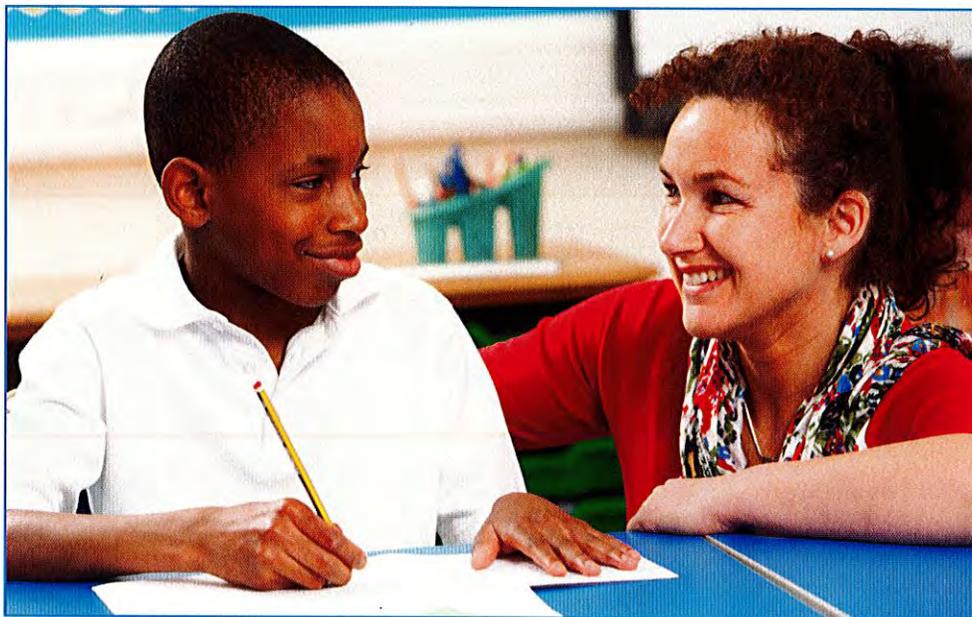


Handbook for Substitute Special Education Paraprofessionals



NYC Department of Education

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Rev. 5/2018



Office of HR School Support

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Dear Colleague:



Welcome to the exciting challenge of becoming a Substitute Special Education Paraprofessional with the New York City Department of Education (NYCDOE). 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 New York City Public Schools.

The New York City Public School system is the nation's largest. There are over 1.1 million students and more than 1,800 schools, with new schools opening every year. There are over 24,000 Paraprofessionals employed by New York City Public Schools. 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; and
- 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 the New York City Department of Education, parents 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



TABLE OF CONTENTS

Duties of the Substitute Paraprofessional	8
• Duties of the Substitute Paraprofessional	8
Various Categories of Paraprofessionals	9
• Classroom Paraprofessional	9
• Bilingual Classroom Paraprofessional	9
• Support Service Paraprofessional	10
• Alternate Placement Paraprofessional	10
• Health Paraprofessional (HP)	10
• Toilet Training Paraprofessional	10
• Other Classroom Duties	10
Special Education	11
• Special Education Services	11
• District 75 – Description of Class Staffing Ratios	12
• Characteristics of Disabilities and Appropriate Strategies	15
Code of Ethics	21
• Accepting Responsibilities and Professional Relationships	21
• Social Media	22
• Do Not Use (DNU) Policy	22
• Nominating School	22
• Regulations of the Chancellor and NYCDOE Policies	23
• Procedures in Case of Arrest (C-105)	24
Additional Information	25
• Payroll	25
• Board of Education Retirement System (BERS)	25
SubCentral/SmartFindExpress System	26
• System Overview	26
• Registration for SubCentral	27
• Accepting a Job	28
• Canceling a Job	28
During the School Day	29
• Work Hours	29
• Location	29
• Punctuality	29
• Parking	29
• Photo ID	30
• Fire Drills	30
• Dismissal	30
• Conduct	30
• Renewal Requirements	30
• Resignation	31

TABLE OF CONTENTS (cont'd)

Beginning of the School Day	32
• Preparing for Your Assignment as a Substitute Paraprofessional	32
• Important Questions to Ask Upon Arrival at School	32
• What to Say and How to Say It	33
• 100 Ways to Say “Good Job!”	34
• Resources and General Educational Concepts for Paraprofessionals	35
• Differentiating Roles	36
• Hints for Success	37
Ending the School Day	38
• Reflections	38
Becoming a Full-Time Paraprofessional	39
• New York City and New York State Qualification Requirements	39
• Career Training Program	39
Appendix and Professional Resources	40
• The School Year Calendar	40
• Important Contacts and Links	41
• Important Websites for Educators	42
Glossary	46
Sample Tracking Form	56
Notes	57

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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. Your duties may include the following:

- Providing instruction, one-on-one or in small groups, as outlined by the Classroom Teacher
- 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
- Aiding 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
- Guiding and assisting students in small group instruction settings with class routines and in transitioning from one activity to the next
- Teaching students, under the direction of the Classroom Teacher, in the following areas: recreation, motor, vocational, socialization and communication
- Assisting students with ambulation to and from buses, classroom, lunchroom, school-wide arrival and dismissal
- Collecting data documenting student behavior for instructional purposes
- Writing separate anecdotal information concerning a student's behavior, while they are receiving 1:1 related services, consistent with the student's IEP recommendations

All Substitute Paraprofessionals are required to perform related work during the course of the school day, as appropriate for their assignment, which could include positioning and interacting with students. In addition, all IEP mandated Paraprofessionals are expected to participate in the IEP process for the student(s) assigned.

VARIOUS CATEGORIES of PARAPROFESSIONALS

Classroom Paraprofessional

The *Classroom Paraprofessional* is assigned to a specific class of students. The Classroom Teacher may request that the Classroom Paraprofessional perform a variety of tasks, but other duties may also be assigned by the Principal or Assistant Principal. In addition to traveling with the class, the Classroom Paraprofessional's responsibilities may include, but are not limited to the following:

- Assist at breakfast and lunch periods
- 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., dressing, toileting and other activities of daily living (ADL)
- Provide assistance 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
- Assist with the provision/facilitation of positive behavioral supports
- 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
- Participate in students' transitions from activity to activity and subject to subject
- Contribute to and take initiative with students' talents, strengths and prior knowledge, resulting in the improvement of the overall quality of students' education
- Comply with administrative directives, to adjust daily schedules and assignments, to meet the needs of all students of the school

Bilingual Classroom Paraprofessional

The *Bilingual Classroom Paraprofessional* is assigned to a bilingual homeroom. To encourage bilingual students to become more fluent in the English language, Bilingual Classroom Paraprofessionals may use, but are not limited to, the following strategies:

- 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 communications between the Classroom Teacher and the student learner
- Integrate learning modalities (e.g., visual, auditory, kinesthetic and tactile (VAKT))

Behavior Support Paraprofessional

The *Behavior Support Paraprofessional* performs all of 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. The primary responsibility of a Behavior Support Paraprofessional is to assist the student to whom they are assigned, develop more appropriate behaviors in order to facilitate integration to a less restrictive school placement and the school community at-large. Behavior Support Paraprofessionals collaborate with Classroom Teachers and the school's Positive Behavior Support Team (PBST) in order to develop strategies for the student's Behavior Intervention Plan (BIP). They also participate in students' Functional Behavior Assessments (FBA) and support the implementation of the Behavior Intervention Plan (BIP).

Alternate Placement Paraprofessional

The *Alternate Placement Paraprofessional* works with groups up to six (6) 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 integrate the non-English speaking student into a classroom with their English-speaking peers, not to isolate them. The primary strategy for support is for the Alternate Placement Paraprofessional to translate the Classroom Teacher's instructions, school rules and daily routines to ensure that the students gain a functional understanding of their environment.

Health Paraprofessional (HP)

The *Health Paraprofessional* usually works with one (1) assigned, health-impaired student. These students have special medical needs, such as: uncontrolled seizures, mobility challenges, post-operative weakness. Assigned students have mandates on their Individual Education Programs (IEPs) to receive the individualized service of a Health Paraprofessional.

Toilet Training Paraprofessional

The *Toilet Training Paraprofessional* may be assigned to work with several students. Students who are mandated on their Individual Education Programs (IEPs) to receive the support services of a Toilet Training Paraprofessional require assistance beyond that which the regular Classroom Paraprofessional can provide. Activities may include: assistance in the bathroom with toilet training, toileting, dressing, hand washing and/or verbal reminders. **NOTE: ALL Categories of Paraprofessionals are expected to provide toileting, when required.**

Other Classroom 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 - Follow the Classroom Teacher's guidelines for these areas:

- 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

Facilitating Special Duties

- Ensure that you arrive on time
- Fulfill your assignment expectations

SPECIAL EDUCATION

Special Education Services

Students categorized as in need of Special Education Services have Individualized Education Programs (IEPs) outlining the expectations of what must be taught and learned. You are required to assist the Classroom Teacher with the individualized goals and/or objectives (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 be composed of students with the same disability or with different disabilities, but with similar educational/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 mainstream 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 mandated on their IEP for Paraprofessional support.
- 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; occupational therapy; physical therapy; audiological services; Interpreter for the Deaf; 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(s) provision, based upon a specific IEP recommendation.

District 75 - Description of Class Staffing Ratios

Educational programs are provided in different sites, for children and adolescents, according to the special education continuum. Students are referred to a specific class ratio by the Committee on Special Education which documents recommendations on their Individualized Education Plans (IEPs).

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 (12) 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 (8) 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, (usually) a specific behavior management program, and individual strategies to encourage students to engage in all tasks. The students also need a program of speech/language therapy (which may include augmentative/alternative communication).

- No more than six (6) 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 (12) students per class
- One full-time Special Education Teacher
- One additional Paraprofessional for every three (3) students

District 75 - Description of Class Staffing Ratios

Pre K – 8:1:2

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

- No more than eight (8) students per class
- One (1) full-time Special Education Teacher
- One (1) additional Paraprofessional for every four (4) students

Pre K – 12:1:2

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

- No more than twelve (12) students per class
- One full-time Special Education Teacher
- One (1) additional Paraprofessional for every six (6) students

Inclusion – 8:1:1 (up to 8:1:4)

Serves students with diverse abilities and needs within the general education program of the New York City Department of Education.

- No more than eight (8) students per class
- One (1) full-time Special Education Teacher
- One (1) additional Paraprofessional for every two (2) students

Differentiating Paraprofessional Roles and Responsibilities

Classroom Paraprofessional

Works with all students in the classroom.

- Assists the Classroom Teacher, as needed
- Provides instructional support to all students
- Provides physical assistance, as needed, including feeding and toileting
- Provides behavior management support, as needed

1:1 Behavior Support Paraprofessional

Works with one (1) student, with significant emotional challenges, throughout the school day.

- Provides instructional support
- Provides behavior management support
- Implements student's behavior intervention plan, data collection and progress monitoring

1:1 Health Paraprofessional

Works with one (1) student with significant health and/or physical challenges, throughout the school day.

- Provides instructional support
- Accommodates all physical needs, including mobility
- Provides feeding assistance
- Provides toileting assistance

Orientation/Mobility Paraprofessional

Works with one (1) student with significant vision challenges.

- Assists with all visual needs and/or accommodations
- Ensures safety of student navigating their environment

Alternate Placement Paraprofessional

Speaks the same language as one or more bilingual students in a class, when the Classroom Teacher does not speak that same language.

- Translates instructional materials and instructions, as needed
- Facilitates comprehension of language used during instruction

Toilet Training Paraprofessional

Works with up to five (5) students in a class/school on toilet training issues.

- Assists students in the bathroom, as needed
- Supports instruction related to toilet training program

Special Transportation Paraprofessional

Accompanies one (1) or two (2) students on the school bus daily.

- Ensures safety of students while riding the school bus
- Ensures the safe transfer of students from school bus to assigned school-based staff

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

Sign Language Paraprofessional

Aids students with hearing impairments and may be staffed only by individuals with Sign Language proficiency.

Characteristics of Disabilities and Appropriate Strategies

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. Students with autism may not communicate or socialize in typical ways. They may also preoccupy themselves with objects or items that 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)
- Set clear expectations when interacting with the student
- Keep classroom 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
- Provide positive rewards for acceptable behavior

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
- Ask students if you may assist them, prior to moving them from one place to the next

DEAFNESS or HEARING IMPAIRED

Deafness is severe hearing loss, to the degree that a student is unable to hear spoken language, even with hearing aids. A hearing impairment is not as severe but still affects classroom performance. Some deaf students or students with hearing impairments 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 an 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; speak at your normal rate
- Provide copies of materials to be discussed

EMOTIONAL DISORDERS

Students identified with an Emotional Disorder demonstrate behaviors that impede academic learning. They display a range of behaviors different from those expected in a classroom. 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. The class focus is on a structured framework for academic and behavioral success.

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

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 the result, these students may have problems in reading, writing, spelling, math, listening and/or speaking.

Recommended Strategies:

- Teach lessons in small sections and allow more time to complete tasks
- Use a multisensory approach: visual, auditory, kinesthetic and tactile (VAKT)
- Combine auditory and visual information (say it and write it)
- Empathize with a student's frustration, but don't accept "I don't know" as an answer
- Be patient

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

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)

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.

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 which can adversely affect a student's educational performance. As part of the NYCDOE'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:

- transfers from wheelchair to adaptive equipment,
- ambulation assistance,
- diapering and toileting assistance,
- feeding,
- dressing,
- managing orthotics, and
- employing assistive communication or writing devices.

These impairments are not covered in the other categories. Students with disabilities are classified OHI if they experience attention deficit problems, epilepsy, heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, lead poisoning, arthritis, or diabetes. **If a student with epilepsy experiences a seizure, remain calm and follow the procedures dictated by the teacher.**

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

ADHD is a condition that affects the areas of the brain that help students control impulses, concentrate and organize. Studies have shown that it can be treated with medicine, therapy, and other support. 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 the student's 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

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

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.

DIAPERING AND TOILETING

Due to the wide range of disabilities, both physical and cognitive, as well as the various ages and physical sizes of students in NYCDOE schools who require these services, procedures should be tailored to each individual student's specific needs, PreK – 12, as presented in their IEPs.

Diapering

Students may require diapering due to health, physical or cognitive problems which necessitate the use of diapers. These students may require changing either on a daily, scheduled or “as needed” basis. In all cases, these tasks should be performed with dignity and respect for the student in a private, safe and secure setting.

Every young person should have their essential needs met in order to do well in school. To ensure that female students prevent health risks and fulfill their daily activities uninterrupted by nature, assisting girls and young women with the proper use of sanitary napkins (pads) and tampons in schools will help them stay focused on their learning and sends a message about value and respect for their bodies. No young woman should face losing class time because she is too embarrassed to ask for assistance.

The student with whom you are working may have special needs requiring special procedures. This information should be included in the IEP or 504 documents, which are tailored specifically for each student. If the IEP is incomplete, you should consult the Classroom Teacher.

All Substitute Paraprofessionals are required to diaper, change and toilet students, if the student requires this service. Failure to perform these duties may result in a suspension or termination.

Recommended Strategies:

- Inspect the designated changing area and make sure that all of the necessary equipment and supplies are available (gloves, wipes, water, soap, etc.)
- Bring the student to the changing area
- Prepare the surface where the student will be changed by wiping with a sanitized cloth and/or placing protective paper on the surface
- Wear appropriate Personal Protective Equipment (PPE) – gloves (sleeves and apron, if necessary)
- Talk to student about what you are doing
- Transfer student to changing table
- Remove soiled diaper or pad and place in a covered waste receptacle
- Clean student using wipes, soap and water
- Dispose of soiled gloves and put on a clean pair of gloves
- Place clean diaper or pad on student
- Transfer student from changing area
- Remove paper and clean surface with a sanitized cloth

The changing of gloves and cleaning the surface is necessary to avoid cross-contamination of infected or contagious material and is a safe handling procedure which must be practiced. All Substitute Paraprofessionals must view the Bloodborne Pathogenes video prior to employment. It is essential that the Bloodborne Pathogenes video (available at <http://schools.nyc.gov/Careers/SubPara>) be reviewed regularly after employment commences.

TOILETING

As with diapering students, toileting is another task that requires certain 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 cognitive impairment as well as toilet training in the early grades.

Learning to use the Bathroom

- Be patient, consistent, positive and use praise to help children become successful
- Toileting routines at home and school should be as similar as possible
- All children should be taught how to correctly wash their hands after using the bathroom

Guidelines

- Prepare toilet by wiping with a sanitized/disinfectant cloth and/or placing protective paper
- Put on PPE – gloves (sleeves and aprons if necessary)
- Talk to student about what you are doing
- Assist with clothes
- Stabilize student on toilet seat if required
- Clean student when finished
- Dispose of soiled gloves and put on a clean pair of gloves
- Transfer student from toilet

Cleaning up after Toileting Accidents

- Children should never be reprimanded for having an accident
- Accidents should be treated as teachable moments for children and indications to staff that they need to increase the frequency of reminders and trips to the bathroom
- All staff members assisting with toilet accident cleanup must use appropriate supplies
- All staff members must wear disposable gloves when changing children's clothes or diapers

Facilities

While we would want the ideal for all staff and students in the form of modern, spacious changing areas, 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 and respect.

Adapted from *Enhancing Skills of Paraeducators: A Video-Assisted Training Program, Second Edition*, Robert L. Morgan, et al. 2001. ISBN 1-931975-19-1. Technology Research and Innovation in Special Education (TRI-SPED), Utah State University.

CODE of ETHICS

A "Code of Ethics" defines and describes acceptable practices. The Code for Paraprofessionals covers specific responsibilities of the Paraprofessional, as well as the relationships that must be maintained with students, parents, teachers, school and the community, at-large.

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 in regards to data privacy. Paraprofessionals have access to personal information about students and their families, including:

- Anecdotal behavior from within classrooms and other school settings; and
- Family circumstances and family 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 him/her
- Communicate progress or concerns about students to parents, only when directed to do so by the Supervising Teacher
- Refer concerns expressed by parents, students and/or others to the Supervising Teacher

Relationships with Students and Parents

- 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 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

Adapted from: Supervising ParaEducators in School Settings: A Team Approach, edited by Anna Lou Pickett and Kent Gerlach, 2009, Pro-Ed, Inc.

Social Media

All Occasional Per Diem Substitutes are required to read the NYCDOE's Social Media Guidelines (<http://www.schools.nyc.gov/RulesPolicies/SocialMedia/default.htm>) and adhere to our professional standards of conduct. 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 Department staff to use these tools in a way that protects the privacy and safety of our students, their families and employees.

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

Do Not Use (DNU) Policy

At the end of each day, schools have the right to determine whether an individual Substitute should not be assigned back to that school. There could be many reasons for this, including poor attitude, inability to work in the specific educational environment and types of behaviors (erratic, aggressive, argumentative, etc.). Failing to appear for an assignment, or unexcused lateness to an assignment, will automatically disqualify you from future assignments at that school.

In order to ensure that our schools are getting the best Substitutes, each time a complaint is registered, the information is placed in your record. This allows the SubCentral Unit to track your performance at assignments and allows the SubCentral team to maintain details contained within your profile.

- The SubCentral team monitors, regularly, each Substitute's performance and sends letters to Substitutes, via standard mail, and/or NYCDOE email, each time a school reports an issue with a Substitute's work ethic, quality or performance, or if a Substitute fails to report to an assignment.
- The SubCentral Office 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, s/he may be suspended or terminated, as well as being blocked from obtaining future employment within the NYCDOE.

Nominating School

In some cases, the Nominating School may report a Substitute for Unsatisfactory or less than par 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 NYCDOE 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 the NYCDOE's Website: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

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.

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.

Chancellor's Regulation A-750 – Child Abuse

Outlines the confidentiality access and sharing of student records.

Chancellor's Regulation A-820 – Confidentiality and Release of Student Records

Outlines the New York State mandate for reporting possible abuse of children.

Chancellor's Regulation A-830 – Anti-Discrimination

Provides the internal review process for employees.

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 the NYCDOE 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 NYCDOE 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:

The Office of Equal Opportunity

65 Court Street, Suite 1102

Brooklyn, NY 11201

Telephone: (718) 935-3320 / (877) EdCivil

Email: AskOEO@schools.nyc.gov **Website:** <http://www.schools.nyc.gov/oeo>

NYCDOE SUBSTITUTE EMPLOYEE POST-ARREST PROCEDURES

NYCDOE Substitute employees who have been arrested and charged with a felony, misdemeanor, or violation must take the following steps:

1. Notify OPI (Office of Personnel Investigations) immediately. All notifications must be in writing:

OPI Fax #: (718) 935 – 4366

and/or

EMAIL: <https://www.OPIArrestNotification@schools.nyc.gov>

WALK-IN FOLLOW-UP REPORTING IS ENCOURAGED

2. Notify SubCentral Office, via EMAIL:
[SubArrest Notification@schools.nyc.gov](mailto:SubArrestNotification@schools.nyc.gov)
3. Notify School/Worksite Administration (if on a long-term assignment)

Inquiries concerning this regulation should be directed to:

Administrator, Office of Personnel Investigation (OPI)
New York City Department of Education
65 Court Street – Room 223
Brooklyn, New York 11201

Telephone: (718) 935-2665/2668 **Fax:** (718) 935-4366/5778

NOTE: When a Substitute employee is arrested, the Office of SubCentral immediately suspends the Substitute and cancels all future assignments. Return to work can only occur if/when the Office of Personnel Investigations clears the employee for work.

ADDITIONAL INFORMATION

Payroll

Substitute Paraprofessionals are paid twice a month, usually during the 2nd and 4th week of the month. Payroll dates are listed on the Division of Financial Operations (DFO) homepage and are subject to change. **NOTE:** There is a one pay period lag until you receive your payment.

Direct Deposit or Electronic Fund Transfer (EFT) is required of all NYCDOE employees. Direct Deposit provides for the electronic transfer of an employee's pay, directly to the employee's bank account. This service may be accessed using the online Payroll Portal: <https://www.payrollportalnycboe.net> Direct Deposit forms may also be obtained, in person, at the payroll office on the 10th floor of 65 Court Street. **You are required to apply for Direct Deposit within one month of employment.** Employees who fail to file for Direct Deposit will be suspended.

If you do not have Direct Deposit, your check will be routed to the school in which you have worked the most days in that pay period. In the case that you have worked an equal number of days in each of several schools, your paycheck will be routed to the last school in which you worked. Having Direct Deposit is to your advantage, because your check will go directly to your bank account and you won't have to spend time tracking it down or picking it up. Please contact the Sub Para Payroll Office at (718) 935-4000 with any questions.

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 the NYCDOE. 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.

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.

Membership

- Membership is open to all employees of the New York City Department of Education 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 the Department of Education 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.

SubCentral

SubCentral/SmartFindExpress System

SubCentral is the central operations system or “home base” for Substitute Paraprofessionals. The purpose of the system is to:

- Ensure that special education students receive the 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; and
- Track and maintain information on absences and Substitute usage.

SubCentral/SmartFindExpress System is an electronic means for reporting absences and scheduling Substitutes. The Substitute Module of the SubCentral/SmartFindExpress System ensures quick and easy access to the information you need in order to review your profile, view available jobs and review and/or cancel assignments. This guide provides instructions for performing these required tasks, using an Internet browser or telephone.

SYSTEM OVERVIEW

SubCentral/SmartFindExpress automates the absence entry process, your search for day-to-day assignments and the job assignment process.

SubCentral/SmartFindExpress selects eligible candidates to fill absences and places calls to you during the specified call-out times. You have the ability to accept or decline jobs. If unfilled, the system repeats the process for the next selected Substitute. SubCentral/SmartFindExpress records the assignment and tracks the status, through completion, for record keeping and management reports.

You can access SubCentral/SmartFindExpress online, or by calling in, you to call into the system, or use your computer, to search for available jobs. 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 9:00 a.m. and 5:00 p.m. at (718) 935-4401 or via email at subcentral@schools.nyc.gov.

REGISTRATION for SubCentral

FIRST TIME REGISTRANTS

- Once you have been staffed as a Substitute Paraprofessional, you will receive an email welcoming you to the NYCDOE. 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 these numbers. You will use them regularly throughout your career with the NYCDOE.
- 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.



ALL REGISTRANTS

- All Substitute Paraprofessionals, even if you are providing substitute service in only one school, or a long-term assignment, must register with SubCentral. Substitutes are able to manage their availability in the system and schools have the ability to pre-arrange Substitutes.
- Substitutes that have not registered for SubCentral **WILL NOT BE CALLED** and **WILL NOT BE OFFERED** any automated job assignments and you will be removed from consideration for employment.
- All Substitutes must manage their profiles appropriately and responsibly.
- You must have a working telephone that accepts calls from the SubCentral System.
- You will be expected to respond to job offers and be available to work on the days that you indicate that you are available.
- You must have a valid schedule in the SubCentral System (a minimum of two [2] days a week).
- If you are not available to work, it is your responsibility to update the SubCentral System by entering your unavailability date(s) or days (of the week).
- It is important to remember that the only time you should make yourself unavailable is when you cannot work. If a school calls you directly to work, ask the school to ensure they place the assignment in SubCentral. You may call SubCentral for assistance if you have difficulty

Not Registering with the SubCentral System, or not managing your profile responsibly, may lead to disciplinary action, including suspension and possible termination. REMEMBER: Registration within 72 hours of employment is mandatory.

You can access SubCentral/SmartFindExpress System directly by calling: (718) 935 – 6740. It can also be accessed online at <http://www.subcentral.eschoolsolutions.com> or through the NYCDOE/Division of Human Resources (DHR) link, that also includes detailed information on:

- SubCentral System
- Log-In Procedures
- Registration Process
- Salary
- Career Opportunities

ACCEPTING A JOB

- Whenever possible, you should use the SubCentral/SmartFindExpress 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 Page 50: *Sample Tracking Form*). 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, it is important to take similar notes, including details of any pertinent information regarding the assignment.
- If you accept a long-term 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
- If you accept a job that is not recorded in SubCentral, call the school and ask them to record the information in SubCentral.

CANCELLING A JOB

Effective in the 2016 – 2017 school year, new rules are in effect regarding cancellations of assignments. They are as follows:

- 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.
- If you do not appear for a job, you will automatically be suspended from service and you will be called to a disciplinary conference.
- 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 (2) hours before the start of the job. Failure to do so may result in a Principal excluding you from working at his/her school in the future. Repeated failures will result in disciplinary action, which may include suspension and/or termination.
- Cancellations can be done using the SubCentral/Smart FindExpress (SFE) System via telephone (IVR) or internet.
- 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 the SubCentral/SmartFind Express System and you must call the school Administrator, directly, to cancel the job. This may result in disciplinary action.
- Excessive cancellations, 'hang-ups' and 'no answers' 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".

REMEMBER: You are responsible for ensuring that if you decline or cancel a job online or through the telephone, you double-check the system to ensure you actually did complete the cancellation/declination process.

DURING the SCHOOL DAY

WORK HOURS

- The beginning and ending times for Paraprofessionals vary from school to school.
- Listen carefully to the start times indicated on the SubCentral/SmartFindExpress 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.

NOTE: Substitute Paraprofessionals' workday and pay rate are based on a six (6) hours and fifty (50) minute workday, inclusive of lunch, everyday (Monday through Friday) regardless of the school's professional development/parent engagement schedule. However, if a Substitute Paraprofessional works less than six (6) hours and fifty (50) minutes per day, the hours worked shall be prorated and entered to reflect the actual hours the Substitute Paraprofessional works. Questions may be referred to HR Connect at (718) 935 – 4000.

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 the NYCDOE's main website at <http://www.schools.nyc.gov> Go to the website and type in the name or number of the school on the home page of the website.
- You may also call the Metropolitan Transit Authority (MTA) at (718) 330-1234 or secure directions through <http://www.mta.info>, <http://www.mapquest.com> or other online resources.

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 **one hour 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.
- 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 requirement and procedures for clocking "in and out."
- If you accept an assignment from SubCentral/SmartFindExpress 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 you are not permitted to leave the building to "feed the meter."

PHOTO ID

- All Substitute Paraprofessionals are required to carry their NYCDOE-issued photo ID with them at all times on NYCDOE school property and to present it upon request.
- Photo ID cards can be obtained at 65 Court Street, Room 102, Brooklyn, NY, Monday – Friday, between the hours of 8:30 a.m. – 4:30 p.m.
- Substitutes who do not have a NYCDOE ID are subject to disciplinary action.

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.

DISMISSAL

- Substitute Paraprofessionals are required to obtain general information about dismissal procedures from the school's School Secretary and specific information for their assigned classroom and students, from the Classroom Teacher; e.g., bus students.
- School personnel may not personally call parents 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.

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.
- Cellular telephones and pagers 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.

RENEWAL REQUIREMENTS

- Substitutes are required to fulfill all renewal requirements, 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 the Substitute Paraprofessional web page to view current renewal requirements at: <http://www.schools.nyc.gov/Careers/SubPara>

NOTE: All NYCDOE official notices and correspondence are sent to Substitute Paraprofessionals' NYCDOE assigned Email accounts, regardless of any personal email account commonly used by the Substitute Paraprofessional.

It is the responsibility of the Substitute Paraprofessional to maintain his/her NYCDOE email on a regular basis.

RESIGNATION

If you are separating from Substitute Paraprofessional service to work in a different title within the NYCDOE or to work elsewhere, a Letter of Resignation is required:

- Letters of Resignation are to be addressed to the SubCentral Office.
- Letters of Resignation may not be withdrawn, cancelled or amended.
- Letters of Resignation submitted from an email address other than that assigned by the NYCDOE to the Substitute Paraprofessional **will not** be accepted.
- Letters of Resignation must include your EIS# and the effective date of resignation. In addition, if you are providing Substitute Paraprofessional service in a long-term assignment or vacancy at one school location, you **must also** submit a Letter of Resignation to that school.

NOTE: 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.

If you choose to return to the NYCDOE as a Substitute Paraprofessional after a resignation, you will be required to be nominated for the position, again, by a NYC Public School Principal. Please note: Only one (1) nomination per school year is permitted.

Letters of Resignation may be faxed, hand-delivered or mailed to the following address:

New York City Department of Education
Division of Human Resources
HR School Support / SubCentral
65 Court Street, 5th Floor, Room 505
Brooklyn, NY 11201
Fax: (718) 935 – 4758



BEGINNING of the SCHOOL DAY

Preparing For Your Assignment as a Substitute Paraprofessional

The following are some best practices, used by effective Paraprofessionals, in order 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, lavatories, entrances and exits, cafeteria and auditorium.
- Introduce yourself to any other Paraprofessionals working in the classroom, and if there is time before class, to the Classroom Teachers and Paraprofessionals on either side of your classroom, or across the hall.

Important Questions for Substitute Paraprofessionals to Ask Upon Arrival

- What are the special needs of the students with medical and/or special education- Individualized Education Programs (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?

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"**.

Say:

Speak in a quiet voice
Use both hands when you climb
Climb down the ladder
Turn the pages carefully
Sit on your chair
Keep the puzzle on the table

Don't Say:

Don't shout
You'll fall if you don't watch out
Don't jump
Don't tear the book
Don't rock your chair
Don't dump the puzzle pieces on the floor

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
- Express your request in a positive way
- Keep your voice and facial expressions pleasant
- Speak in short, meaningful sentences that the student can understand
- Express your request in a positive way
- Keep your voice and facial expressions pleasant

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 the NYCDOE, 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:

1. You’ve got it made.
2. Super!
3. That’s right!
4. That’s good!
5. You are very good at that.
6. Good work!
7. Exactly right!
8. You have just about got it.
9. You are doing a good job!
10. That’s it!
11. Now you have it figured out.
12. Great!
13. I knew you could do it.
14. Congratulations!
15. Not bad.
16. Keep working on it; you are improving.
17. Now you have it.
18. You are learning fast.
19. Good for you!
20. Couldn’t have done it better myself.
21. Beautiful!
22. One more time and you’ll have it.
23. That’s the right way to do it.
24. You did it that time!
25. You are getting better and better.
26. You are on the right track now.
27. Nice going.
28. You haven’t missed a thing.
29. Wow!
30. That’s the way.
31. Keep up the good work.
32. Terrific!
33. Nothing can stop you now.
34. That’s the way to do it.
35. Sensational!
36. You have got your brain in gear today.
37. That’s better.
38. Excellent.
39. That was first class work.
40. That’s the best ever.
41. You have just about mastered that.
42. Perfect.
43. That’s much better than ever before.
44. Much better!
45. Wonderful!
46. You must have been practicing.
47. You did that very well.
48. Fine!
49. Outstanding!
50. Fantastic!
51. Tremendous!
52. Now that’s what I call a fine job.
53. That’s great.
54. You’re really improving.
55. Superb!
56. Good remembering.
57. You’ve got that down pat.
58. You certainly did well today.
59. Keep it up!
60. Congratulations, you got it right.
61. You did a lot of work today.
62. You Rock!
63. Marvelous!
64. I like that.
65. Cool!
66. Way to go!
67. You’ve got the hang of it!
68. You’re doing fine.
69. Good thinking.
70. You’re learning a lot.
71. Good going.
72. I’ve never seen anyone do it better.
73. That’s a real work of art.
74. Keep on trying!
75. Good job.
76. You remembered!
77. That’s really nice.
78. Thanks!
79. That’s “A” work.
80. That’s clever.
81. Very interesting.
82. You make it look easy.
83. Excellent effort.
84. Awesome!
85. That’s a good point.
86. Superior work.
87. I knew you could do it.
88. That looks like it’s going to be a great paper.
89. That’s coming along nicely.
90. That’s an interesting way of looking at it.
91. Out of sight!
92. It looks like you’ve put a lot of work into this.
93. Right on!
94. Congratulations, you only missed...
95. Super-Duper
96. It’s a classic.
97. I’m impressed.
98. Bravo!
99. Phenomenal job!
100. What neat work.

Adapted from: <http://www.fullspectrumlearning.ca/1/post/2010/09/100-ways-to-say-great-job.html>

RESOURCES and GENERAL EDUCATIONAL CONCEPTS for PARAPROFESSIONALS

PROMOTING HIGHER LEVEL THINKING		
Level of Thinking	Typical Verbs Used	Examples of Questions
<p>Knowledge Knowledge questions ask students to recognize, recall, and state facts, terms, basic concepts, and answers.</p>	<p>define repeat label name</p> <p>draw record identify list</p>	<p>Can you name the author of the book?</p>
<p>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.</p>	<p>classify contrast explain give examples</p> <p>compare translate summarize</p>	<p>Can you compare the weather today, with the weather yesterday? Can you summarize the differences?</p>
<p>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.</p>	<p>apply complete demonstrate illustrate solve predict</p> <p>calculate practice use show</p>	<p>Can you complete the sentence, using a vocabulary word from the lesson?</p>
<p>Analysis Analysis is the ability to break down a concept into its component parts.</p>	<p>analyze discuss explain inspect</p> <p>classify divide infer</p>	<p>Can you explain why it is important to have classroom rules?</p>
<p>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.</p>	<p>arrange construct design generalize plan categorize</p> <p>combine create develop organize predict rearrange</p>	<p>Can you predict what would happen if a law was passed that made commercials on television illegal?</p>
<p>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.</p>	<p>assess estimate judge rate test justify</p> <p>critique evaluate rank recommend value</p>	<p>What requirements, for employing a new Teacher, would you recommend to the Principal?</p>

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

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	Meets with parents and initiates conferences concerning student's progress.	Participates in parent 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 his/her 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. Hopefully, there will be a lesson plan for the day. Carefully read instructions and/or rules left by the person 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, if age and disability appropriate. Introduce an "Icebreaker."
- Carry out the Teacher's lesson plans to the best of your ability.
- Be over-prepared. If students complete their assignments in less time than expected, have activities that you have prepared available, for example, conversation topics/questions for guided group discussions or for students to complete in pairs.
- Leave a brief summary of the day for the full-time Paraprofessional and what was accomplished.
- Leave the classroom in good order: desks, work tables and/or learning centers organized; papers neatly stacked; shades adjusted; etc.

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

ENDING 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 teacher and the student or classroom 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 name, ID number, time and location on any reports

STEP TWO

- Reflect on your day: assess to determine what worked and determine what challenges remain
- Build upon successful strategies
- Begin a personal journal to chart your development

STEP THREE

- Return any borrowed materials
- Verify and maintain attendance records
- Thank colleagues and school officials and obtain feedback
- Verify if you are needed for future dates

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, one must first provide a minimum of 25 days of paid, satisfactory service as a Substitute Special Education Paraprofessional and obtain a New York State Level I, II or III Teaching Assistant Certificate from the New York State Education Department, along with satisfying any additional requirements that may be in place at that time. A school may offer you a full-time position to fill a vacancy, if no hiring restrictions exist. Individuals seeking to become Teaching Assistants must apply directly to the New York State Education Department for certification. The online package may be accessed by logging on to the Office of Teaching Initiative's website at: <http://www.highered.nysed.gov/tcert/index.html>. **NOTE:** The New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) are two (2) 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 (6) 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 (6) credits per semester. **NOTE:** The NYCDOE is entitled to recover from a Paraprofessional, who fails to complete the course(s) in which s/he is enrolled, the amount of tuition incurred by the Department. Further information and guidelines for this program may be obtained from:

Office of Scholarships, Incentives and Speech Programs

Career Training Program

65 Court Street, Room 508 Brooklyn, NY 11201

Telephone: (718) 935-2449

Email: ctp@schools.nyc.gov

Fax: (718) 935-4262

APPENDIX



The School Year Calendar

The NYCDOE School Calendar meets the New York State Education Department requirements of a minimum of 180 days for all schools. The NYCDOE 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: <http://www.schools.nyc.gov/Calendar/default.htm>

Employee Incentives

All employees of the NYCDOE are entitled to discounted rates on cell phones, computers, insurance, travel, as well as a host of other discounts. Please visit <http://intranet.nycboe.net/HR/Incentives-Discounts> for more information and for the current school year Employee Incentives and Benefits.

CONTACTS and LINKS

Important New York City Department Of Education (NYCDOE) Contacts and Links

- SubCentral Information - <http://www.schools.nyc.gov/Careers/SubPara>
- SubCentral Help Desk - (718) 935-4401
- SubCentral E-Mail address – subcentral@schools.nyc.gov
- SubCentral/SmartFindExpress Dial-In (718) 935-6740
- SubCentral Portal - <http://www.subcentral.eschoolsolutions.com>
- New York City Department of Education - <http://www.schools.nyc.gov>
- Chancellor's Regulations - <http://www.schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>
- Citywide Standards of Discipline and Intervention Measures (The Discipline Code) - <http://www.schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>

Important New York State Education Department (NYSED) Contact and Links

- New York State Education Department - <http://www.highered.nysed.gov/tcert/>
- Teaching Assistant (Paraprofessional) Exams - <http://www.nysatas.nesinc.com>
- 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 - <http://www.emsc.nysed.gov/ciai/cores.html>

Important PROFESSIONAL ORGANIZATIONS Contacts and Links

- 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.nclld.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 (Science/Technology/Engineering/Mathematics) - <http://www.stemcoalition.org>
- National Alliance of Black School Educators (NABSE) – <http://www.nabse.org>
- TESOL International Association (Teaching English to Speakers of Other Languages) – <http://www.tesol.org>
- International Reading Association (IRA) – <http://www.reading.org>

NOTE: Internet addresses active at the time of publication

Important WEBSITES for EDUCATORS Contacts and Links

(Resources for engaging students; managing classrooms; and planning lessons)

NOTE: Internet addresses active at the time of publication

ORGANIZATION	ADDRESS	DESCRIPTION
• National Library of Virtual Manipulations	http://www.nlvm.usa.edu	Computer-based Math games
• Wordsmyth	http://www.wordsmyth.net	Online dictionary/thesaurus
• Google Earth	http://www.earth.google.com	Geography; map generator
• Kids.gov	http://www.kids.gov	U.S. Government's official web portal for kids
• EDSITEment	http://www.edsiteement.neh.gov	Offers resources in the areas of literature/language arts; foreign languages; art/culture; history/social studies
• Education on Science	http://www.educationonscience.gov	Resource for Science education
• Smithsonian Kids	http://www.si.edu/kids	Virtual tours of exhibitions; connect w/experts in the field; lesson plans
• Figment	https://www.figment.com	Share writings; receive comments and encouragement from other writers; best for middle schoolers
• Scholastic	http://www.scholastic.com/stacks	Reviews of books posted by young readers; get recommendations
• Scholastic	http://www.scholastic.com/bookwizard	Guidelines for leveling classroom libraries and resources for books
• Crayola	http://www.crayola.com/educators	Activities for every grade level
• Scholastic	http://www.scholastic.com/teachers/daily-starter	Activities to start the day; whiteboard compatible
• Smarttech	http://www.Exchange.Smarttech.com	Ready-made, interactive whiteboard lessons; guide on how to create lessons for whiteboards
• Promethean Planet	http://www.prometheanplanet.com	Teacher tips and practical advice for integrated use of whiteboards; graphics
• Teacher Tube	http://www.teachertube.com	Source for instructional videos
• Online Classroom Workspaces	http://www.wikispaces.com	Tool for classroom management
• Glogster	http://www.edu.glogster.com	Resource for making digital posters containing pictures, text, video, links and animation
• Powtoon	http://www.powtoon.com	Resource for creating short, animated clips to accompany student-generated scripts
• Tolerance	http://www.tolerance.org	Teacher blog addressing difficult to teach topics w/in an educational setting. Includes supporting teacher-to-teacher activities and materials
• Annenberg Foundation	http://www.learner.org	PD video series; presents challenging subject-specific topics that teachers must address in their classrooms
• Scholastic	http://www.scholastic.org/teachers/teaching-ideas	Veteran teachers share experiences and knowledge

Important WEBSITES for EDUCATORS Contacts and Links (Cont'd)

ORGANIZATION	ADDRESS	DESCRIPTION
<ul style="list-style-type: none"> • EDUTOPIA (George Lucas Educational Foundation) 	http://www.edutopia.org	A great resource that provides tools for increasing student engagement
<ul style="list-style-type: none"> • Ask A Technology Teacher 	http://www.askateacher.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
<ul style="list-style-type: none"> • Education World 	http://www.educationworld.com	An online resource to find high-quality and in-depth original content: lesson plans, printables, worksheets; updated daily
<ul style="list-style-type: none"> • Teacher Vision 	https://www.teachervision.com	Cross-curricular resources by theme
<ul style="list-style-type: none"> • 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

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	Concept-Based Curriculum and Instruction	H. Lynn Erickson (2014) Corwin Press Publishers http://www.amazon.com	How to bring content and process together in the classroom
Article	"Mindful Classroom Management & the Power of Patience"	Dr. Azi Jankovic (03/02/2016) http://www.edutopia.org	Patience, faith, respect, praise and relationships are very important, not only in everyday life, but in the classroom
Article	16 Inspirational Quotes from Children's Literature	Kimberly EHart (11/28/2015) http://www.edutopia.org	Student motivation through the use of children's literature
Article and Video	Principal of the Week: Shawn Rux / MS 53Q and YouTube: "MOTIVATE" / MS 53	Katie Honan (2016) https://www.dnainfo.com	Far Rockaway Principal looks to bring pride back through Art and Music
Book	Visible Learning for Teachers	John Hattie (12/17/2011) http://www.amazon.com	Collection of evidence-based research into what actually works in schools to improve learning
Books	Habits of Mind	Art Costa (2009) http://www.ASCD.org	How to transform schools into learning communities
Books and Articles	Too numerous to mention (Includes Leveled Series for Common Core)	Fisher & Frey http://www.ASCD.org http://www.amazon.com	Improving student achievement and schools through literacy development (K – 12)
Book	Content Counts! Developing Literacy Skills	Jennifer L. Alteri (2011) Internat'l Reading Assoc http://www.reading.org	Developing discipline-based literacy skills (K – 6)
Book	<u>Understanding by Design</u> , 2 nd Edition	Wiggins & McTighe (2005) http://www.amazon.com	The authors have put together a text that demonstrates what best practice in the design of learning looks like, for creating more engaging and effective learning (K - Univ)
Book	Developing Readers in the Academic Disciplines	Doug Buehl (2011) http://www.reading.org	Strategies to improve learning and literacy skills
Book	Classroom Strategies for Interactive Learning	Doug Buehl (2008) http://www.amazon.com	Strategies for developing students to become purposeful thinkers; readers thru scaffolding comprehension skills

TYPE	TITLE	AUTHOR	DESCRIPTION
Book	Energizers! 88 Quick Movement Activities That Refresh and Refocus	Susan L. Roser (2009) http://www.responsiveclassroom.org	Encourages playful moving, laughing, chanting or singing to promote more productive learning (K – 6)
Book	Energizing Brain Breaks	David Sladkey (2013) http://www.corwin.com	Activities to help students remain sharp and alert, re-energized for the next learning task
Book	Someday	Eileen Spinelli (2007) http://www.amazon.com	Poetic words and collages depicting dreams of tomorrow, while living today (K – 4)
Book	Best Practices in Literacy Instruction, 4 th Ed.	Lesley M. Morrow (2011) http://www.amazon.com	Evidence-based teacher resource (PreK – 8)
Book	Comprehension Instruction / Research-Based Best Practices	Cathy Collins Block (2008) http://www.amazon.com	Presents theory and practice on how we comprehend text and how to best foster the development of comp. in students.
Book	Comprehension Connections: Bridges to Strategic Reading	Tanny McGregor (2007) http://www.amazon.com	A guide to developing children's ability to fully understand texts by making the comprehension process achievable, accessible and incremental
Book	Pump Up the Volume – Vocabulary	Laureen Reynolds (2008) http://www.amazon.com	Practical strategies to build students oral (listening and speaking) vocabulary words they understand and use when they speak (K – 3)
Book	Too numerous to mention	Gay Su Pinell and Irene Fountas http://www.amazon.com	Expert guides to the teaching of phonics and spelling in the reading/ writing classroom (K – 3)
Book	Interventions for All	Yvette Zgonc (2010) http://www.amazon.com	Phonological Awareness (K-2)
Book	Words Their Way, 6 th Ed.	Donald R. Bear, et al (2015) http://www.barnesandnoble.com	Hands-on approach to word study that illustrates how to integrate and teach children phonics, vocabulary and spelling skills (K – 6)
Book	Phonics A – Z, 2 nd Ed.	Wiley Blevins (2006)	Phonics instruction (K – 2)
Book	Preventing Reading Difficulties	National Research Council (1998)	Reading research
Book	The Fluent Reader, 2 nd Ed.	Timothy V. Rasinski (2010) http://www.scholastic.com	Strategies for building word recognition, fluency and comprehension (6 up)
Book	The Balanced Leadership Framework, McRel	Tim Waters http://www.mcrel.org	Actions/behaviors affecting student achieve.
Book	Math Their Way	Mary Baratta-Lorton (1995) http://www.amazon.com	Activity-centered math

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 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:

- Private school
- Parochial school
- Charter school
- 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.

[Click here](#) to see the contact list for area CSE Offices.

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 a hearing impairment 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 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 Department of Education. Both the parents and the school district present arguments, witnesses, if any, and evidence.

Electronic Fund Transfer (EFT)

New York City Department of Education's Direct Deposit payroll system.

Employee Identification System (EIS)

New York City Department of Education's 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 Impairment

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

Children 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 child 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 child's disability does not impact on his or her ability to participate. A child 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 Department of Education.

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.

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 your child 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: 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 your child'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 your child'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

Special Class Services are services provided for children with disabilities in a self-contained classroom. They serve children whose needs cannot be met within the general education classroom, even with the use of supplementary aids and services. In self-contained special classes, students must be grouped by similarity of educational needs. Classes may contain students with the same disability or with different disabilities as long as they have similar levels of academic and learning characteristics, levels of social development, levels of physical development and management needs. Special classes offer different levels of staffing intensity depending upon the student's academic and/or management needs.

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 your child 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 as a "surrogate parent" to act in the place of parents or guardians:

- No parent can be identified;
- After reasonable efforts, the Department 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 children with disabilities as they move into less restrictive settings. Although transitional support services are provided to teachers, the benefit extends to the child 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 your child 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 NYCDOE/Special Education <http://www.schools@nycdoe.gov>



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