



Our work can be described as a beautiful struggle.

You balance that work with your demands for fairness and justice. You give your strength to the classroom, and to our union's missions, by showing that great working conditions for educators mean great learning conditions for students. With that knowledge, you fight for what's right and refuse to take "no" for an answer.



You support your colleagues by organizing chapters, mobilizing activists, and making connections with both parents and administrators. Your schools have become families grounded in respect and fueled by your professionalism. All of you have made your schools stronger, your communities more resilient and our world better through all that you do.

Our union is stronger because of you and we thank you for everything you do.

In solidarity,

Janella Hinds, Vice President for Academic High Schools

Sterling Roberson, Vice President for Career and Technical Education

Infrastructure Week 2017



AFT President Randi Weingarten (center) attends Infrastructure Week kickoff event at Transit Tech CTE High School on May 15 with students and educators. (Back row, left) UFT Vice President for Career and Technical Education Sterling Roberson.

New York City kicked off this year's Infrastructure Week at Transit Tech CTE High School in Brooklyn. Infrastructure Week took place May 15-19 and is a national week of education and advocacy pointing to the importance of infrastructure in our nation's economy and to job creation. The event included a visit from AFT President Randi Weingarten, who discussed the essential link between CTE and the city's transportation infrastructure.

education in all aspects of modern transportation, from maintaining the city's rail cars to transit electronics, computer engineering and cyber security. For more information, visit the [Infrastructure Week website](#).

Academic HS Awards: Celebrating educators in style



UFT Vice President for Academic High Schools Janella Hinds (bottom right) stands with 2017 Academic High School Award winners on April 28. Nineteen individuals who have displayed excellence in union activism and educational practice and eight high schools that epitomize solidarity and collective action were honored. [See more photos in the gallery »](#)

CTE award winners shine bright



UFT Vice President for Academic High Schools Janella Hinds (far left) stands with 2017 CTE Awards Recognition winners on March 13 at UFT headquarters in Manhattan.

More than 500 educators and students attended the CTE Awards Recognition Ceremony on March 13 at the UFT where more than 40 educators and schools were honored for demonstrating excellence and innovation in career and technical education. “As a city with 400 CTE certified programs, many of which provide students with ready-to-use credentials as soon as they graduate, it was an honor to honor the working people behind this revolution in learning,” said UFT Vice President for Career and Technical Education Sterling Roberson.

[Read the *New York Teacher* story about the ceremony »](#)

[See more photos in the gallery »](#)

ACTE Region I Conference



UFT Vice President for Career and Technical Education Sterling Roberson speaks to attendees at the ACTE Region I Conference at UFT headquarters in Manhattan on April 26.

The Association for Career and Technical Education Region I Conference was held in New York City for the first time. The UFT hosted the three-day conference, which began on April 26 and offered 32 workshops.

More than 300 CTE professionals and students engaged in professional development and shared best practices. The conference began with visits to CTE schools including New York City's High

Harbor School, and the Passaic County Technical Institute in New Jersey.

Lindsey Pollak, a millennial workplace expert, was the keynote speaker on Day 2 of the event. She is the author of “Becoming the Boss: New Rules for the Next Generation of Leaders.”

Discuss school-based options at your school

Now is the time to discuss potential school-based options for high schools. Popular SBOs include: a schedule with fewer than eight periods a day; repurposing time within the school day (including professional learning, parent engagement and professional work); creating time through early release of students for multi-session high schools; block scheduling; creating compensatory time positions (in accordance with the provisions of Article 7); rearranging parent-teacher conferences and additional non-attendance days for professional development; and creating professional activities not on the current menu of options.

We hold equal leverage with the principal in this process and SBOs should reflect the wishes of the chapter and not simply the administration. The chapter leader and district representative must agree to have an SBO. As such, they must ensure that ballots regarding SBOs are specific, allow for an educator’s voice and do not result in mandates, paperwork or other directives antithetical to teaching and learning. Contact your union with any questions, concerns or requests for assistance with this process.

House Education and Workforce Committee approve CTE bill

From the ACTE website: “On May 17, the House Education and the Workforce Committee approved its Perkins reauthorization bill, [H.R. 2353](#), the Strengthening Career and Technical Education for the 21st Century Act. The bill was approved by unanimous voice vote, and received many positive comments from Committee leaders and members from across the political spectrum.

“Just a few small changes were made to the introduced version of the bill through amendments as it moved through the markup process. These included additional clarifications around the involvement of both secondary and postsecondary educators, the use of evidence-based practices, and the

were offered and withdrawn, including one to add ex-offenders to the definition of special populations, and another to reinstate the Secretary's ability to sanction states after several years of continual low performance. The issue of sanctions is related to the broader issues of secretarial authority that emerged during Perkins work last fall, and is expected to continue to be part of the conversation as the bill moves forward."

For more information about the bill, visit the [Association for Career and Technical Education website](#).

AFT-UFT teacher leaders showcase educational excellence

AFT President Randi Weingarten, fourth from left, joined UFT members from around the city for a teacher leader gathering on April 8 at the union's headquarters in Manhattan.

The AFT-UFT Teacher Leaders Program comprises high school UFT members from the five boroughs. In conjunction with the AFT and 13 other locals around the country, the program prepares school-based educators to be school leaders and experts on educational policies that affect our schools.

As part of the program, participants conduct action-oriented research to identify best practices.



AFT-UFT teacher leaders gather together on April 8. Teacher leaders meet throughout the year at UFT headquarters on Saturdays to design and cultivate best practices for education and discuss the power of unionism.

Paraprofessionals cannot be assigned lunch duty

As a reminder, school administrations cannot ask paraprofessionals to supervise the lunchroom.

have other school-based personnel, including school aides and supervising school aides, who can be assigned this responsibility.

Paraprofessionals, including one-on-one paras, are entitled to a duty-free lunch period. A child's Individualized Education Program can mandate paraprofessional coverage at lunch for that child, but the IEP cannot, and does not, specify a specific person to perform that role. If a para is asked to be with a child during the child's lunch, that para must still have a duty-free lunch period at some other point in the day. (If a para is unsure about the requirements on a child's IEP, he or she should ask to see the IEP. State law requires that paraprofessionals have access to the IEPs of students in their care.)

If a supervisor asks a para to supervise the lunchroom or does not provide a duty-free lunch period for a para, the para should inform the school's chapter leader. The chapter leader will speak with the administration to try to resolve the issue. If the situation is not rectified, the paraprofessional should ask the chapter leader to file a grievance on his or her behalf.

Paraprofessionals must not be left alone in a classroom without a teacher, when the teacher is called away for a meeting or is absent for the day. The only exception to the rule is that Lead Teacher Assistants, the new career ladder position for paraprofessionals, may stay in a room when the teacher is not there.

NYSED adopts new CTE certification regulations

On May 8, the New York State Board of Regents adopted an amendment to Part 80 of the Commissioner's Regulations related to pathways for teaching candidates to pursue Transitional A, Initial, and/or Professional Career and Technical Education certificate.

The changes address the many new and emerging career and technical education fields and more accurately reflect current demands for qualified workers in new industries and occupations using the nationally recognized 16 Career Clusters as a framework so that certification will match new and emerging CTE titles.

You can find more information about these career clusters on the [Advance CTE website](#). In addition, the changes include a variety of pathways that can lead to a CTE certificate, creating more opportunities for prospective teachers and streamlines the coursework requirements.

[View the regulations here »](#)

New process for Regents multiple-day administration for IEP students

Do you have students with Individualized Education Programs with testing accommodations who are scheduled to take more than one Regents exam on the same day?

We now have a new process in place. Schools are no longer required to submit extensive documentation and obtain prior approval from the New York State Education Department to administer state assessments over multiple days.

Schools must now complete and submit an Assurance of Multiple Day Administration of State Assessments form and a signed security certificate. This needs to be done as soon as possible. More information about this revised procedure, including determining students' needs, documentation requirements and procedures for implementing assessments over multiple days [can be found here](#).

Local diploma option for students

In June 2016, the Regents created a local diploma option for students with IEPs who did not meet graduation standards through the existing appeal and safety net options. The original regulation, which automatically required superintendents to make a determination for every eligible student, has been changed.

As of Oct. 18, 2016, superintendents may only determine that an eligible student has met the requirements for this option upon receipt of a written request from an eligible student's parent or guardian.

More information on this local diploma option, including applicability, the superintendent review process, eligibility conditions, transition planning, and model forms can be found in this memo [issued by the state Education Department](#).

Career opportunities for members

Fellowships for STEM teachers: Math for America fellowships reward outstanding NYC public school mathematics and science teachers at all stages of their careers. These fellowships award up to \$60,000 in stipends and provide an array of resources and professional growth opportunities within a community of expert teachers who share a passion for science or mathematics. If you're interested in applying next year, find out more about these fellowships by visiting the [Math for America website](#).

Your team is on Twitter and Facebook

Follow [@UFTTeamHS](#) on Twitter. “Like” the [UFT Team High School Facebook page](#) to read, share and comment on Team High School posts. Please be sure to follow the [DOE guidelines on social media](#).

[OUR CHAPTER](#) | [OUR UNION](#)



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