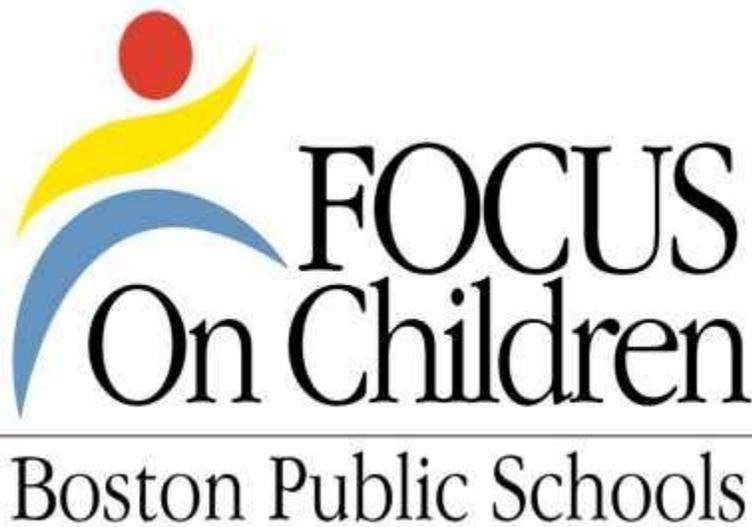


# BOSTON PUBLIC SCHOOLS SUBSTITUTE TEACHER HANDBOOK



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## TABLE OF CONTENTS

SUBSTITUTE CLASSIFICATIONS AND PAY RATE .....	1
APPLICATION PROCEDURES.....	1
ORIENTATION .....	1
HIRE FORMS AND DOCUMENTS .....	1-2
RETIREMENT.....	3
RETIRED TEACHERS.....	3
BENEFITS.....	3
BOSTON TEACHERS UNION DUES.....	3-4
BPS SUBCENTRAL SYSTEM.....	4
ACCEPTING AN ASSIGNMENT.....	4-5
CANCELLATION OF AN ASSIGNMENT.....	5
EVALUATION OF LONG TERM AND CLUSTER SUBSTITUTES.....	5
PROFESSIONAL DEVELOPMENT.....	6
DO NOT USE POLICY (SUB CENTRAL).....	6
REASONABLE ASSURANCE LETTERS.....	6
SUSPENSIONS/TERMINATIONS.....	6
RESIGNATION.....	6
INCLEMENT WEATHER.....	7
EMERGENCIES: MEDICAL/OTHER.....	7
STUDENT CONFIDENTIALITY.....	7
BOSTON PUBLIC SCHOOL POLICIES.....	7
RECOMMENDATION FOR SUBSTITUTE TEACHERS.....	7-9
SUBSTITUTE CHECK LIST.....	9-11
IMPORTANT CONTACT INFORMATION.....	13
REFERENCE MATERIAL FOR SPECIAL ED PROGRAM CODES.....	14
SCHOOL YEAR CALENDAR.....	15

**HIRE - FIRST:** Step 1. [Apply on-line](#) to become a Substitute Teacher through the BPS Career Center.

## **SUBSTITUTE CLASSIFICATIONS AND RATE OF PAY**

All Boston Public School Substitute Teachers are paid on a bi-weekly basis.

### **Substitute Teacher Salary Schedule as of 11/1/2011**

<i>Effective</i>	<i>11/1/2011</i>	<i>11/1/2012</i>	<i>11/1/2013</i>	<i>11/1/2014</i>	<i>11/1/2015</i>
	<b>1%</b>	<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>
Per Diem	126.97	129.51	133.40	137.40	141.52
Long Term - After 10 days	141.25	144.08	148.40	152.85	157.44
Long Term - After 25 days	255.58	260.69	268.51	276.57	284.87
Cluster	154.58	157.67	162.40	167.27	172.29

**Per Diem Substitute** – A “Per Diem Substitute” is any person that works day-to-day assignments or reassignments to fill positions on an interim basis.

*Daily Rate of Pay:* \$133.40

**Long Term Substitute** – A “Long Term Substitute” is any person with proper qualifications who is assigned to fill a position of teacher which is temporarily vacant and serves continuously in the same assignment in the same school. A temporary vacancy is one which is anticipated to be vacant for more than twenty (20) consecutive workdays but less than a full school year, or one in which an assigned substitute actually serves continuously for more than twenty (20) consecutive days.

*Daily Rate of Pay:* \$148.40 (days 11 - 25); \$268.51 (days 26+)

**Cluster Substitute** – A “Cluster Substitute” is any person with proper qualifications (including, but not limited to a satisfactory performance evaluation as a long term substitute teacher in a prior year) who is assigned to a particular school for a full year.

*Daily Rate of Pay:* \$162.40

#### **NOTE:**

It is the responsibility of the substitute teacher to know the information contained within this handbook. Please remember, substitute teaching assignments are subject to availability and no one is guaranteed an assignment. **Further, substitutes are employees at will.**

**ORIENTATION:** *All substitute teachers may be required to attend an orientation session*

## FORMS/DOCUMENTS

The following forms and documentation are **required** to be hired as a substitute teacher for Boston Public Schools. These forms must be complete and submitted at the time of orientation.

- Official Transcripts - **Must state the date your degree was conferred**
- CORI/SORI – **Must be completed for all new and returning employees.**  
**You cannot work until your CORI/SORI is cleared**
- W4 – Federal Tax Form
- M4 – State Tax Form
- I-9: Copy of your Passport or driver's license (**cannot be expired**)
- Social Security Card - A copy is **required** by City Treasury Office
- Direct Deposit Form-Mandatory
- Request for Network Access & Acceptable Use Policy Form
- Statement of no coverage by Social Security Form
- OBRA Retirement System Form-Mandatory
- Substitute Profile Form – Check list of schools/grades/subj.
- Conflict of Interest Online Training <http://www.muniprogram.state.ma.us/>

## BENEFITS:

As a substitute teacher, you are eligible to receive benefits according to very specific rules and the type of position you have been assigned. *You must work a minimum of three (3) days a week to be eligible and/or maintain for health insurance.*

### Per Diem Substitutes

A Per Diem Substitute Teacher works day-to-day assignments to fill positions on an interim basis.

- Educational Differential: if the substitute is licensed by the Department of Education, s/he will receive a 3% differential based on the per diem rate
- Retirement: must contribute to the [OBRA Retirement system](#)
- Health Insurance-Must work an average of 20 hours a week for a month
- Life Insurance-Policy with medical coverage
- Per Diem Annual Bonus: Per Diem substitute teachers are eligible to receive:
  - a \$1,000 annual bonus after working more than 120 days by the end of June; or
  - a \$1,500 annual bonus after working more than 150 days by the end of June (Long-Term & Cluster Subs are not eligible for the bonus)

## **Long-Term Substitute**

A Long Term Substitute Teacher is assigned to fill a position anticipated to be vacant for more than 20 consecutive workdays but less than a full school year.

- Educational Differential: if the substitute is licensed by the Department of Education, s/he will receive a 3% differential based on the per diem rate
- Compensation: will receive a higher rate of pay after 10 consecutive workdays and again after 25 consecutive workdays.
- Contract obligation: shall be granted a provisional teacher contract on or before December 1st if the assignment in which he/she is serving becomes vacant for the remainder of the school year (must be licensed in the subject matter).
- Sick Days: One sick day for every 20 days worked. Sick time is cumulative from year to year provided that the substitute remains a BTU member, and sick time shall carry over upon becoming teachers or paraprofessionals.
- Professional Development: The substitute teacher will also be eligible for Professional Development Opportunities. However, the long term/cluster substitute teacher is required to attend the eighteen hours of professional development required of all teachers. This time is scheduled beyond the school day and compensated accordingly.

## **Cluster Substitute**

A cluster substitute teacher is any person with proper qualifications who is assigned to a particular school for a full year. Cluster Subs are **not** eligible for the annual bonus.

- Educational Differential: if the substitute is licensed by the Department of Education, s/he will receive a 3% differential based on the per diem rate
- Bereavement Leave/pay: will receive 5 days for immediate family, 1 day for extended family, and 3 days for grandparents
- Sick Days: One sick day for every 20 days worked. Sick time is cumulative from year to year provided that the substitute remains a BTU member, and sick time shall carry over upon becoming teachers or paraprofessionals.
- Health and Welfare Benefits: Cluster substitutes shall be included in the Paraprofessional Health and Welfare Fund benefit for dental insurance, eye care and legal services.
- Professional Development: able to participate in professional days sponsored by the school and shall be compensated accordingly. The substitute teacher will also be required to attend the eighteen hours of professional development required of teachers. This time is scheduled beyond the school day and compensated accordingly.

**RETIREMENT-** [www.mass-smart.com](http://www.mass-smart.com) Automatic 7.5% pre-tax deduction

Part-time, temporary or seasonal employees not members of their employer's retirement system are required to contribute a portion of their paycheck into a mandatory retirement plan referred to as OBRA. Your OBRA plan is established in lieu of paying into social security, and is established as a 457 plan under the Internal Revenue Code. OBRA – **Contact Lisa Cardinal**, Account Executive, Massachusetts SMART plan of Great West Retirement Services at 1-800-1900.

## **RETIRED EMPLOYEES**

Retired teachers who return to subbing shall not be required to take the Utah State test.

Retired employees hired as substitute teachers are limited in both the number of hours that they may work and the amount of compensation that they may receive. Retired employees may not work more than 960 hours (120 days) in any calendar year. Also as a Retired employee your compensation as a substitute teacher is the difference between your retirement check and what you would be earning now as a substitute. These limitations apply to any and all services, including substitute teaching, that are provided by the retired employee. Please be aware it is the responsibility of the retiree and not that of BPS to monitor the restrictions.

## **EMPLOYEE ASSISTANCE PROGRAM (EAP)**

The City of Boston employees and their family members are eligible to participate in an Employee Assistance Program (EAP), at no cost. The EAP is a comprehensive benefit for those looking for solutions to a wide variety of personal and workplace problems such as grief, daily stress, depression, and drug dependency. The EAP's staff members are mental health professionals who are trained to listen, counsel, and refer employees and their family members to appropriate services if necessary. Confidentiality is of paramount importance, and no one at BPS can gain access to a person's EAP records without his or her written permission.

Employee Assistance Program (EAP)

Monday - Friday, 7:00 a.m. to 5:00 p.m.

152 North Street, North End (by the Callahan/Sumner Tunnels)

MBTA: Government Center or Haymarket

Call 617-635-2200 to schedule an appointment or ask a question. If there is an urgent call after business hours, call 617-635-4500 and ask to page the EAP staff person on-call.

## **BOSTON TEACHERS UNION DUES**

Substitute teachers who work 60 days or more in a given school year are considered bargaining union members of the [BTU](#). The BTU is the exclusive bargaining unit that negotiates the collective bargaining agreement, enforces the agreement, and promotes the general welfare of its membership. BTU dues and agency fees will be automatically deducted from each paycheck. For further details around the union guidelines and membership, visit the following website:  
<http://www.btu.org/>

## **BPS SUBCENTRAL SYSTEM**

The placement of substitutes into open positions is done through the BPS SubCentral System and is done in multiple ways:

1. School can directly request & assign a substitute
2. SubCentral will randomly call substitutes for open positions
  - Evening calls: 6:45 pm - 9:30 pm

- Morning calls: 5:45 am - start of school day
- 3. Substitute can proactively look for jobs
  - via phone: 617-635-7980 **or**
  - via internet: <https://bostonps.eschoolsolutions.org>
- 4. To view the printed guide or use the interactive tutorial, copy and paste the link above into your web browser's address

## **ACCEPTING AN ASSIGNMENT**

The principal/headmaster or other administrative person may change the grade/subject assignment of a substitute teacher depending on the needs of the particular school.

If you accept an assignment through the SubCentral system, you will need to record the job identification number (this is a six digit number), subject and/or grade level to present (if necessary) to the school upon arrival.

If you are contacted directly by a principal or school administrator to fill a vacancy, be sure to have the school log the request in SubCentral and record the job as filled by you. **All assignments must be processed through the SubCentral system.** This will inform the Substitute Management Team that you are working and the dates can easily be applied to the mandatory 60 days worked policy, noted in the termination/resignation section of this handbook.

Substitute teachers must remain in the school building until the close of the day.

## **CANCELLATION OF AN ASSIGNMENT**

**School cancels:** If you arrive at the assigned school and the job has been cancelled or your services are no longer needed, be sure to remind them that you have the job identification number and are entitled to be paid for 3.5 hours (half day).

If you arrive late to an assignment without contacting the school to notify them of your status, the school can cancel your services without the required 3.5 hours payment.

Prior to his/her arrival, if a substitute teacher is contacted directly by the school and notified of an assignment cancellation, the school is not obligated to pay the 3.5 hours.

**Substitute cancels:** If you cancel on the same day of an assignment, you must contact the school to which you were assigned directly and notify the Substitute Management Team at 617.635.9380. Cancelling on the same day places the school in a situation where they may not be able to secure a replacement due to the limited timeline and may negatively impact you with the school's administration which may lead to your name being placed on their DNU list.

**DO NOT hold on to a job for days, then cancel yourself out of it unless it is an emergency/illness.**

## **EVALUATION OF LONG TERM AND CLUSTER SUBSTITUTES**

A long term substitute teachers who has been in the same position at the same school shall be evaluated by the Principal or Headmaster (or his/her designee) after fifteen (15) consecutive days.

A cluster substitute teacher shall be given two (2) overall performance evaluations for the academic year by the appropriate building administrator or their designee outside of the bargaining unit.

## **PROFESSIONAL DEVELOPMENT**

Long term and cluster substitute teachers are required to participate in professional development days with regular teachers and are compensated for this time. In addition, long term and cluster substitute teachers are required to attend the 18 hours of professional development required of regular teachers. This professional development is scheduled beyond the school day and consequently long term and cluster substitute teachers are paid for this time.

New substitute teachers may also be required to attend up to three days of training to prepare them to teach in the Boston Public Schools.

## **APPLICATION FOR TEACHING POSITIONS**

Based on the union guidelines for substitute teachers, “Those substitute teachers who are:

1. Recommended as a result of central interview
2. Certified
3. Have a letter of recommendation from a Boston Public Schools administrator and who apply for teaching positions will be guaranteed up to four interviews.” *Please contact Recruitment at 617.635.9639 to set-up an interview with a Recruiter (central interview).* Next steps will be identified at that time.

## **REASONABLE ASSURANCE**

Reasonable assurance letters will be mail in June to all substitute teachers which are active and in good standing. Reasonable assurance letters preclude substitutes from claiming unemployment during the summer.

## **SUBCENTRAL’S DO NOT USE POLICY**

Schools within the BPS system are able to request that a substitute teacher be placed on their schools Do Not Use (DNU) list. Once a substitute teacher is on a school’s DNU list, s/he will no longer receive calls or view vacancies on SubCentral for that particular school. A Do Not Use form\* must be completed by the school and submitted to Human Resources before the substitute

teacher will be placed on that school's DNU list. The Substitute Management Team will notify the substitute teacher of his/her status with the school and will address the concerns regarding his/her performance.

*\*The information provided is to be used for self-improvement and/or professional development*

## **SUSPENSION/TERMINATION**

If you received notification (verbal or written) of a suspension or termination, please contact your union representative to set-up a meeting with Human Resources to address your status.

Substitutes must work a minimum of 60 days per school year, or they may be terminated from employment. Additionally, if a substitute has not worked in the last 90 days, they may be subject to termination and required to re-apply should they wish to return to substitute teaching.

## **RESIGNATION**

**Substitute teachers must submit a resignation letter to Human Resources** which will ensure their status is changed from active to inactive (resigned)

## **INCLEMENT WEATHER**

Substitute teachers are notified of district school closings due to inclement weather by 1) checking local television stations, 2) contacting the Storm Center at 617.635.3050, or 3) you can receive direct notification of snow emergencies, parking bans and school closings in the City of Boston. Simply sign up and tell us your preferred method of notification (text and/or e-mail). You can register at: 617-635-4500 or [www.cityofboston.gov/snow/](http://www.cityofboston.gov/snow/).

## **EMERGENCIES: MEDICAL/OTHER**

**Accidents and illness of students:** All accidents involving students on the school grounds, in the building, or occurring at any place while the pupil is under the supervision of the school, shall be referred to the school principal and nurse.

Only the school nurse or authorized school personnel can administer medications. **Substitute teachers are not authorized to give any medication to students.**

## **STUDENT CONFIDENTIALITY**

During your service as a substitute teacher, you will have access to confidential information concerning students. To protect the confidentiality of student records, any data concerning student records, class work, behavior, home environment, inclusion in a free and reduced lunch program, enrollment in special education programs, or other details about individual students must not be discussed outside the classroom and never with anyone outside the building.

As a substitute teacher you may be asked to teach in a number of classrooms and a variety of schools, you must refrain from comparisons of these assignments. Teaching assignments vary from teacher to teacher and any comparison is unfair to the staff involved.

Should you have concerns, these should be discussed with the building principal. Failure to abide by student confidentiality will result in termination as a substitute teacher.

## **BPS POLICIES AND PROCEDURES**

All of the Boston Public School policies are listed under the Superintendent Circulars located at the following web address: <http://www.bostonpublicschools.org/node/190> (you can also find them listed on the Boston Public Schools website under District and Superintendent).

As a substitute teacher, you need to read the following circulars:

- HRS-HS06     Substitute Teachers
- HRS-PP10    Employee Discipline Procedures
- HRS-PP11    Drug Free Workplace Policy and Procedure

## **RECOMMENDATIONS FOR SUBSTITUTE TEACHERS**

1. Report to the main office upon arrival:
  - a. Introduce yourself
  - b. Sign-in and receive instructions
  - c. Clarify the class schedule
  - d. Verify end of school day procedures.
  - e. Ask about emergency exits/procedures
  - f. Introduce yourself to teachers that are adjacent to your assigned classroom
  
2. Lesson Plans:
  - a. Follow the lesson plans of the designated teacher as closely as possible
  - b. Always come well prepared should you need to teach your own materials in the absence of a lesson plan
  
3. Classroom Schedule:
  - a. Verify the students lunch schedule
  - b. Be aware of recess time should you be assigned at an elementary school
  - c. Try to leave an overview of what took place in the classroom for the designated teacher
  
6. Classroom Etiquette
  - a. **Under no circumstances are to you leave a class unattended.** In the event of an emergency, ask a neighboring teacher/paraprofessional to oversee the class or send a student to the office for assistance.
  
  - b. A substitute teacher shall not receive money from children unless instructed by the main office. If money is collected, he/she will deposit all monies in the main

office at his/her earliest opportunity. Money should not be left unattended in the classroom. Substitute teachers shall not lend money to students for any reason.

- c. If a substitute teacher removes items of value from a student, he/she is responsible for the article until it is returned to the student or turned into the main office personnel. The items should have the student and designated teacher's names. Make sure to leave a note for the designated teacher.

## 7. Classroom Discipline

- a. A substitute teacher must never administer corporal punishment to any child
  - b. Never touch or grab a child inappropriately
  - c. A substitute teacher must maintain a level of discipline in the classroom conducive to good learning
  - d. Firm speech, combined with explicit instructions and direction will preclude many disciplinary problems
  - e. Avoid negative reinforcement such as punitive, non-instructional tasks equivalent to writing sentences, standing in the corner, or other intimidating and humiliating corrective measures
- f. Parking:
- a. Do not assume you will be able to park in the school's parking lot
  - b. If you park on the street, always note signs and information regarding street cleaning and parking restrictions (you are responsible for paying any charges incurred)
- g. You should:
- a. Never read books, magazines or newspapers in the classroom unless it is part of the instructional materials
  - b. Avoid discussing/comparing negative experience in one school while serving in another
  - c. Dress appropriately for the assigned school

## **SUBSTITUTE CHECK LIST**

### **Preparation:**

- Dress should be neat, clean, and appropriate for the teaching assignment
- Enter the school enthusiastic and prepared to teach
- Try to arrive at least 15 minutes prior to the beginning of the school day

### **Prior to Entering the Class:**

- Report to the main office to let them know you are there
- Ask about student passes, discipline procedures, and special events
- Verify if there will be any special duties associated with your assignment
- Find out how to refer students to the office
- Look for fire alarms and drill instructions
- Note locations of restrooms and teacher's lounge
- If possible, introduce yourself to the teachers on both sides of your classroom
- If available, view the folder for substitute teachers (usually in the main office)
- Obtain the recess and lunch schedules

### **In the Classroom:**

- Enter the classroom with confidence
- Write your name on the blackboard and introduce yourself
- Make sure to take attendance
- Follow lesson plans as closely as possible
- If money is collected, record the amount, pupil name and purpose on a sheet and turn into the main office
- Check to see if all books, handouts and paper are close at hand or in the classroom

### **End of Day:**

- Remind students of homework
- Have students clean their desks and the area around their desk
- Leave desk, books, and room in good order
- Jot a note for the designated teacher about your experience with the class/students

## IMPORTANT CONTACT INFORMATION

<b>NAME OR DEPARTMENT</b>	<b>FUNCTION</b>	<b>PHONE NUMBER</b>
<b>Hub Help</b>	Career Center (Register / Reset Hub password)	<b>617.635.1482</b>
<b>BPS Human Resources</b>	Receptionist	<b>617.635.9600</b>
<b>Office of the Treasurer</b>	Lost / Misplaced Paycheck Replacement	<b>617.635.4151</b>
<b>OBRA Inquires</b>	Contact: Lisa Cardinal	<b>1-800-457-1900</b> <b>www.mass-smart.com</b>
<b>Benefits Department</b>	Benefit Inquiries	<b>617.635.4570</b>
<b>Payroll Department</b>	Payroll Inquiries	<b>617.635.9460</b>
<b>Substitute Management</b>	All Substitute inquiries	<b>617. 635.9380</b>
<b>26 Court Street Main Number</b>	Operator	<b>617.635.9000</b>
<b>E-School Solutions</b>	SubCentral (Automated Assignment System)	<b>617.635.7980</b>
<b>Center for Educational Doc</b>	Evaluation Serv. for persons educated abroad	<b>617.338.7171</b>
<b>Retirement Board</b>	Retirement Inquiries (former teachers)	<b>617.635.3797</b>
<b>Dept. of Education</b>	Licensure/Certificate	<b>781.338.6600</b>
<b>Lorraine Maryland</b>	Recruitment Support	<b>617.635.9639</b>
<b>Miriam Kindell-Raye</b>	Employment Verification	<b>617.635.7931</b>
<b>Josefina Lascano</b>	BTU Issues	<b>617.288.2000</b>

## Special Education Program Codes

<b>SAR</b>	<u>Mild, global cognitive limitations</u> These are students who benefit from routines, practice and repetition. They acquire skills at a slower rate than their typical peers. They often experience difficulty applying learned information to new or novel situations.
<b>LAB</b>	<u>Mild school adjustment and/or behavior problems</u> These students have difficulty following school and classroom rules and routines. The behavioral problems may be secondary to learning disabilities or related to other stressors in life.
<b>DDC</b>	<u>Profound cognitive limitations and multiple severe physical disabilities</u> These students generally have severely limited or no communication, mobility and self help skills. They also present with multiple physical and genetic disorders and limitations such as blindness and deafness.
<b>Early Childhood</b>	<u>Young children – 3 yrs to 5 yrs old with disabilities</u> These children may be enrolled in either a center-based or integrated classroom. The children represent 3 and 4 year olds with <u>any</u> of the other disabilities listed (e.g. blind behavior, cognitive limitations, etc)
<b>SAR Language</b>	<u>Mild to moderate cognitive limitations</u> These are students who benefit from practice and repetition and who display a significantly slow rate of learning. Many students will participate in assisted work or job coaching at the secondary level.
<b>Deaf</b>	<u>Deaf</u> These are students who are deaf. The Horace Mann School is the primary locations for educating these students however, the Jackson Mann, Edison Middle, Boston Arts Academy and West Roxbury High have small programs. They may use hearing aids or have cochlea implants. American Sign Language, Signed Exact English II and lip reading are all used for communication
<b>Inclusion</b>	<u>Full inclusion</u> These are students with any of the listed significant disabilities who are fully included in general education.
<b>LD</b>	<u>Learning Disabilities</u> These are students with average or above cognitive abilities who display significant difficulty with printed material, decoding, fine motor activities and directionality. They have strong receptive and expressive language.
<b>MH</b>	<u>Multiple Handicaps which are physical and cognitive and severe in nature</u> These students have severe cognitive limitations, limited spoken language and in some cases serious physical constraints. They participate in assisted work at the high school level.
<b>ESD</b>	<u>Educational &amp; Social Development</u> These are students with moderate cognitive limitations. They require routines, practice and repetition and they demonstrate a significantly slow rate of learning. They are often socially immature and require training in the daily activities of life. At high school they will participate in assisted work and job coaching.
<b>PH</b>	<u>Physically Handicapped</u> These students have complex physical constraints and/or medical conditions. They <u>may or may not</u> have some cognitive limitations.
<b>Lab Cluster</b>	<u>Severely Emotionally &amp; Behaviorally Disturbed</u> These students have persistent difficulty adjusting to school demands. They frequently have a history of multiple hospitalizations and may have experienced trauma, abuse or neglect. They require a therapeutic learning environment.
<b>LLD</b>	<u>Language Learning Disabilities</u> These students have significant receptive and expressive language disorder. They are multisensory learners who must see, touch and hear information to make progress. Oral directions must be given in single or two step units. Many LLD students have difficulty finding their way even in familiar spaces.
<b>Vision</b>	<u>Blind</u> These are blind or legally blind students. They are taught to use Braille or enlarged print for reading and writing. They may or may not have a diagnosis that is secondary to their blindness such as LD, limited cognition, etc.
<b>Autistic</b>	<u>Autistic/Pervasive Developmental Disorders</u> The PPD spectrum ranges from the severely involved students who are self abusive, unresponsive and continuously in repetitive motion (spinning, flapping, etc) to students who have atypical language, poor eye contact, flat affect and limited social interactions.
<b>PTC</b>	<u>Primary Transitional Classes</u> Students enrolled in PTC classes are 5 and 6 year olds who have not achieved developmental milestones and for whom there is not single disability diagnosed.
<b>Hard of Hearing</b>	<u>Hearing Loss</u> These are students who have hearing loss and generally rely on hearing aids. They often require speech and language therapy and may require other specialized instruction.
<b>Generic Teacher</b>	Students are pulled from the classroom for instruction
<b>Speech &amp; Language</b>	<u>Mild to moderate cognitive limitations</u> These are students who benefit from practice and repetition and who display a significantly slow rate of learning. Many students will participate in assisted work or job coaching at the secondary level.
<b>Low Incidence</b>	<u>Mild to moderate cognitive limitations</u> These are students who benefit from practice and repetition and who display a significantly slow rate of learning. Many students will participate in assisted work or job coaching at the secondary level.
<b>Bright LD</b>	<u>Learning Disabilities</u> These are students with average or above cognitive abilities who display significant difficulty with printed material, decoding, fine motor activities and directionality. They have strong receptive and expressive language.
<b>Res. Room</b>	Students are pulled from the classroom for instruction

