**HOME INSTRUCTION SCHOOLS**

Teacher Handbook

**New York City Public School**

**District 75/ Citywide Programs**

2021-2022

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Dear Teachers and Staff of Home Instruction,

Over the last school year, Home Instruction Schools has worked to increase communication and collaboration. In the upcoming school year, we will continue to share instructional responsibilities with our students’ schools of affiliation. It remains our responsibility to develop collaborative relationships with schools in order to combine resources and maximize student achievement. Through your hard work and determination, we will be able to meet the instructional needs of a diverse population of students.

Effective instruction requires a variety of resources that enhance instructional strategies and support increased student performance. This handbook contains a variety of resources that support instructional goals. Please take advantage of all these resources and supports that are available through Home Instruction Schools so that we will be able to ensure our students’ success.

I appreciate each of you and all the efforts that make Home Instruction Schools the exceptional program it is today.

Sincerely,



***Ramona Pizarro***

Principal, Home Instruction Schools

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# School Description

The Home Instruction Schools Program provides full-time services for all school-aged public, private, and parochial school students (K through 12) in all boroughs who are placed on home instruction as a result of a condition that is orthopedic, non-orthopedic/medical, or emotional. The program employs 275 full-time teachers. Per-session teachers are hired on an “as needed” basis throughout the school year. This number includes itinerant specialists who are highly skilled in advanced levels of language, the sciences, and mathematics.

The program seeks to establish close liaisons with students’ schools of affiliation so that a continuum of educational services may be provided. The goal: to have students return to their schools with little or no loss of educational standing. Thus, the program offers instruction which parallels, as closely as possible, the one offered in students’ schools of affiliation. Teachers who teach students from both regular and special education work towards helping students from the latter achieve IEP goals and objectives. Students who are identified by home schools as being at risk of not achieving the State Learning Standards are offered a variety of Academic Intervention Services.

The program acts as liaison between and among stakeholders (students, parents, teachers, schools of affiliation, physicians and Committees on Special Education) in order to facilitate an interdisciplinary team approach.

The Home Instruction Schools Program also administers/supervises per-session home instruction as an after-school component to serve students whose medical and/or therapeutic needs necessitate instruction between 3:30-6:00 p.m.; provides a 12-month program for students referred by the Committee on Special Education; provides preparation for an administration of city and statewide exams (including Regents, RCTs, GEDs, SATs) and for the forwarding of results to the students’ most recent school; initiates referrals to health and mental hygiene clinics, VESID, college home instruction programs, etc., as well as to summer camp programs which service students’ specific needs.

In addition, the Home Instruction Schools Program offers: Teleclass instruction (in literacy, multi-cultural education, career education, history/social studies, Spanish, etc.) and guidance services to individual/small groups of students via a closed conference telephone system; borrowing privileges for teachers of video tapes/DVDs, with corresponding lesson plans which are made by the Teleclass. Visit the HI website to peruse the Teleclass information.

# Service Category

## Home Instruction I (Physical Needs)

Home Instruction I (Physical Needs) is designed for students with handicapping conditions, ages 4.9 to 21, who are in need of instructional services while they are confined to their homes because of a medical or an orthopedic condition. Students with severe medical conditions are eligible for home instruction if they are authorized to remain at home, are chaperoned by a responsible adult, and not so ill that instruction is impossible. A student may not be placed on Home Instruction I for reasons of transportation only. Home Instruction I is provided as soon as students are able to participate in instructional activities but no later than 15 days from notification unless medical conditions prevent participation in the instructional program. If the home stay is for an anticipated period in excess of 60 school days, the IEP must be amended to reflect Home/Hospital instruction as the primary educational program. Within this service category, the appropriate educational services will be provided for IEP students in accordance with their individual needs as specified on the IEPs.

The purpose of this service category is to provide educational services for students who are unable to attend their primary educational program in a public school setting. These individual programs enable the homebound students to work at their own pace and provide for remedial and/or intensive instruction in needed areas. The instructional service follows the curriculum as prescribed in the students’ most recent primary educational programs in the public school setting, with modifications as appropriate. As a temporary educational service, this service enables the homebound students to return to school with little or no loss of educational progress.

## Home Instruction II (Intensive Management Needs)

The Home Instruction II (Intensive Management Needs) service category is designed for students with handicapping conditions, ages 4.9 to 21, who are in need of instructional services while they are confined to their homes because of serious emotional disabilities. Students with serious emotional disabilities are eligible for home instruction as a temporary placement while they are awaiting an appropriate, less restrictive educational setting. A student may not be placed on Home Instruction II for reasons of transportation only. In order to receive this service, students must be chaperoned by a responsible adult. The IEP must specify Home Instruction II (Intensive Management Needs) as the primary educational program.

The purpose of this service category is to provide individual instruction in learning areas which will enable the homebound students to work at their own pace and provide for remedial and/or intensive instruction in needed areas. The instructional service follows the curriculum as prescribed in the students’ most recent public school settings, with modifications as appropriate. If appropriate, the citywide testing program is followed.

Additionally, Home Instruction II provides specialized strategies and interventions for students who demonstrate unique educational problems (e.g. school phobia). Technical assistance is available from special education professionals in the various special education programs to assist in preparing students to return to a less restrictive setting.

# Personnel Data

All Home Instruction teachers’ personnel information is kept at the Bronx Administrative Office of Home Instruction Schools. It is your responsibility to notify the payroll secretary whenever changes occur in your address and/or phone number. Additionally, if you choose to amend any data related to your tax status, notify the payroll secretary for directions.

You are also responsible for entering all new data on your Teacher’s Schedule. During the course of the school year, it may be necessary for your supervisor to mail letters with information related to meetings and other new procedures. Therefore, it is important to submit changes as soon as possible.

# Professional Development

Teachers are responsible to keep a log of their Professional Development hours. Teachers with provisional certification have 5 years to earn their professional certification and must complete 175 P.D. hours every 5 years. The Principal must sign and certify the P.D. logs. Further information is available through Teach NY.

# Time Scheduling

A teaching day ordinarily consists of four sessions (see sample below). Home Instruction teachers are **allowed 45 minutes for a duty free lunch period, exclusive of travel time (15 minutes).**

**Time Allotment Schedules**

**Four Students**

|  |  |  |
| --- | --- | --- |
| *Period* | *From* | *To* |
| 1 | 8:30 a.m. | 10:00 a.m. |
| 2 | 10:15 a.m. | 11:30 a.m. |
|  | Lunch and Travel |  |
| 3 | 12:30 p.m. | 1:45 p.m. |
| 4 | 2:00 p.m. | 3:30 p.m. |

**Three Students**

|  |  |  |
| --- | --- | --- |
| *Period* | *From* | *To* |
| 1 | 8:30 a.m. | 10:30 a.m. |
| 2 | 10:45 a.m. | 12:30 p.m. |
|  | Lunch and Travel |  |
| 3 | 1:30 p.m. | 3:30 p.m. |

**Two Students**

|  |  |  |
| --- | --- | --- |
| *Period* | *From* | *To* |
| 1 | 8:30 a.m. | 11:30 a.m. |
|  | Lunch and Travel |  |
| 2 | 12:30 p.m. | 3:30 p.m. |

NOTE: The sample schedules above are suggested and are not mandated. Your schedule should be formulated to best meet the needs of your students and maximize instructional time

# Time Schedule- Teacher

1. Submit your Teacher Schedule Form online within three (3) days of admitting a new case and at every monthly meeting.
2. Include apartment and phone numbers, towns in Queens, name of guardians, and other important information, e.g., “bell out of order.” In the special explanation section of the form.
3. If taught outside the home, state where the student is being taught in addition to the home address. If taught in a library, community center, or other facility, include the phone numbers of both the home and the facility.
4. In planning your schedule:
   * 1. To the extent possible, allot each elementary student a minimum of five (5) hours of instruction per week, and each secondary student a minimum of ten (10) hours. Included in these minimum time allotments are any hours of instruction provided by a special teacher.
     2. Attempt to facilitate travel by planning to teach students who live relatively near to each other on the same day.
     3. Contact and maintain communication with special teacher(s), B Teachers, so as to avoid schedule conflicts.
     4. To the best extent, space days of instruction for your students. For example, if you can see a child only three (3) days a week, a Mon.-Wed.-Fri. schedule is superior to a Mon.-Tue.-Wed. schedule.
     5. Always consider the special needs of the child and his/her family. This may involve clinic or doctor visits on certain days. Some students may have a rigid daily feeding program. Other students may have a need for morning sleeping hours. Some students may require rest during certain hours. Some working parents may require rest during certain hours. Some working parents may not wish their sleep to be interrupted during certain times of the day.
5. ALL schedule changes must be called in to your supervisor / borough office immediately. If the change is long term, then a new schedule should be submitted.

# The First Visit

The first visit holds special significance for the child and parent. Therefore, it is imperative that your personal appearance reflects your professional status. When a new case is assigned, notify the parent in advance of the date and time of your first visit and state that a responsible adult must always be present.

It is best to consider the first visit as exploratory. Try to make it a relaxed one, being cheerful and reassuring. Bear in mind that establishing rapport with the child and the parent is vital to the success of our program. Be aware and respectful of cultural and religious concerns; always remember you are a visitor in your student’s home.

During the initial meeting the teacher must meet with the student and the parent/guardian to:

1. Confirm the information given to you by your supervisor. Verify birth date, grade, OSIS, etc.
2. Always complete an emergency contact form, which must include international contact information for households who either maintain an international residence or who are frequently are out of the country.
3. Discuss your proposed schedule of visits and ascertain whether or not it interferes with regular clinic appointments, visits to or by a physician, or presents other legitimate unavoidable conflicts. Adjust your schedule as necessary.
4. Complete the Home Instruction Teaching Schedule (Form 2013-3) and give it to the parent or guardian. The teacher and the parent or guardian must sign this form. Give a copy to the parent, and retain one for your records (student portfolio).
5. Have the student and parent sign the Coursework Contract (Form 2013-4).
6. Review the rules of Home Instruction
   * NO SMOKING or Pets while teacher is in the teaching area
   * Chaperone must be present at all times while teacher is in the home
   * The teaching area should be clean and clear of distractions
   * Student absences should be avoided if possible, absences should be reported before the scheduled time
   * All Student Attendance will be recorded online through the school website [www.homeinstructionschools.com](http://www.homeinstructionschools.com)
   * While a student is on home instruction he/she will be required to complete coursework as outlined by the school of affiliation.

Note: For lessons outside the home, permission must be obtained in advance from the parent and from the facility. Submit the Permission Form (Form 2013-5), signed by the parent, to your supervisor for approval.

1. Call the Borough office immediately following the first visit to inform your supervisor that instruction has begun and/or alert the supervisor of any issues.
   * Fax/email a copy of the new teacher schedule to the borough office
   * A teacher schedule is required to be submitted at every monthly meeting

even if there is no change.

1. Teachers are not to discuss student information with anyone outside of Home Instruction without explicit approval. Information including academic performance, IEP updates, demographic information and so on should not be discussed with CSE offices or attorneys unless a supervisor provides clearance.
2. Leave your name and telephone number with the parent so that the parent may inform you beforehand if the child is too ill to receive a lesson or if the child is not available for any reason.
3. Teachers must make contact with the school of affiliation within 24 hours of admitting a student to obtain information about coursework, curriculum, and standardized testing.
4. DURING THE FIRST WEEK OF INSTRUCTION EVERY STUDENT MUST BE GIVEN A BASELINE ASSESSMENT (i.e. Scantron, Achieve3000, Study Island, Education city, i-Ready, paper based assessment)
5. A portfolio of student’s work is to be maintained by each teacher and should be presented by the student when he/she returns to school. A portfolio is a record of learning that focuses on the student’s work and his/her reflection on that work. It expands across curriculum lines and monitors growth of student’s knowledge, skills and attitudes. It should reflect student participation in the selection of portfolio content, criteria for selection, criteria for judging merit and evidence of self -reflection. Material is collected through a collaborative effort between the student and teacher. Use Portfolio Checklist (Form 2013-6) for possibilities for a portfolio.
6. It is essential that you describe the nature of the program fully to the parent on the first visit so as to prevent any possible misunderstandings. For example, a parent is less apt to resent the changing of schedules if he/she is told at the outset that this is likely to occur.

# General Teacher Notes

Due to the nature of Home Instruction, teachers may at times be presented with difficult or unusual situations as they attempt to provide instruction to their students.  Below are several guidelines pertaining to this subject which teachers must adhere to:

* Teachers assigned to a specific borough are required to accept cases in any and all districts within that borough.  This enables the Home Instruction Assistant Principal to utilize your expertise wherever and whenever  it is needed to meet the educational needs of our youngsters.
* Students who exhibit inappropriate or violent behavior certainly present Home Instruction teachers with a challenge.  It is imperative our instructors maintain an anecdotal record of any untoward incidents and present it  to their Assistant Principal who can then follow up with the appropriate Child Care and/or D.O.E. Agencies.

* Teachers who encounter unhealthy living conditions, such as the presence of bed bugs, in their student's home must notify their Assistant Principal immediately so that a decision can be made regarding A.C.S. or Health Department involvement.  Arranging instruction outside the home, with parental permission, is the preferred solution for this problem.

It is imperative to note that no teacher can unilaterally suspend instruction of a Home Instruction student.  If conditions in the home or behavior of the student make teaching difficult, you must apprise your Assistant Principal immediately and provide pertinent anecdotal data so that he or she can utilize the myriad of resources available.  Remember, all our students are entitled to an education and it is our responsibility to do all we can to ensure they receive it.

# Home Instruction Schools Website

The Home Instruction Schools website provides quick access to curriculum supports, administrative forms for teachers, important information, monthly agendas, internet based curriculum support programs, textbooks, teacher’s guide and more.

Go to: [www.homeinstructionschools.com](http://www.homeinstructionschools.com)

Passwords are case-sensitive.

Password for Full-Time (Day) Teachers: “HI Teacher”

Password for Per-Session Teachers: “PS Teachers"

# Timely Reporting of Incidents/ Child Abuse

Please be advised that as a mandated reporter, you are required to immediately report any and all untoward incidents such as suicidal related behaviors, attempts and ideations, alleged child abuse, neglect and threats of planned violence directed at any persons. (See APPENDIX B)

As stated in the Revised Chancellor’s Regulation A-750 on Child Abuse Prevention (Form 2013-8), teachers must call the State Registry (SCR) immediately at 1-800-635-1522 to report suspicion of any of the above incidents. (See APPENDIX B)

After you call the State Central Registry you must notify your supervisor and the guidance counselor with the case number and details of the case.

# Home Instruction Data Sheet

For all students, including both the physically disabled and those referred by the Committee on Special Education (C.S.E.), begin immediately to compile a Home Instruction Data Sheet (Form 2013-7). Both regular and special teachers should keep a copy with them and add anecdotal information from time to time. Make detailed reference on the reverse side regarding handicapping condition, academic progress, and emotional and social growth.

Try to avoid talking about the child in front of him/her. During collection of information for your Home Instruction Data Sheet, be aware that certain conditions warrant a great deal of sensitivity. Parents, and certainly children, are more prone to be upset during discussions about leukemia, muscular dystrophy, cancer, brain tumors and emotional problems than they would be during discussions about a fracture. Use your judgment. A good approach is to collect data little by little during several visits.

Transition Services

Teachers are responsible for completing vocational assessment and exit summaries for students in need of transition services. Guidelines are available through the guidance department and training is offered throughout the school year. Parent and student input are integral factors of the transition process and teachers must comprehensively complete all components in a timely manner.

# Student Absence

You may, at times, be called by a parent at night or early morning about cancellation of lessons as a result of student illness or some other family emergency. In each instance, try to rearrange your schedule to give additional time to other students. If you receive such notification a day or more in advance, apprise your supervisor as soon as possible of the substitution that you plan to make.

*It is your responsibility to* ***immediately*** *communicate though phone or by submitting an online form regarding any and all cancellations and schedule changes that occur. If you are not given another assignment for this period and cannot extend instructional time with one of your other students, you must report to a library which is located in the geographic area of your normal Home Instruction assignmen and work on planning and administrative needs. (e.g. If you are assigned to the Bronx, you cannot report to a library in Manhattan)*

# School Visits

Reasons that will require your visits to schools include the need to obtain student information, discuss students’ programs with guidance counselors and grade advisors, to discuss grading policies, arrange regents and other examinations, obtain books and other teaching aids, and to complete graduation and transition preparations.

Whenever you visit a school, be sure to sign in and out in two places, namely, at the security desk at the main entrance and in the visitor’s book in the general office. Always indicate time of arrival and departure. Whenever possible use email to maintain contact with school personnel

# School of Affiliation

All students, whether from public, private, parochial, or out-of-city schools, must be affiliated with a public school since home instruction follows the curriculum of the New York City Public School System of which it is a part. Such curriculum is adhered to even when the student will return to a non-public school. You should incorporate into your instruction the program of the non-public school where it is consistent with public school policy.

The school of affiliation is the public school that would be attended if the student were not on Home Instruction. Close articulation with that school is desirable for a number of reasons. Pupils who will receive home instruction for many years will profit educationally and psychologically if they feel a sense of identification with a school of affiliation. Temporarily, homebound students are under added pressure to follow very closely the specific requirements of the school so that their return to it will be facilitated.

Obtain from the school of affiliation the grading policy, timelines, curriculums, curriculum maps, projects, all necessary textbooks and supplies that may be available for your student and so on. If more material is necessary, discuss with you supervisor.

With reference to eighth and ninth grade graduates, visit the guidance counselor or other designated school official early in the school year. The preparation and transmittal of eighth and ninth grade high school applications and transmittal forms is the responsibility of the school counselor, but you must help prepare the application and make sure that all requirements have been met, e.g., testing, parent signature, and preliminary grades. On the high school application, next to “Sending School,” write “Home Instruction” and the name of the school of affiliation. Become familiar with all the high school options available to your eighth and ninth grade graduates; parents are to be involved.

Upon receipt of a high school student assignment, consult at the school of affiliation with the person (guidance counselor, grade advisor, etc.) who is responsible for approving the course of study and the individual subjects to be taken by that student. It should be noted that Home Instruction Schools is not responsible for Physical Education credits, however teachers should oversee the completion of all necessary P.E. modules. As per High School Academic Policy, August 2012:

**P.E. courses (or Modules) should be designed, graded, and updated on the student transcript by the affiliated school. Assignments should be completed under or with the direction and supervision of Home Instruction Schools. The school of affiliation is responsible for grading the module and entering the credit.**

Home Instruction teachers are responsible for arranging regents and other examinations, entering grades, inquiring about awards, and picking up material.

# Grades

All grades must be entered online in January, June or when a student is discharged from Home instruction and returns to school. The grade form must be forwarded to the school of affiliation. The school of affiliation is responsible to enter the grades on the student transcript.

# Records of Attendance and Scholastic Achievement

The Records of Attendance and Scholastic Achievement (RASA) sheet is to be completed monthly for each student. Teachers are to carefully complete this form while ensuring all information is accurate. There is one double sided RASA for general and special education. The form is available for day time teachers online and as a hard copy. Please follow the submission instructions of your Assistant Principal.

The grades on the R.A.S.A. will be added to the student’s transcript. The R.A.S.A. must be submitted monthly at the borough meeting and must be communicated with the school of affiliation and students’ households.

# Online Attendance

Student attendance will be exported from your Online Teacher Log.

Teachers must complete their Logs by 8am on Tuesday morning.

\*\*More specific information will be amended to the handbook when the attendance system is complete.

# Individualized Education Program (I.E.P)

Teachers assigned to provide instruction to CSE students (students who have been placed on Home Instruction by the Committee on Special Education) will be requested to complete a “Progress Report.” and “SEISIS Goal Report”. These reports must be completed on the Home Instruction schools website. IF you require assistance completing the forms please reach out to an instructional coach immediately. This process is the responsibility of every Home Instruction teacher.

You will be notified as to when the annual review is due.

# Lesson Plans

Lesson Plans for each student should be tailored to his/her needs and must contain the following: aim, materials, motivation, development, challenging questions, review, and assignment.

* Lesson Plans must be current and aligned to the Common Core Learning Standards (CCLS) and New Generation learning standards.
* Lesson plans should stress continuity. As concepts are mastered, more advanced ones should be introduced in a logical and sequential manner. Homework should reinforce knowledge and skill by providing appropriate meaningful activities.
* Lesson plans must reflect the student’s priority needs and be consistent with his/her school program.
* Portfolios and Lesson Plans must be available for review when your Assistant Principal visits you at your student’s home.

# Guidance

Home Instruction Guidance Counselors have the following responsibilities:

* Process SAT requests for in-home testing for high school seniors on home instruction.
* Coordinate procedures for administration of NYS Standardized testing for grades 3-8 and high school for regular home instruction teachers and per-session teachers.
* Assist in articulation of elementary and intermediate school students to middle school and high school.
* Serve as resource provider to parents, students and teachers, e.g. ACCESS-VR, AHRC, Home-Based Crisis intervention services, etc.
* Maintain records of incidents reported by teachers
* Review all clinical material for CSE referrals to Home Instruction and communicate directly with CSE to ensure appropriate and timely placements.
* Process requests for progress reports and submit reports to the appropriate CSE reviewing team.
* Establish and maintain good working relationships with their counterparts in CSE and schools.
* Update Home Instruction Students transcripts ONLY for students who are not affiliated with a NYC DOE school.

Counselors also field hundreds of calls per week from parents, CSEs, schools, agencies, teachers and students in reference to home instruction placement, available resources and how to procure specific services, e.g., medical, housing, Medicaid, jobs, college referrals, etc.

# Attendance Teacher’s Absentee Report

**FORM 407**

If a student is unlawfully or excessively absent (e.g., truant, absent five (5) consecutive times, unavailable for instruction, parent refuses home instruction or has moved to an unknown location), complete an Attendance Teacher’s Absentee Report, Form 407, and send to your supervisor. Do not discharge such a student unless so instructed by your supervisor. Keep his/her name on the bottom of your Time Schedule and include a brief explanation.

Print your name and your supervisor’s name on the top of the 407 form. Fill in all pertinent items, including “Home Instruction” under “H.S. or NP –NAME.” In the narrow space between District and Grade, indicate the school of affiliation.

Being that the new 407 have limited room for “School Comments,” it is recommended that you write such on a separate sheet and attach it to the 407.

It is the teacher’s responsibility to make timely absentee reports before the attendance problem deteriorates as to jeopardize the student’s promotion or educational future. Should a case be filed and then closed by the Attendance Teacher, a copy will be sent to the teacher. A continuance of a poor attendance pattern will then necessitate another 407 form to be filed.

# Testing Procedures for Regents and RCTs

1. As of June 2011 NYSED has required that ALL Districts submit scanable answer documents for select Regents exams: English, Earth Science, Global Studies & Geography, Integrated Algebra, Algebra II, Chemistry, Living Environment, U.S. History & Government. Therefore, student responses must be recorded on a new scanable Regents Answer Document. These answer documents MUST not be bent, folded, have coffee, tea, etc., spilled on them or have any stray marks. All information including student’s signature MUST be done in #2 pencil. These scan sheets will be provided by your A.P.
2. Please ensure you have all accurate Testing Modification or 504 Accommodation information. You MUST bubble in this information directly onto the answer document with a #2 pencil. Essays and DBQ’s must be done in pen.
3. At borough conferences in December and May, you will be given a schedule of Regents Competency, Regents, and citywide examination dates as well as a packet of forms. Included in this will be a Request for Examinations form addressed to the school principal (Form 2013-10).
4. Visit schools of affiliation in December and May to make testing arrangements with department chairpersons.
5. You may be called upon to proctor examinations for students not on your register. In such cases, you will receive a Regents Competency, Regents, and Citywide Examination Proctoring Assignment (Form 2013-11).
6. If you proctor an examination for a per session student, obtain and enter the mark on the cumulative record card at the student’s school of affiliation (as you would for your own regular homebound students). In addition, on the back of your R.A.S.A. form, write “Per Session Pupil” and indicate the name of the student, the examination, and the mark.

## Suggestions to Teachers for Administering Regents Competency, Regents, and Citywide Examinations:

1. Have your identification card and Request for Examinations form available when visiting the school to pick up examination papers.

B. Always use your NYC DOE identification card to sign into schools and city

offices for Home Instruction services.

1. Determine in advance the date of the examination, the time and place for pick-up of examination papers. Proctors assigned due to a conflict must check with the regular teacher immediately.
2. Check examination papers at the school to ascertain that you have the correct subject, grade, and signatures required.
3. Pick up an adequate supply of answer booklets at the school.
4. Make specific arrangements for the return of completed examination papers to the school, i.e., time, room, school representative who will pick up papers, etc.
5. When returning examination papers to the school, have school personnel sign the Receipt for Return of Examinations (Form 2013-12).
6. Make arrangements to receive examination scores as soon as possible; submit a postal card, addressed to you, if needed.
7. Upon determining the date and time of examinations to be administered to your students, mail the Regents Competency, Regents, and Citywide Examination Data Sheet (Form 2013-13) immediately to your supervisor. Also, circle in red the conflicts that may require an additional proctor. If you have no students taking such examinations, indicate so and mail the Data Sheet to your supervisor.
8. Mail to your supervisor, as soon as possible, two (2) copies of the Special Proctoring Schedule (Form 2013-14).
9. Please complete the Regents Competency, Regents, and Citywide Examination Grades form (Form 2013-15).

## Items to be brought to Pupil’s Attention

1. Remove all books, notes, or other aides during the examination.
2. Read all questions carefully and follow instructions.
3. Use a pen to write all answers, including answers to objective type questions. The use of pencils or red ink is not permitted. Pencils may be used for drawing and diagrams.
4. Write on both sides of the answer paper provided by the school.
5. Do not copy essay questions or problems. Rather, write the number of each question in the left margin next to the answer.
6. Do not erase when changing answers; cross out the original answer with a single line and write the new answer.
7. In mathematics examinations, show all computation necessary for the solution of the problems, except when answers only are required.
8. Write your name, the date, subject, and the name of the school at the top of each separate answer sheet.
9. Sign the declaration at the end of the examination. With typed material, a declaration signed in ink should appear on the reverse side of each typewritten sheet.

# End of Instruction

A letter will be sent to parents when the student’s medical documentation is expiring. In order for the student to remain on Home Instruction an updated medical must be submitted for approval.

Once the child completes Home instruction and is ready to return to their affiliated school, the teacher must inform the supervisor of the child’s return to school, and ensure the grades and student portfolio are given to the appropriate school personnel. A portfolio receipt (Form 2013-16) must be completed and submitted to borough office.

Complete and submit a Discharge Form (Form 2013-17) to your supervisor when you have confirmed your student’s return to school.

# TeleClass Program

Teleclass is a system whereby students receive supplemental instruction in-group sessions or on an individual basis via video conferencing. The students are able to speak with each other as well as with the teacher, thus establishing a video classroom.

Recommendations for the program are based on the student’s ability to perform independently via video conferencing considering the student’s age and disability. Teleclass offers supplemental instruction; therefore each recommended his/her regular home instruction teacher must still see the candidate for the minimum required hours.

# Instructional Coaches

Home Instruction Coaches will be available throughout the year to assist you in aligning lesson plans to the CCLS, compiling, maintaining and assessing student portfolios. Contact your Assistant Principal to avail yourself of this service.

**Payroll- the Homebound Teacher’s Daily Log, Personnel Time Report, etc.**

## Daily Log

The Teacher’s Daily Log is to be completed on a weekly basis by Tuesday at 8am. Any and all absences, whether for lateness, illness, personal business, or non-attendance, must appear on the log.

When completing your log, do the following:

1. Select the activity or student.
2. Enter the location address, or use the address that populates.
3. Enter the attendance hours or code (R is to be used when the student is not scheduled or teacher is released for alternate DOE activities.)
4. If the Student is Absent (Cancelled) you must enter your REPLACEMENT activity on the following line on the log.
5. Download the log as a PDF, print all the pages, initial the bottom of each page and sign the last page. Hand in your Teacher’s Daily Log for the month to your supervisor at your monthly meeting.

## Personnel Time Report

A Personnel Time Report for Non-Itinerant Employees must be completed monthly and given to your supervisor at the monthly home instruction teachers’ meetings. Complete these reports legibly, accurately and fully.

The numbers 1 through 31 represent the dates of the month. Sign only for actual days worked. Indicate actual time worked and sign your full name. Also sign your full name in the lower left-hand corner. Any and all absences, whether for lateness, illness, personal business, or non-attendance, must be explained in red ink next to the appropriate date(s). Your official work hours are from 8:30 a.m. to 3:30 p.m.

1. If you need to contact the Home Instruction Payroll Office, you can send an inquiry in writing to Home Instruction Schools, 3450 E. Tremont Avenue, Bronx, NY 10465, or e-mail Pamela Sanzaro or Antoinette DiNardo at schools.nyc.gov. Note: if you receive a notice to call the Payroll Office, please comply promptly.
2. If a salary check does not arrive within one week, call the Payroll Office at 718-794-7227.
3. If you attain either ten (10) or fifteen (15) year longevity at any time during the school year, you will receive the appropriate increase in the check following the date you reach longevity. This will be done automatically by Central Payroll.

## HR CONNECT: (718) 935-4000

HR Connect is your single point of contact for expert service, support and solutions to your personal human resources needs. You can call HR Connect for any questions concerning payroll, health insurance, longevity, etc.

## Personal Illness and Personal Business

Teachers receive ten (10) self-treated days per year, three (3) of which may be used for personal business and the balance for personal illness. All 10 days, of course, may be used for personal illness.

* 1. Each teacher is expected to keep a personal record of his/her absences. For absence days excused with pay, immediately submit an OP 198 form marked “personal illness,” “personal business,” or “medically certified illness.” All absence forms should be mailed to the Home Instruction Payroll Office immediately upon return to work after an absence.

Reminder: Submit requests for personal business days in advance to the principal

* 1. Partial absences for illness, whether self-certified or medically certified, are excused upon receipt of the OP 198 form. A form is always required.

## Non Attendance Days

For non-attendance days, submit pink form OP 201, check one of the reasons A to 0. This form must be filed with the Home Instruction Payroll Office prior to absence, if possible.

Full or Partial Absence

* + 1. Appearance for Jury Qualification
    2. Appearance for Jury Duty
    3. Appearance for Official business
    4. Appearance as Disinterested Witness
    5. Death in Immediate Family or Household
    6. Death of Relative Outside Immediate Family or Household
    7. Funeral of an Associate
    8. Degree or Graduation
    9. Extraordinary Transportation Delay
    10. Legislative Hearing
    11. Ordered Military Duty
    12. Quarantine
    13. Religious Observance (with or without pay)
    14. Requirement of the School System
    15. School Visits and Meetings within New York City
* For days without pay for personal business, use the OP 201 form. Review boxes AA through EE. Personal Business days may be requested without pay only after you have used three (3) personal business days from your Cumulative Absence Reserve (C.A.R.).

## Religious Observance

Requests for absence due to religious observance must be submitted to the Principal, in writing, in advance of the absence. If you wish, the three (3) days of personal business may be used for this purpose. In that case, submit an OP 198 and mark the top of it “Personal Business – R.O.” Put “R.O.-Personal Business” on the Daily Log and monthly Personnel Time Report.

* If personal business days are used up, you may insert the following: “Deduct from salary for R.O.” Then submit the OP 201 form, available from the payroll office; check the “M” box. A salary deduction for the day will be made, but the absence will be considered a non-attendance day. The actual deduction is currently $154.97 per day, gross. This amount changes with each contract.

## Clarification of Policy on Payment of Absence for Jury Service. For Examination for Jury Qualification, and for Requesting Postponement and/or Excuse from Jury Duty – Special Circular #48, 1969-1970 and Personnel Memorandum No. 3 1989-90.

“Teachers who are required to serve on jury duty will receive full salary during the period of such service...” “…as of April 19, 1989, Civil service or pedagogical employees eligible for paid leave jury service are no longer entitled to the per diem allowance paid by the city, county, and state courts of New York State. For covered employees who have rendered jury service in these courts on or after April 19th, proof of jury duty will consist of a subpoena and written verification from the court of the dates of actual jury service.”

Employees will receive a check for reimbursement of carfare, which should be retained by the employee.

“For employees who serve on juries in Federal court or in courts outside of New York State…employees must remit to the Board the jury duty check in its entirety and the Board will refund an amount covering the payment for travel expenses.

Teachers may be excused for no more than three (3) hours for purpose of Jury Qualification or Postponement of/or Excuse from Jury Duty. A salary deduction will be made for teachers absent more than the three hours permitted.

The written determination of the court as to whether the juror must serve is final.

*NOTE: The employee must obtain a “Certificate of Appearance” from the court. This will certify whether deferment was granted.*

Reminder: A check received for jury duty in federal court or in courts outside of New York State must be endorsed and submitted to the payroll office for forwarding to the Bureau of Pedagogical Payroll. The check must be submitted intact. The City will refund any carfare money, which is included. If the check for jury service is for the summer vacation period, it is to be retained by the teacher.

## Salary Differentials and Change of Status

1. Salary Differentials can be applied for online at the Department of Education website.
2. Change of address, phone number, marital status, dependents, tax status, etc., must be reported to HR Connect at the Department of Education. The Home Instruction Payroll Office must be notified of change of address immediately.

## Teachers Who Have Reached or Soon Will Reach Age 65

“Any employee who is, or has a spouse who is, approaching age 65 or is otherwise eligible for Medicare under special provisions of the Social Security Act, such as benefit for the disabled, etc., must enroll in Part A and B of Medicare. The City program supplements Medicare but does not duplicate benefits provided by Medicare. The employee should enroll through his/her local Social Security Office during the three (3) month period before the month of his/her 65th birthday to assure continuity of benefits.”

## Changes in Health Plans

1. Teachers who wish to change health plans can download Form ERB 2000 from the Department of Education, Division of Human Resources, website.
2. The open enrollment period for change of health plans is the month of November.

## Retirement and Terminal Leave

Teachers planning to retire or go on terminal leave prior to retirement must notify the Home Instruction Payroll Office. The payroll office is required by the Department of Education to send teachers’ relevant official material.

## Accident or Injury in the Line of Duty – Special Circular #21, 1977-78 dated 11/77 (Personnel Manual Section 90A).

Should you sustain an accident or injury in the line of duty, telephone the Home Instruction Payroll Office as soon as possible on the **same day. The office will send you a set of forms and an instruction sheet.**

## Loss or Damage to Personal Property

Should you sustain a loss or damage to personal property in connection with your teaching duties, call the Home Instruction Payroll Office immediately for instructions.

## Teacher Absence

Partial or full day absence must be phoned in to the Home Instruction Payroll Office between 8:00 and 9:00 A.M. on each day of absence.

# TRAC Procedures

On a monthly basis, in order to be reimbursed for the use of your personal car, log on to the TRAC System (<http://dfoforms.nycenet.edu/trac/>). See the Home Instruction Schools website for instructional guide.

# Parking Permits

In order to apply for a Department of Education Parking Permit, complete and submit the Employee Driver’s License Form (Form #97\_\_). The limited number of permits allotted to Home Instruction Schools is dispersed to teachers based upon Home Instruction seniority.

# Disclosure of Confidential Information

1. Information pertaining to students on home instruction is confidential. Do not discuss students with other parents or any unauthorized persons. If you have any questions, consult with your supervisor.
2. Should the New York City Department of Social Services request certification that a student currently on your active register is receiving home instruction, contact your Assistant Principal who will authorize the completion of a “Face to Face” form which will be mailed to the parent.

# Trips

1. Take no trip with any student without writing, in advance, to your supervisor requesting his/her approval and receiving approval in writing.
2. When writing to your supervisor for his/her approval, state why you feel it is essential that your homebound student make the trip. Also, be sure to include a Permission Form signed by the parent, describing explicitly the nature, location, and time of the requested trip.
3. Never transport a student in a car or other private conveyance. Public transportation must always be used.

# Medical Forms

All medical referrals and physicians’ letters for whatever physically handicapping condition, whether recommending admission to, continuation of, or transfer from Home Instruction, should be sent directly to your supervisor. Such referrals are not to be sent to central or district offices of the Department of Health.

A child with a non-physical disability (e.g., emotionally handicapped, profoundly retarded, etc.) may be recommended for Home Instruction placement only by the Committee on Special Education (C.S.E.) of his/her home district. Encourage parents of C.S.E. students to maintain contact with the appropriate C.S.E. office regarding placement plans for their children

# Socialization and Hobbies

Encourage each of your students, to the limit of his/her handicapping condition, to engage in social activities at home, in his/her school of affiliation, and in the community. Telephone calls and correspondence with other homebound students having similar interests, membership in clubs, and, if possible, participation in some school activities can be gratifying.

Trips and parties can have both educational and social value for homebound students. Consult with your supervisor in planning trips. Take no trips before having first obtained, in advance; your supervisor’s express written approval. The Permission Form, to be signed by the parent, must be submitted in advance; public transportation must always be used.

For many students, fostering hobbies, such as computers, stamp collecting or chess, serves to engage their interests, not only as an end in itself but also as a means of stimulating interest in related academic subjects such as history, economics, art, geography, science and mathematics. Furthermore, hobbies may serve as a means of having students develop social relationships insofar as they might encourage visits to peers as well as letter writing and telephoning to other students whom you recommend.

*NIOTE: Obtain the consent for such contacts in advance from the parents of the students involved.*

Many hobbies develop into lifelong interests and can be engaged in by persons with chronic handicapping conditions. Keeping an aquarium or terrarium, art, crafts, music, computers, various types of collecting, mind-stimulating games, and other such activities can receive your encouragement through integration into the educational program.

The twofold aim of Home Instruction – to meet general instructional objectives and the special needs of the homebound child – can be achieved through your individualization of instruction, flexibility, and creativity.

# Supervisory Visits

Your supervisor, who may visit you at any time during the teaching day, may conduct a formal or informal observation. The Supervisory Site Report – Formal Observation, resulting from a formal observation, requires your signature and becomes part of your official personnel file.

It is essential that you adhere to the requirements embodied in the Supervisory Checklist contained in these Supervisory Site Report forms.