

NYC DOE and UFT System-wide Paperwork Standards

I. General Standard. Educators and Related Service Providers shall not be required, whether on paper or electronically, to perform redundant, duplicative, unnecessary or unreasonable amounts of record keeping concerning the performance of, plans for or evaluation of students, unless necessary in order to comply with federal or state statutory or other legal requirements imposed on the DOE. Educators and related service professionals shall have a reasonable amount of time to respond to administration communications.

II. The Quality Review. Schools are to present only existing curricular and existing school-level documents to contextualize the assessment of all Quality Indicators, especially 1.1, rather than create documents for the sole purpose of the Quality Review or other school evaluative visit. Additionally, evidence can be verbal or observable in the classroom/school environment within existing school processes and will include a review of only those documents used in the normal course of teaching and learning, which may include documents and/or materials that are created during the normal course of the school year, if available. Reviewers and evaluators will consider the time of the year that the visit takes place and the work underway in each school when they review curricular and other school-level documents.

III. Special Education/D75. 1. The DOE has discontinued the use of Interactive Voice Response (IVR) and CAP to record the provision of related services to K-12 students with Individualized Education Programs (IEPs), and will use SESIS encounter attendance as the primary system of record for related service provision, and BESIS for ESL provision. 2. The DOE will continue to engage UFT to prioritize how to streamline and enhance SESIS functionality to increase usability. The system enhancements will commence on a rolling basis as identified. The UFT Vice President of Special Education or designee and the Board appointee in charge of special education or designee shall meet at least once per year with additional meetings as needed. 3. Each school or program shall continue to engage with all users of SESIS to provide adequate time and computer access to complete SESIS-related tasks.

IV. Data Systems and Attendance. 1. Schools may adopt only one school-based system for tracking student attendance (not including SESIS) in addition to the DOE source attendance system, except when expressly required by law or expressly required to receive federal, state or private grant funds schools may have additional attendance systems as required. 2. The DOE will explore and pursue options to integrate attendance-taking systems with as many other tasks as possible as part of our commitment to the UFT to reduce teacher paperwork. 3. Educators and related service providers are not required to print collections or binders of documents that are available in electronic databases. Teachers are responsible for complying with reasonable requests for printing any documents for the purposes of parent interactions/communications and professional conversations with supervisors. 4. School staff will continue to be responsible, based on student need, for providing reports related to student achievement, report cards, a student's IEP, student behavior, and the social/emotional development of individual students. Such requests will not be routinized, school-wide or solely for the purpose of creating a binder for the storage of information. 5. Educators and Related Service Providers shall be required to keep grades and/or session notes in one manner, unless necessary in order to comply with federal or state statutory or other legal requirements imposed on DOE. Staff required to use online or electronic systems shall be provided adequate computer access during the workday. This is in addition to the DoE source system until such time as systems can be aligned.

V. Parent Engagement, Other Professional Work, and Professional Development. Parent Engagement, Other Professional Work and Professional Development time shall not generate excessive or redundant paperwork or electronic work. This shall not preclude a principal from creating reasonable requirements requiring teachers to briefly track Parent Engagement time. (See appendix for sample).

Every spring, and at the request of either party, the Central Paperwork Committee shall review the standards to see if they need to be modified and/or updated.

Appendix A

This is a possible format for briefly logging Parent Engagement Time.

Sample Parent Engagement Log

Date and Time	Activity	Student/Family	Topic Issues Discussed
	<ul style="list-style-type: none"> o Meetings (individual or group) with parents or guardians o Telephone conversations with parents/guardians o Written correspondence with parents or guardians o Creating Newsletters o Creating content for school/class websites and answering machines o Preparing student report cards o Preparing student progress reports o Meetings with parents of English Language Learners o Preparing for Parent Engagement activities o Other mutually-agreed upon items 		
9/15/2023 6 PM-6:30 PM	Telephone conferences with parents/guardians	Student Name	Progress on reading and reading recommendations