commonly used by the substitute paraprofessional. For any questions or issues regarding your NYCPS email, please contact the DIIT Help Desk: 718-935-5100.

School Calendar
The NYCPS School Calendar meets the NYSED requirements of a minimum of 180 days for all schools. The NYCPS School Year Calendar begins in late August for staff and in early September for students and ends in late June for both.

For the current School Calendar, go to: https://www.schools.nyc.gov/calendar

NYCAPS

NYCAPS Employee Self Service (ESS) is the City of New York's system that allows employees to perform HR related tasks, such as updating your personal information (your name, address, and phone number), updating your tax withholdings and deductions including your W-2 form during tax time, enrolling in health benefits, etc. NYCAPS can be accessed via nyc.gov/ess. Your ESS User ID is your 7-digit Employee ID number.

Change of Name or Address

If your name or address changes, you must change your name and address with NYCAPS. Once the change is made with NYCAPS, SubCentral will automatically update your profile. Some important items to note:

- You must change your name with the Social Security Administration, or your name change will not be approved.
- NYCPS does not allow employees to maintain mailing and home addresses.
- NYCPS employees can only submit their permanent address.
- Do not use temporary or summer addresses.

To **change your legal name** with NYCPS, you must do so via   NYCAPS ESS.
1. Log into NYCAPS ESS at https://nyc.gov/ess using your Employee ID number.
2. From the navigation menu, click on *Personal Details*.
3. Select *Name*.
4. Perform any edits within the fields.
5. Click the *Save* button.

To **change your official address** with NYCPS, you must do so via NYCAPS ESS.
1. Log into NYCAPS ESS at https://nyc.gov/ess using your Employee ID number.
2. From the navigation menu, click on *Personal Details*.
3. Addresses will be listed at the top. Select *Home Address*.
4. Perform any edits within the fields.
   a. Change your address using the magnifying glass for your two-digit state, city, postal, and one-digit county code.
   b. For the *Address 1* box, do not exceed more than 35 characters.
   c. For the *Address 2* box, do not enter 'APT' or spell 'apartment'. Only enter the apartment number. Do not exceed 4 characters.
   NOTE: Adhering to the character limit is important because if you exceed the character limit, payroll items that are mailed to you will have your address cut off and the post office will mark these items as undeliverable.
5. Click the *Save* button.

Employee Incentives

All employees of NYCPS are entitled to discounted rates on cell phones, computers, insurance, travel, as well as a host of other discounts. Please visit https://infohub.nyced.org/nyc-doe-roles/human-resources/employee-incentives-and-discounts for more information and for the current school year Employee Incentives and Benefits.

United Federation of Teachers (UFT)

The UFT is the sole bargaining agent for most of the nonsupervisory educators who work in NYCPS.

The UFT has an office in each borough staffed by specially trained representatives who can answer members' questions about salary, certification and licensing, health coverage and other benefits, educational requirements, safety, pension, grievances, and much more.

UFT borough offices located in the 5 boroughs are open 10 a.m. – 6 p.m., Monday through Friday. For information about your UFT borough office, please visit: https://www.uft.org/your-union/uft-borough-offices You can reach the union at (212) 331-6311 if you need assistance.

Grievances

- NYCPS recognizes the UFT as the exclusive bargaining representative for all substitute paraprofessionals.
- NYCPS provides you, the substitute paraprofessional, the opportunity to discuss incidents or events which may lead to disciplinary action.
- In all disciplinary matters at the Central level, only you and Representatives from the UFT are permitted to attend disciplinary conferences, grievance hearings or ratings appeals. Outside counsel or other representation is not permitted.
- Union representation is recommended if complaints could result in your being permanently excluded from assignment as a day-to-day substitute paraprofessional.

Workers' Compensation

Workers' Compensation laws are enacted to protect employees against loss of earning power through injury sustained in their employment. Workers' compensation is insurance that provides cash benefits and/or medical care to workers who are injured or become ill as a direct result of their job. Substitute paraprofessionals are entitled to file for consideration of workers' compensation. For more information, please visit the City of New York Law Department, Workers' Compensation Division: https://infohub.nyced.org/nyc-doe-topics/finance/payroll/workers'-compensation

Frequently Asked Questions

Circle the choice that best answers the question.

1) When are substitute paraprofessionals usually paid?
   A. Once a month.
   B. Twice a month.
   C. Three times a month.
   D. Four times a month.

2) TRUE or FALSE: Substitutes who have been suspended from active service will have their payroll interrupted until the suspension is lifted or until the employee is terminated from NYCPS.
   A. True
   B. False

3) TRUE or FALSE: All employees, including substitute paraprofessionals, of the NYCPS who are not eligible to participate in the New York City Teachers' Retirement System are eligible to enroll in the Board of Education Retirement System (BERS).
   A. True
   B. False

4) Which of the following is true about HR Connect?
   A. HR Connect is the one-stop-shop for general human resources information and NYCPS employee customer service.
   B. HR Connect Service Center is closed for walk-in services and is by appointment only.
   C. HR Connect Service Center Reservation is required for I-9 Verification.
   D. All of the above.

5) Where would you take your photo for your NYCPS issued photo ID?
   A. Your assigned school.
   B. United Federation of Teachers (UFT) Office.
   C. HR Connect.
   D. Board of Education Retirement System (BERS) Office.

Answers: 1)B, 2)A, 3)A, 4)D, 5)C

Differentiating Roles

The following chart highlights some of the differences between the roles of a teacher and a paraprofessional in various aspects of an educational program:

TOPIC	TEACHER ROLE	PARAPROFESSIONAL ROLE
Classroom Organization	Plans weekly schedule, lessons, room arrangement, learning centers and activities for individuals and the entire class.	Implements plan as specified by the teacher.
Assessment	Administers and scores formal and informal tests.	Administers informal tests.
Setting Objectives	Determines appropriate objectives for groups and individual students.	Carries out activities to meet objectives.
Teaching	Teaches lessons for the entire class, small groups and individual students.	Reinforces and supervises practice of skills with individual students and small groups.
Behavior Management	Observes behavior, plans and implements behavior management strategies for entire class and for individual students.	Observes behavior, carries out behavior management activities. Models the classroom management system defined by each classroom teacher.
Working with Parents/Guardians	Meets with parents/guardians and initiates conferences concerning student's progress.	Participates in parent/guardian conferences, when deemed appropriate.
Building a Classroom Partnership	Arranges schedule for conferences; shares goals and philosophy with paraprofessional; organizes job duties for the paraprofessional.	Shares ideas and concerns during conferences and carries out duties, as directed by a teacher.

Adapted from: Area Special Education Cooperative / Special Education Paraprofessional Handbook, East Grand Forks, MN (2003)

Hints for Success

A substitute's leadership of the class, as the adult authority, is defined by their classroom skills and management strategies. "Hints for Success" provide some guiding principles that have been proven to be effective for both teachers and paraprofessionals and may assist you in having a successful experience:

- Be prepared to receive a call for an assignment. You may be called any morning to provide substitute service. Preplan to meet your family needs.

- Arrive at school early; report to the office; pick-up a substitute's folder, if available. Read it carefully, as it will guide you through the school's daily routines and emergency procedures.

- Go to your classroom. If available, carefully read instructions and/or rules left by the classroom paraprofessional you are covering. Examine the room. Locate the materials you will need for the day.

- Write your name on the board.

- Learn the names of your students from a seating chart, if available. If not, walk around the classroom and identify the names of students often posted on their desks. This will help in building rapport.

- Once the students are in the classroom, begin immediately and in an organized manner. Review expectations and class rules.

- Carry out the teacher's directions to the best of your ability.

- Leave a brief summary of the day for the classroom paraprofessional and what was accomplished.

- Leave the classroom in good order: desks, worktables, and/or learning centers organized; papers neatly stacked; shades adjusted; etc.

Adapted from: Prince George County Public Schools/Substitute Teacher Handbook (2014 – 2015)

What to Say and How to Say It

Throughout the day, you will need to convey instructions, warnings, directions, reprimands and encouragement to students. The most effective way to convey these messages to students is to be **brief, firm and positive**; be respectful and polite. **Always model "please" and "thank you".**

Instead of Saying:	Say:
Don't shout.	Speak in a quiet voice.
You'll fall if you don't watch out.	Use both hands when you climb.
Don't jump.	Climb down the ladder.
Don't tear the book.	Turn the pages carefully.
Don't rock your chair.	Sit on your chair.
Don't dump puzzle pieces on the floor.	Keep the puzzle on the table.

DO
- Speak in a calm, kind voice.
- Speak directly to the student; do not call across the room.
- Speak in short, meaningful sentences that the student can understand.
- Keep your voice and facial expressions pleasant.
- Express your request in a positive way.

DON'T
- Make fun of, or berate, the student.
- Give students a choice if they cannot have one.
- Compare one student with another, e.g., *"Look at how many questions Mary has completed."*
- Speak "about" students in front of students.
- Engage in conversation with colleagues which is derogatory about NYCPS, the school, students or staff.
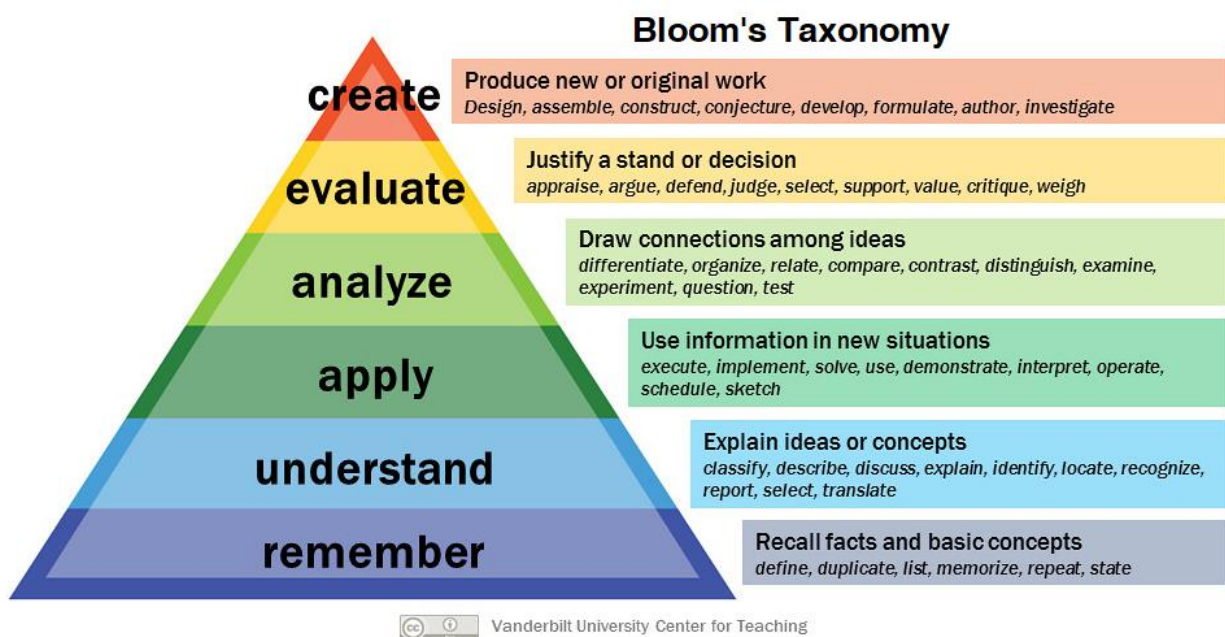
100 Ways to Say "Good Job!"

Everyone knows that a little praise goes a long way. Whether it is spoken or written at the top of a student's paper, praise reinforces good behavior and encourages quality work. Here are 100 suggestions to give praise, show interest and offer encouragement:

- ☐ You've got it!
- ☐ Super!
- ☐ That's right!
- ☐ That's good!
- ☐ You are very good at that.
- ☐ Good work!
- ☐ Exactly right!
- ☐ You have just about got it.
- ☐ You are doing a good job!
- ☐ That's it!
- ☐ Now you have it figured out.
- ☐ Great!
- ☐ I knew you could do it.
- ☐ Congratulations!
- ☐ Not bad.
- ☐ Keep working on it; you are improving.
- ☐ Now you have it.
- ☐ You are learning fast.
- ☐ Good for you!
- ☐ Couldn't have done it better myself.
- ☐ Beautiful!
- ☐ One more time and you'll have it.
- ☐ That's the right way to do it.
- ☐ You did it that time!
- ☐ You are getting better and better.
- ☐ You are on the right track now.
- ☐ Nice going.
- ☐ You haven't missed a thing.
- ☐ Wow!
- ☐ That's the way.
- ☐ Keep up the good work.
- ☐ Terrific!
- ☐ Nothing can stop you now.
- ☐ That's the way to do it.
- ☐ Sensational!

- ☐ You have got your brain in gear today.
- ☐ That's better.
- ☐ Excellent.
- ☐ That was first class work.
- ☐ That's the best ever.
- ☐ You have just about mastered that.
- ☐ Perfect.
- ☐ That's much better than ever before.
- ☐ Much better!
- ☐ Wonderful!
- ☐ You must have been practicing.
- ☐ You did that very well.
- ☐ Fine!
- ☐ Outstanding!
- ☐ Fantastic!
- ☐ Tremendous!
- ☐ Now that's what I call a fine job.
- ☐ That's great.
- ☐ You're really improving.
- ☐ Superb!
- ☐ Good remembering.
- ☐ You've got that down pat.
- ☐ You certainly did well today.
- ☐ Keep it up!
- ☐ Congratulations, you got it right.
- ☐ You did a lot of work today.
- ☐ You Rock!
- ☐ Marvelous!
- ☐ I like that.
- ☐ Cool!
- ☐ Way to go!
- ☐ You've got the hang of it!
- ☐ You're doing fine.
- ☐ Good thinking.

- ☐ You're learning a lot.
- ☐ Good going.
- ☐ I've never seen anyone do it better.
- ☐ That's a real work of art.
- ☐ Keep on trying!
- ☐ Good job.
- ☐ You remembered!
- ☐ That's really nice.
- ☐ Thanks!
- ☐ That's "A" work.
- ☐ That's clever.
- ☐ Very interesting.
- ☐ You make it look easy.
- ☐ Excellent effort.
- ☐ Awesome!
- ☐ That's a good point.
- ☐ Superior work.
- ☐ I knew you could do it.
- ☐ That looks like it's going to be a great paper.
- ☐ That's coming along nicely.
- ☐ That's an interesting way of looking at it.
- ☐ Out of sight!
- ☐ It looks like you've put a lot of work into this.
- ☐ Right on!
- ☐ Congratulations, you only missed…
- ☐ Super-Duper
- ☐ It's a classic.
- ☐ I'm impressed.
- ☐ Bravo!
- ☐ Phenomenal job!
- ☐ What neat work.

General Educational Concepts
for Paraprofessionals

Bloom's Taxonomy is a cognitive framework that classifies the different learning outcomes that educators set for their students. It is structured with lower-level thinking at the base and higher-order thinking at the top of the pyramid. This framework can be used to create assessments, evaluate the complexity of assignments, increase the rigor of a lesson, simplify an activity to help personalize learning, design a summative assessment, plan project-based learning, frame a group discussion, and more.

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

The goal of using Bloom's Taxonomy is to encourage higher-order thought in students by building up from lower-level cognitive skills. The key phrases can be used to prompt for these skills. *Please refer to the next page for examples on how to use Bloom's Taxonomy.*

PROMOTING HIGHER LEVEL THINKING		
Level of Thinking	**Typical Verbs Used**	**Examples of Questions**
Knowledge Knowledge questions ask students to recognize, recall, and state facts, terms, basic concepts, and answers.	define, draw, repeat, record, label, identify, **name**, list	Can you *name* the author of the book?
Comprehension Comprehension is the ability to understand concepts at a basic level. The student knows the meaning of the information, but does not relate or apply it to other situations.	classify, **compare,** contrast, translate**,** explain, **summarize,** give examples	Can you *compare* the weather today, with the weather yesterday? Can you *summarize* the differences?
Application Application is the ability to use learned knowledge in particular and concrete situations. The student can apply rules, principles and concepts in new and appropriate contexts.	apply, calculate, **complete,** demonstrate, illustrate, practice, solve, use, predict, show	Can you *complete* the sentence, using a vocabulary word from the lesson?
Analysis Analysis is the ability to break down a concept into its component parts.	analyze, classify, discuss, divide, **explain,** infer, inspect	Can you *explain* why it is important to have classroom rules?
Synthesis Synthesis is the ability to put together elements or parts to form a whole. The student arranges and combines pieces to form a pattern, structure, or idea that was not clearly evident before.	arrange, combine, construct, create, design, develop, generalize, organize, plan, **predict,** categorize, rearrange	Can you *predict* what would happen if a law was passed that made commercials on television illegal?
Evaluation Evaluation is the ability to judge the value of materials, methods, or ideas. This level of thinking requires students not only to understand the material, but to make a judgment based on this understanding.	assess, critique, estimate, evaluate, judge, rank, rate, **recommend**, test, value, justify	What requirements, for employing a new Teacher, would you *recommend* to the Principal?

http://cft.vanderbilt.edu/teaching-guides/pedagogical/blooms-taxonomy/

Professional Development Resources for Educators

In the last ten years there's been a lot of research done about what makes a difference for student achievement and it's now clear that the single most important determinant of what students learn is what their teachers know. Teacher qualifications, teacher's knowledge and skills, make more difference for student learning than any other single factor.

Dr. Linda Darling-Hammond, Professor of Education Stanford University
Graduate School of Education *and* President/CEO, Learning Policy Institute

TYPE	TITLE	AUTHOR	DESCRIPTION
Book	Assess Higher-Order Thinking Skills in Your Classroom	Susan Brookhart (2010)	Assessment guide to help teachers determine if students are displaying complex thinking (K-12).
Book	Best Practices in Literacy Instruction, 6th Ed.	Lesley Morrow (2018)	Evidence-based teacher resource (PreK – 8).
Book	Better Than Carrots Or Sticks: Restorative Practices for Positive Classroom Management	Dominique Smith, Douglas Fisher, Nancy Frey (2015)	Practical blueprint for creating a cooperative and respectful classroom climate.
Book	Classroom Strategies for Interactive Learning	Doug Buehl (2017)	Strategies for developing students to become purposeful thinkers; readers thru scaffolding comprehension skills.
Book	Comprehension Connections: Bridges to Strategic Reading	Tanny McGregor (2007)	A guide to developing children's ability to fully understand texts by making the comprehension process achievable, accessible, and incremental.
Book	Comprehension Instruction / Research-Based Best Practices	Cathy Collins Block (2008)	Presents theory and practice on how we comprehend text and how to best foster the development of comprehension in students.
Book	Concept-Based Curriculum and Instruction	H. Lynn Erickson (2014) Corwin Press Publishers	How to bring content and process together in the classroom.
Book	Content Counts! Developing Literacy Skills	Jennifer Alteri (2011) Internat'l Reading Assoc	Developing discipline- based literacy skills (K – 6).
Book	Culturally Responsive Teaching and The Brain	Zaretta Hammond (2014)	Brain-based teaching approach to culturally responsive instruction.
Book	Developing Readers in the Academic Disciplines	Doug Buehl (2023)	Strategies to improve learning and literacy skills.
Book	Digital Citizenship in Action: Empowering Students to Engage in Online Communities	Kristen Mattson (2017)	Strategies to help students develop relationships based on mutual trust and understanding in digital spaces.
Book	Energizers! 88 Quick Movement Activities That Refresh and Refocus	Susan L. Roser (2009)	Encourages playful moving, laughing, chanting or singing to promote more productive learning (K – 6).
Book	Energizing Brain Breaks	David Sladkey (2013)	Activities to help students remain sharp, alert, and re-energized for the next learning task.
Book	For White Folks Who Teach in the Hood... and the Rest of Y'all Too	Christopher Emdin (2016)	New approach to teaching and learning in urban education by merging real stories with theory, research, and practice.
Book	Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom	Kristin Souers, Pete Hall (2016)	Research and experience based strategies for working with trauma-affected students.
Book	Habits of Mind	Art Costa (2009)	How to transform schools into learning communities.

Book	How to Differentiate Instruction in Academically Diverse Classrooms. United States	Carol Tomlinson (2017)	Best practices on how to help students access high-quality curriculum, engage in meaningful learning experiences, and feel safe and valued in their school.
Book	Interventions for All	Yvette Zgonc (2010)	Phonological awareness (K-2).
Article	"Mindful Classroom Management & the Power of Patience"	Dr. Azi Jankovic (2016)	Patience, faith, respect, praise and relationships are very important, not only in everyday life, but in the classroom.
Book	Not Light, But Fire	Matthew Kay (2018)	Strategies on how to lead students through difficult race conversations.
Book	Phonics A – Z, 4th Ed.	Wiley Blevins (2023)	Phonics instruction (K – 2).
Book	Preventing Reading Difficulties	National Research Council (1998)	Reading research.
Article & Video	Principal of the Week: Shawn Rux / MS 53Q and YouTube: "MOTIVATE" / MS 53	Katie Honan (2016)	Far Rockaway Principal looks to bring pride back through Art and Music.
Book	Pump Up the Volume – Vocabulary	Laureen Reynolds (2008)	Practical strategies to build students oral (listening and speaking) vocabulary words they understand and use when they speak (K – 3).
Book	Qualities of Effective Teachers	James Stronge (2018)	Explores what effective teachers do during planning, instruction, and assessment.
Book	Someday	Eileen Spinelli (2007)	Poetic words and collages depicting dreams of tomorrow, while living today (K – 4).
Book	Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator	Dave Burgess (2012)	Techniques and innovative ideas that help teachers increase student engagement.
Book	Teaching When the World Is on Fire	Lisa Delpit (2021)	Collection of advice and strategies for creating a just classroom from educators.
Book	The Balanced Leadership Framework, McRel	Tim Waters	Actions/behaviors affecting student achievement.
Book	The Fluent Reader, 2nd Ed.	Timothy V. Rasinski (2010)	Strategies for building word recognition, fluency and comprehension (6 up).
Book	The Teacher's Encyclopedia of Behavior Management 100 Problems/500 Plans Reproducible Tools	Randall Sprick, Lisa Howard (2012)	Addresses classroom problems and includes model plans and suggestions for developing and implementing interventions.
Book & Article	Too numerous to mention (Includes Leveled Series for Common Core)	Fisher & Frey	Improving student achievement and schools through literacy development (K – 12).
Book	Too numerous to mention	Gay Su Pinell and Irene Fountas	Expert guides to the teaching of phonics and spelling in the reading/ writing classroom (K – 3).
Book	Visible Learning for Teachers	John Hattie, Shirley Clarke (2019)	Collection of evidence- based research into what works in schools to improve learning.
Book	Why Didn't I Learn this in College?, 3rd Ed.	Paula Rutherford (2020)	Strategies and approaches to use with the ever-changing student demographics.
Book	Words Their Way, 7th Ed.	Donald Bear (2019)	Hands-on approach to word study that illustrates how to integrate and teach children phonics, vocabulary and spelling skills (K – 6).
Article	16 Inspirational Quotes from Children's Literature	Kimberly EHart (2015)	Student motivation using children's literature.

CONTACTS and LINKS

New York State Education Department (NYSED)

ORGANIZATION	ADDRESS
New York State Education Department (NYSED)	http://www.highered.nysed.gov/tcert/
Teaching Assistant (Paraprofessional) Exams	https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY095_TestPage.html
Child Abuse Identification Workshop	http://www.highered.nysed.gov/tcert/certificate/ca.html
School Violence Prevention and Intervention Workshop	http://www.highered.nysed.gov/tcert/certificate/save.html
Teachers Exams	http://www.nystce.nesinc.com/
NYSED Learning Standards	https://www.nysed.gov/next-generation-learning-standards

Professional Organizations

ORGANIZATION	ADDRESS
National Resource Center for Paraeducators	http://www.nrcpara.org
Council for Exceptional Children	http://www.cec.sped.org
National Center for Learning Disabilities	http://www.ncld.org
United Federation of Teachers (UFT)	http://www.uft.org
National Education Association of the United States (NEA)	http://www.nea.org
Association for Supervision and Curriculum Development (ASCD)	www.ascd.org
National Council of Teachers of English (NCTE)	http://www.ncte.org
National Council of Teachers of Mathematics (NCTM)	http://www.nctm.org
National Science Teachers Association (NSTA)	http://www.nsta.org
National Council for the Social Studies	http://www.socialstudies.org
STEM Education Coalition (**S**cience/**T**echnology/**E**ngineering/**M**athematics)	http://www.stemcoalition.org
National Alliance of Black School Educators (NABSE)	http://www.nabse.org
TESOL International Association (**T**eaching **E**nglish to **S**peakers of **O**ther **L**anguages)	http://www.tesol.org
International Literacy Association (ILA)	https://www.literacyworldwide.org/

NOTE: Internet addresses active at the time of publication

IMPORTANT WEBSITES for EDUCATORS

The table contains resources for engaging students, managing classrooms, and planning lessons. This is broken into three categories: (1) General, (2) STEM: Science, Technology, Engineering, Math, and (3) Literacy & Social Studies.

ORGANIZATION	ADDRESS	DESCRIPTION
General		
Crayola	http://www.crayola.com/educators	Activities for every grade level.
Smarttech	https://www.smarttech.com/en/education	Ready-made, interactive whiteboard lessons; guide on how to create lessons for whiteboards.
Teacher Tube	http://www.teachertube.com	Source for instructional videos.
EDUTOPIA (George Lucas Educational Foundation)	http://www.edutopia.org	A great resource that provides tools for increasing student engagement.
Education World	http://www.educationworld.com	An online resource to find high-quality and in-depth original content: lesson plans, printables, worksheets; updated daily.
Teacher Vision	https://www.teachervision.com	Cross-curricular resources by theme.
Powtoon	http://www.powtoon.com	Resource for creating short, animated clips to accompany student-generated scripts.
Wordsmyth	http://www.wordsmyth.net	Online dictionary/thesaurus.
Tolerance	http://www.tolerance.org	Teacher blog addressing difficult to teach topics within an educational setting. Includes supporting teacher-to-teacher activities and materials.
Annenberg Learner	http://www.learner.org	PD video series; presents challenging subject-specific topics that teachers must address in their classrooms.
Catapult Learning	http://www.catapultlearning.com	Dedicated to improving the academic performance for at-risk and struggling students, including potential dropouts and those with learning and emotional disabilities.

NOTE: Internet addresses active at the time of publication

ORGANIZATION	ADDRESS	DESCRIPTION
STEM: Science, Technology, Engineering, Math		
National Library of Virtual Manipulations	http://nlvm.usu.edu/en/nav/vlibrary.html	Computer-based Math games.
Next Gen STEM For Educators	https://www.nasa.gov/learning-resources/for-educators/	Stem resources for K-12 educators.
I Am A Scientist	https://www.iamascientist.info/educators	Posters and resources of real-life scientists.
Skype A Scientist	https://www.skypeascientist.com/	Sign up for a free live Q&A session connecting your class to scientists.
Ask A Technology Teacher	https://askatechteacher.com/	A group of technology teachers who run an award-winning resource blog where they provide free materials, advice, lesson plans, conversation and website reviews.
Google Earth	https://earth.google.com/	Geography; map generator.
Education on Science	https://science.education.nih.gov/	Free STEM education materials for grades pre-K through 12.
Literacy & Social Studies		
EDSITEment	https://edsitement.neh.gov/	Offers resources in the areas of literature/language arts; foreign languages; art/culture; history/social studies.
Youth.gov	https://youth.gov/federal-links/kidsgov	U.S. Government's official web portal for kids.
Smithsonian Kids	http://www.si.edu/kids	Virtual tours of exhibitions; connect w/experts in the field; lesson plans.
Scholastic	http://www.scholastic.com/bookwizard	Guidelines for leveling classroom libraries and resources for books.
The Writing Revolution	https://www.thewritingrevolution.org/resources/book-resources/	Writing templates, posters, activities for developing students' writing skills.

NOTE: Internet addresses active at the time of publication

GLOSSARY

Accommodations

Tools and procedures that provide equal access to instruction and assessment for students with disabilities; designed to "level the playing field" for students with disabilities, accommodations are generally grouped into the following categories:

- Presentation (e.g., repeating directions, reading aloud, using larger bubbles on answer sheets, etc.);
- Response (e.g., marking answers in book, using reference aids, pointing, using a computer, etc.);
- Timing/Scheduling (e.g., extended time, frequent breaks, etc.);
- Setting (e.g., study carrel, special lighting, separate room, etc.).

Adapted Physical Education (APE)

A specialized physical education program for children with disabilities who may not safely or successfully participate in the regular physical education program.

Alternate Learning Center

An educational setting, other than the student's current placement, at which the student will receive special education services.

Alternative Services (also known as Intervention/Prevention Services)

Services provided to general education students who are having difficulty in school. These services are an alternative to special education for students who are not classified as disabled or prior to a referral for a special education evaluation. Alternatives to special education may include reading and math remediation programs, guidance services and speech and language therapy that are provided within the school prior to referral for a special education evaluation.

Annual Goals

Goals written on the IEP that describe what the child is expected to achieve in the disability related area(s) over a one-year period. Annual Review: A review of a disabled student's special education services and progress that is completed at least once each school year by the student's teacher(s) at an IEP Team meeting. Changes in special education services may or may not be recommended at this time.

Assessment

The process of collecting information about a student's strengths and weaknesses to improve his or her educational program. The information collected through tests, observations and interviews will assist the team in determining the child's levels of functioning and educational needs.

Assistive Technology Devices and Services

An Assistive Technology Device is any piece of equipment, product or system that is used to increase, maintain or improve the functional capabilities of a student with a disability (e.g., a communication device, FM unit, computer access). An Assistive Technology Service is any service that directly helps a student with a disability to select, acquire, or use an assistive technology device. Any assistive technology or services a student requires must be listed in his or her IEP.

Autism

A developmental disability, significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance.

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements; resistance to environmental change or change in daily routines; and unusual responses to sensory experiences.

The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism, if the above criteria are otherwise satisfied.

Behavior Intervention Plan (BIP)

A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies and supports; program modifications; and supplementary aids and services that may be required to address the problem behavior.

Children's First Networks (CFN)

Teams of schools, organized into geographic clusters.

Child Find

Ongoing activities undertaken by states and local school districts to locate, identify and evaluate all children residing in the city, who are suspected of having disabilities, so that a Free Appropriate Public Education (FAPE) can be made available to all eligible children, including all children in public, private and parochial schools.

Class Size

The maximum number of students permitted in the recommended services and/or class. This is indicated in the IEP.

Classification

This term is taken from New York State law and refers to types of disabilities.

Classroom Observation

The process of observing a student during the school day in the classroom and other school settings to see how learning occurs and what behaviors are exhibited.

Clinician

Another term used for a Department of Education assessment professional, such as a school psychologist or school social worker.

Commissioner's Regulations

New York State Education Department guidelines, based on Federal and State education laws, specifying among other things, the steps school districts must follow in the special education referral, evaluation and placement process.

Committee on Special Education (CSE) Office

The "CSE Office" has historically referred to the Committee on Special Education Office and the teams that are housed in that Office, as well as other IEP Teams. Currently, the "Committee on Special Education Office" and "IEP Teams" are referred to separately. IEP Teams are located both at schools and in the Committee on Special Education Office, and they may be composed as either a Full Committee or a Subcommittee. The IEP Teams located at the Committee on Special Education Office and directed by the Chairperson are responsible for several groups of students.

These teams are responsible for all students 5 to 21 years of age who attend a school within the geographic boundaries of the districts that is a:

These teams are responsible for all students 5 to 21 years of age who attend a school within the geographic boundaries of the districts that is a:

- ☐ Private school;
- ☐ Parochial school;
- ☐ Charter school; and
- ☐ State approved non-public school.

The IEP Teams located at a Committee on Special Education Office are also responsible for students who reside within the geographic boundaries of the districts that are served by the Committee on Special Education Office and who are:

- ☐ Students attending non-public schools outside New York City and New York State;
- ☐ Students who receive home or hospital instruction as their placement on their IEP (please note that this does not include students on temporary home instruction, as these students are expected to return to their prior school);
- ☐ Students who are being home-schooled; and
- ☐ Students who are non-attending.

To see the contact list for area CSE Offices: https://www.schools.nyc.gov/learning/special-education/help/committees-on-special-education

Confidentiality

The obligation of the Department of Education to maintain the student's special education records in a manner that assures that only appropriate staff has access to the student's IEP and records.

Continuum

The range of education services in the Department of Education to support educating children with disabilities in the least restrictive environment.

Counseling

These services are designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution if a student is experiencing difficulty interacting appropriately with adults or peers, withdrawal or acting out, low self-esteem and/or poor coping skills that significantly interfere with learning. If students require services from a particular provider (e.g., Guidance Counselor, School Psychologist or Social Worker) it must be outlined in the IEP.

Committee on Special Education (CSE) Office Record or (CSE) Office File

All of the student's referral, evaluation and placement materials: including due-process notices, IEPs and school reports.

Curriculum Accommodations

Accommodations change how a student accesses information and demonstrates that s/he has learned the information. They may include the use of audiotapes instead of books, large-print books, Braille materials, use of a calculator for math and/or use of a word processor instead of handwriting.

Curriculum Modifications

Modifications change the way the curriculum is delivered and the instructional level, but the subject matter itself remains the same. Examples of modifications include redesigning the size or focus of the assignment.

Deaf-Blindness

A student with both hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Deafness

A student with hearing loss that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the student's educational performance.

Declassification

An IEP Team determination that a student no longer needs special education services.

Declassification Support Services

Services to support a decertified student to make the transition back to general education classes with no special education services. Declassification services may be provided for up to one year from the date of decertification and may include instructional supports and modifications, speech and language services, counseling services, etc.

Deferred Placement

During the IEP Team meeting, discussion will include a decision as to whether or not the recommended special education services should begin immediately. It may not be in a student's best interests to immediately implement the recommended special education services. This is referred to as a "deferred" placement and requires consent from the parent.

Due Process

The provision in law that guarantees and protects the rights of parents, students and the Department of Education during the referral, evaluation and placement process.

Due Process Complaint

Also called a Request for an Impartial Hearing, this is a written complaint filed by a parent or a school district involving any matter relating to the identification, evaluation, educational placement or provision of a free, appropriate, public education to a student with a disability. This may result in an Impartial Hearing.

Due Process Hearing (Impartial Hearing)

A legal proceeding before an Impartial Hearing Officer who is not an employee of the New York City Public Schools. Both the parents and the school district present arguments, witnesses, if any, and evidence.

Electronic Fund Transfer (EFT)

New York City Public Schools' Direct Deposit payroll system.

Employee Identification System (EIS)

New York City Public Schools' Employee Identification System, used for all business transactions, while active.

Emotional Disturbance

A student who exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the student's educational performance:

- ☐ An inability to learn that cannot be explained by intellectual, sensory or health factors;
- ☐ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- ☐ Inappropriate types of behavior or feelings under normal circumstances;
- ☐ A generally pervasive mood of unhappiness or depression;
- ☐ A tendency to develop physical symptoms or fears associated with personal or school problems.

The term "emotional disturbance" includes schizophrenia. It does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

English Language Learner (ELL) Formerly Students with Limited English Proficiency (LEP)

A student who speaks a language other than English at home and scores below a state designated level of proficiency in English upon entering the New York City public school system.

English as a Second Language (ESL)

A teaching approach and methodology used by trained English-speaking teachers for ELLs who are acquiring English-language skills.

Free Appropriate Public Education (FAPE)

Special education and related services that are provided at public expense, under public supervision, direction and without charge to the parent.

Functional Behavioral Assessment (FBA)

A problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help IEP Teams select interventions that directly address the problem behavior.

General Education Curriculum

The body of knowledge and range of skills that all students, including students with disabilities, are expected to master.

Graduate Equivalency Diploma (GED)

Alternative high school diploma, issued by New York State, for completing an equivalent high school competency examination.

Health Services

A type of related services provided to students who are identified as having medical and/or health needs that require the assistance of a nurse or health paraprofessional during the school day. Examples of this service may be feeding, ambulation, suctioning or catheterization.

Hearing Education Services

Services designed to provide instruction in speech, reading, auditory training and language development to enhance the growth of receptive/expressive communication skills.

Hearing Loss

An impairment in hearing, whether permanent or fluctuating, that adversely affects the student's educational performance but is not included under the definition of deafness in this section.

High School Diploma

Given to students who have successfully completed either Regents exams or competency tests and course credit requirements, as prescribed by regulation.

Home Instruction as a program recommendation on the student's IEP

Home Instruction may be recommended by the relevant IEP Team for students with disabilities who have a medical or psychological illness which prevents the student from attending a public or private facility for an extended period of time (i.e., one year or longer).

Home Language Identification Survey (HLIS)

A parent questionnaire to determine whether or not a language other than English is spoken in the student's home.

Hospital Instruction

An educational service provided on a temporary basis to students who are hospitalized for medical conditions that prevent them from attending school.

IEP Diploma

The IEP diploma certifies that a student has completed IEP goals. IEP diplomas are not accepted for admission to college or enrollment in military service. Students who are participating in alternate assessment and are expecting to achieve an IEP diploma should discuss transition plans including post-graduation and career training during their IEP Team meeting. Students receiving IEP diplomas are entitled to remain in school until the end of the school year in which they turn 21 and may pursue Advanced Regents, Regents, Local, Careers and Technical Education (CTE or GED diplomas.)

Individualized Education Program (IEP)

The IEP documents a student's eligibility for special education services and formalizes the school system's plan to provide special education services that are appropriate for his or her unique needs. It contains specific information about the student and the education program designed to meet these needs, including:

- The student's current performance in school and goals that can be reasonably accomplished in a school year;
- Special education and related services, including counseling; speech, occupational or physical therapy; paraprofessional support; assistive technology; behavior intervention and modifications;
- Participation with non-disabled students and/or mainstreaming opportunities;
- Participation in state and citywide tests, promotion criteria and diploma objectives;
- Date services will begin, how often they will be provided, where they will be provided and for how long;
- Means of measuring the student's progress.

Individualized Supports

Examples of supports include rephrasing of questions and instructions, additional time to move between classes, special seating arrangements, testing accommodations such as questions being read or re-read aloud, additional time, etc., curricular aids such as highlighted reading materials, main idea summaries, organizational aids, pre-written notes or study guides.

Individuals with Disabilities Education Improvement Act (IDEIA)

A Federal law that gives students with disabilities the right to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment from age 3 to the year the student turns 21 years or graduates with a high school diploma.

Interactive Voice Response (IVR)

Assistive technology communication device for students who do not have speech capabilities.

Language Assessment Battery-Revised (LAB-R)

A test given to determine a student's level of proficiency in English and need for bilingual ESL instructional services.

Learning Disability (LD)

Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities; of mental retardation; of emotional disturbance or of environmental, cultural or economic disadvantage.

Least Restrictive Environment (LRE)

"Least Restrictive Environment" means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Limited Mobility

Students who have specific mobility impairments, whether physical or sensory, for whom the design of buildings may pose barriers and who, therefore, must be offered access to programs to the extent required by law.

Mainstreaming

Students who are identified as having an educational disability and receiving special class services full-time or for the majority of the school day must have access to general education classes and services to the maximum extent appropriate. Mainstreaming is the placement of a student who is in a full-time special class or in a special class for the majority of the school day into a general education classroom with age-appropriate peers for the areas of instruction in which the student's disability does not impact on his or her ability to participate. A student may be mainstreamed in academic classes such as math, language arts, science or social studies or a non-academic program such as music or art.

Management Needs

The amount of adult supervision and any necessary environmental modifications required to meet a student's needs. This must be indicated in the IEP

Matron

A person who assists students on the special education bus while riding to and from school.

Medical Examination

A doctor's report on a student's physical and medical condition that is taken into consideration during the IEP Team meeting.

Mental Retardation

A student with significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects that student's educational performance.

Modifications

Describes a change in the curriculum. While accommodations are changes in formats or procedures that enable students to participate readily rather than be limited by disabilities, modifications are more extensive changes of both difficulty level and/or content quantity. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for an elementary school student with cognitive impairments that limit his or her ability to understand the content in the general education class in which they are included.

Multidisciplinary Evaluation

The complete assessment of students by the evaluation team to determine if the student is disabled and requires special education services. This is also called a Multidisciplinary Assessment.

Multiple Disabilities

A student with concurrent impairments (such as mental retardation–blindness, mental retardation– orthopedic impairment, etc.), the combination of which causes educational needs that cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Neurological Evaluation

A specialized assessment conducted by a neurologist to determine if the student exhibits signs of a brain dysfunction that may affect learning.

New York State English as a Second Language Achievement Test (NYSESLAT)

The NYSESLAT is taken by English Language Learners (ELLs) in kindergarten through grade 12 who have been placed in ESL, bilingual or Dual Language classes. They will continue to receive ESL and bilingual services until their scores on the NYSESLAT indicate that they have gained sufficient proficiency in English to fully participate in an English-only program.

Non-Disabled

A student who is not classified as having a disability and receives no special education services.

New York State Approved Non-Public School

A school that provides a publicly funded special education program and that is not part of the New York City Public Schools.

Notice of Referral

A letter sent to parents in their preferred language, if known, no more than five days after the receipt of a referral for special education screening.

NYCPS

Abbreviation for New York City Public Schools; New York City's public school system of over 1,600 schools that serve approximately one million students throughout the five boroughs.

Office of Student Enrollment (OSE)

The central Office of Student Enrollment facilitates student placement, enrollment, zoning and choice programs on a citywide basis for all grade levels. OSE is also responsible for placing public school students in collaborative team teaching and special education classes once they have been recommended for these services and the student cannot be served in his or her current school.

Occupational Therapy

This will help the student maintain, improve or restore adaptive and functional skills, including fine motor skills and oral motor skills in all educational activities.

Orientation and Mobility Services

These services are designed to improve a student's understanding of spatial and environmental concepts and use of information s/he receives through the senses (e.g., sound, temperature, vibrations) for establishing, maintaining and regaining orientation and line of travel. They are provided to students with visual impairments.

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.) impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputation and fractures or burns which cause contractures).

Other Health Impairment

A student with limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a: heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder, or Tourette syndrome, which adversely affects that student's educational performance.

Other Support Services

Related services provided to students who require developmental or corrective assistance to be maintained in their current educational programs.

Paraprofessional

A person who provides assistance (e.g., behavior management, health services, transportation or toileting, awaiting placement services, alternate placement services, or sign-language interpretation) either to the entire class or an individual or group of students.

Parent Counseling and Training

If the parent(s) need some help understanding the special needs of their child, Parent Counseling and Training can provide them with information about their child's development. Parent Counseling and Training is typically provided as part of the program if their child is in special classes with staffing ratios of 8:1:1, 6:1:1 and 12:1:4. These are not adult counseling services and are not intended to meet their personal or educational needs.

Parent Member

A parent of a child with a disability in the school district who participates in IEP Team meetings and assists a parent of a child with a known or suspected disability in making educational decisions for his or her child.

Pendency

When a party requests an Impartial Hearing or participates in mediation, pendency, a "stay-put" provision, allows the student to remain in his or her "last-agreed-upon placement" until the Impartial Hearing process (including all appeals) is complete, unless the parent and the IEP Team agree in writing to an alternative.

Persons in Parental Relationship

A person in parental relationship to the child, as defined in New York State Education Law, including a father or mother (by birth or adoption) a stepfather, a stepmother, a legally appointed guardian or a custodian. A custodian is someone who has assumed the charge and care of a child because the parents or guardian have died, are imprisoned, are mentally ill, have been committed to an institution, or have abandoned or deserted the child or are living outside the state or their whereabouts are unknown. Pursuant to

Title 15-A of the General Obligations Law, which allows parents to voluntarily designate someone else to make educational decisions for their child, a person may be designated as a Person in Parental Relation. The designation must be in writing and can be for no longer than six months at a time. If the designation is for longer than 30 days, it must be notarized and signed by the designee, as well as the parent.

The person acting in parental relationship is called on by the IEP Team for involvement and consultation throughout the special education process. If the birth parents return to the student's life at any time and assume parental responsibility, the IEP Team involves them in the decision-making process and no longer recognizes the other parenting relationships that existed prior to the parent's return.

Physical Therapy

Uses activities to maintain, improve or restore the student's functioning, including gross motor development, ambulation, balance and coordination in various settings, including but not limited to the classroom, gym, bathroom, playground, staircase and transitions between classes.

Preferred Language

The language that a parent feels most comfortable speaking. This may or may not be the language regularly spoken at home.

Psychiatric Evaluation

A specialized assessment conducted by a psychiatrist to determine a student's ability to relate to the environment and the level to which emotional problems interfere with learning.

Psychological Evaluation

An assessment conducted by a licensed psychologist to measure a student's strengths and weaknesses in overall learning abilities and how s/he relates to other children and adults.

Recommendation

A determination of the provision of special education services made at an IEP Team meeting.

Reevaluation

An updated evaluation(s) for a student with a disability. A request for this can be made by the student's teacher, parent or school district. Additionally, students with disabilities must be reevaluated once every three years, except when the district and parent agree in writing that a reevaluation is not necessary. A reevaluation may not be conducted more than once a year unless the school and the parent agree otherwise.

Referral

A referral begins the evaluation and placement process to determine whether the student has a disability and requires special education services.

Regular Education

See General Education curriculum.

Related Services

Services that may be given to special education students to help support and assist their participation in their school program. These services must be recommended on the IEP and are provided either individually or in groups of no more than five. Services include: counseling, school health services, hearing education services, occupational therapy, physical therapy, speech/ language therapy, vision education services, orientation and mobility services and "other support" services.

Related Services Authorization (RSA)

An RSA is an authorization letter given to parents that allows them to obtain the services of a non- Department of Education independent provider of specific related services at Department of Education expense when the Department of Education has been unable to provide these services for the student within the required timelines.

Requested Review

An IEP Team meeting to review the child's IEP to determine if it continues to meet his or her needs. This review may be requested at any time by a parent, a teacher or other school staff member.

Resolution Session

A mandatory meeting that the school district must convene within 15 days of receiving the parents' due process complaint. The resolution session includes parents, members of the IEP Team relevant to the complaint and a representative of the school district

who has decision-making authority.

Right to Visit a Class

Parents have the right to visit the school where their child will receive special education services. The parent may be shown a class that is an example of the program the student is recommended to receive.

School Health Services

A school nurse or paraprofessional provides services that are designed to address the student's specific health needs, as documented by his or her physician, to ensure a safe educational environment.

Social History

An interview with parents concerning a student's health, family and school background, including social relationships, that is used as part of a student's evaluation.

Special Class

Ways that special education professionals adapt the content, methodology (approaches to teaching certain grade-level content), or the delivery of instruction to address the unique needs that result from the student's disability. Specially designed instruction should also ensure that the eligible student has access to the general curriculum so that he or she can meet the educational standards of the school district that apply to all students.

Specially Designed Instruction

Ways that special education professionals adapt the content, methodology (approaches to teaching certain grade-level content), or the delivery of instruction to address the unique needs that result from the child's disability. Specially designed instruction should also ensure that the eligible child has access to the general curriculum so that he or she can meet the educational standards of the school district that apply to all children.

Speech or Language Impairment

A student with a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects that student's educational performance.

Speech/Language Therapy

These services help in the way the student understands sounds and language (called auditory processing), with articulation or phonological skills, comprehension, use of syntax, pragmatics, voice production and fluency.

Surrogate Parents

To ensure the rights of the student are protected, in the following circumstances, a person may be appointed by the Department of Education as a "surrogate parent" to act in the place of parents or guardians:

- No parent can be identified;

- After reasonable efforts, the Department of Education cannot discover the whereabouts of the parent;

- The student is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Act;

- The student is a Ward of the State and does not have a parent who meets the definition of parent. A Ward of the State is a child or youth under the age of 21 who has been placed or remanded through a juvenile delinquency, PINS or child protective proceeding; is in the custody of the Commissioner of Social Services or the Office of Children and Family Services; or is a destitute child not being cared for in his or her home.

Surrogate parents are not officers, employees or agents of the Department of Education or the State Education Department or any other agency involved in the education or care of the student.

Toilet Training

Toilet Training is a short-term instructional service to help prepare a student for independence in toileting. It is provided by a paraprofessional who schedules, instructs and assists the student.

Transition Services

A coordinated set of activities that:

- Improves the academic and functional skills of the student in order to facilitate the student's movement from school to post-school activities such as post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation;

- Is based on the individual student's needs, taking into account his or her strengths, preferences and interests, and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and functional vocational evaluation.

Transitional Support Services

Transitional support services, such as consultation and/or training, may be provided to staff (generally for 30 days) who work with students with disabilities as they move into less restrictive settings. Although transitional support services are provided to teachers, the benefit extends to the student with a disability.

Traumatic Brain Injury

A student with an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, and anoxia or brain tumors with resulting impairments that adversely affect that student's educational performance.

The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include injuries that are congenital or caused by birth trauma.

Travel Training

A service that teaches high school-aged students to travel to and from school or to and from the work-study site safely and independently.

Twelve-Month School Year Services (also known as extended school year services)

Twelve-Month School Year Services are provided to students with severe disabilities who require the continuity of education in order to prevent substantial regression in their developmental levels during July and August. This must be recommended by the IEP Team and indicated on the IEP. Parents must consent to extended school year services.

VAKT (Visual/Auditory/Kinesthetic/Tactile)

Sensory integration for the reinforcement of learning strategies. (See below)

Vision Education Services

These services are designed to provide instruction for the student if he or she is visually impaired. They utilize Braille, Nemeth Code, large print, optical and non-optical low-vision devices and other skills necessary to attain academic, social, vocational and life adjustment skills, literacy and acquisition of information using tactile, visual and auditory strategies.

Visual Impairment

An impairment in vision including blindness that, even with correction, adversely affects that student's educational performance. The term includes both partial sight and blindness.

Vocational Assessment

Tests for junior and senior high school students to measure their interest and abilities in job-related areas. This assessment helps the IEP Team, the parent and the student to plan for the student's transition from school to post-school activities, including future career and job possibilities.

Adopted from NYCPS/Special Education

SAMPLE TRACKING FORM

DATE WORKED	TIME/DATE JOB ACCEPTED	JOB NUMBER	SCHOOL NAME/CODE	FULL TIME PARAPROFESSIONAL NAME	DATE PAID

NOTES

DIVISION OF HUMAN RESOURCES

HR SCHOOL SUPPORT