

SUBSTITUTE TEACHER'S HANDBOOK

WARREN TOWNSHIP SCHOOLS
WARREN, NEW JERSEY

2016-2017



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DISTRICT DIRECTORY

SUPERINTENDENT/BOARD OF EDUCATION

213 Mt. Horeb Road
Warren, New Jersey 07059
Telephone: 908-753-5300

Superintendent:	Dr. Matthew Mingle
Business Administrator:	Mrs. Patricia Leonhardt
Director of Special Services:	Mrs. Candida Hengemuhle
Supervisor of Special Education:	Ms. Shannon Sharkey
Curriculum Coordinator:	Mr. William Kimmick
Curriculum Supervisor:	Mrs. Stacey Hann-Modugno

ELEMENTARY SCHOOLS (Kindergarten through Grade 5)

Angelo L. Tomaso Elementary School

46 Washington Valley Road
Telephone: 908-753-5300
Principal: Ms. Christine Smith
Secretary: Mrs. Elizabeth Monaghan

Central Elementary School

109 Mt. Bethel Road
Telephone: 908-753-5300
Principal: Mrs. Alison Tugya
Secretary: Mrs. Jane Auriemma

Mount Horeb Elementary School

80 Mount Horeb Road
Telephone: 908-753-5300
Principal: Mr. Scott Cook
Secretary: Mrs. Genny Trenson

Woodland Elementary School

114 Stirling Road
Telephone: 908-753-5300
Principal: Mr. Jeffrey Heaney
Secretary: Mrs. Anne Frank

MIDDLE SCHOOL (Grade 6 through Grade 8)

Warren Middle School

100 Old Stirling Road
Telephone: 908-753-5300
Principal: Mr. Robert Comba
Dean of Students: Mr. Max Ahtau
Secretary: Mrs. Virginia Lakatos
Secretary: Ms. Suzanne Lathrop

AESOP - 1-800-942-3767 www.frontlinek12.com/aesop

INTRODUCTION

WELCOME to Warren Township Schools. Thank you for selecting Warren as a district in which you wish to substitute. As a substitute teacher, you are a valued, important member of our school faculty. Because of your professional service, Warren students will be assured of an instructional program which will proceed without interruption while the regular classroom teacher is absent.

The Warren Township School System places its reliance on you, as a certificated substitute, to do the following:

- Provide continued, daily continuity of the educational program;
- Provide instruction activities based upon student needs as specified by teachers in substitute lesson plans;
- Maintain positive classroom control; and
- Create a desirable and productive climate in the classroom in which you are working.

ALSO, PLEASE TRY TO LEARN AS MUCH AS YOU CAN ABOUT THE FIVE SCHOOLS IN THE DISTRICT.

The district webpage at www.warrentboe.org can be a valuable resource. Please visit it for information about our schools.

The Substitute Teacher's Handbook has been developed to assist you in carrying out your responsibilities. It contains basic information which we hope you will find helpful.

Substitute's Creed

As a substitute, I will:

- Discharge to the best of my ability all assignments;
- Hold confidential all information relative to a student's personal and academic background;
- Refrain from making public judgments or criticisms of staff or policies;
- Respect opinions of staff members and cooperate with them in the best interest of the school and district; and
- Freely discuss questions and concerns with and seek advice from school personnel.

DISTRICT TEACHER WORKSHOPS

All substitute teachers are welcome to take advantage of workshops that are offered during after-school hours to district teachers, if there is an available seat.

If you learn about a workshop that is advertised to district personnel that you would like to take advantage of, please contact the presenter to check on availability.

SHADOW-A-TEACHER FOR A DAY

Individuals who have been certified to act as a substitute teacher for Warren Township Schools, but who have not previously substituted in the district are encouraged to take advantage of our program allowing a substitute teacher who has obtained his/her district credentials to spend a day with a teacher to acclimate himself/herself to the district and school procedures.

This opportunity is offered with payment for one day at the substitute rate of compensation.

If you wish to take advantage of this opportunity, please contact Sandy Dodd in the Superintendent's Office (908-753-5300, ext. 5702) or sdodd@warrentboe.org for more information.

DISTRICT E-BLASTS VIA E-MAIL

District WebPage URL: www.warrentboe.org

Substitute Teachers may sign up to receive district and/or school e-blasts with information about the district.

To subscribe to district and/or school e-blasts, please visit the district webpage at www.warrentboe.org. Under the "Parents" heading located on the right side of the page, please click on "e-Blast Signup" and make your selection.

You may unsubscribe at any time by following the "unsubscribe" instructions in the e-mail message you will receive.

If you have any problems with the eblast sign-up process, please contact a technology teacher and request assistance.

Warren Middle School	Sean Convery	sconvery@warrentboe.org
Angelo L. Tomaso Elementary School	Joe Larramendia	jlarramendia@warrentboe.org
Central Elementary School	Danielle Porchetta	dporchetta@warrentboe.org
Mount Horeb Elementary School	Jolanta Scassera	jscassera@warrentboe.org
Woodland Elementary School	Suzanne Wisner	swisher@warrentboe.org

GENERAL INSTRUCTIONS

RECEIVING YOUR ASSIGNMENT

When you apply for a position as a substitute teacher and have been endorsed as such by the Board of Education, your name is placed on our substitute-calling list. The district substitute service will then use this list to obtain substitutes on a daily basis.

Warren Township Schools has implemented an automated service that simplifies the process of notifying you when your services are needed in the district. This service, called AESOP (Automated Educational Substitute Operator), utilizes both the telephone and the Internet to assist you in locating jobs in the school district for which you work. Upon board approval, you will be notified by mail of your AESOP ID and PIN numbers.

In the event of an unexpected staff absence, you may receive a call from the school secretary later on in the day. With the exception of the school secretary making emergency calls after the school day has already begun, it is important to be aware that the AESOP has total responsibility for coordinating substitutes. A principal or teacher may speak to you about an upcoming absence for planning purposes only.

Should you accept a substitute call and find that you are unable to take the assignment, please **contact AESOP** immediately so they may secure a replacement, making certain that our classes are covered.

**Please note: in the event that you need to cancel your assignment at the last minute, please contact the school secretary to make her aware of the cancellation.*

REPORTING TO YOUR SCHOOL ASSIGNMENT

REMEMBER...each school and each class is different.

Please plan to arrive at school at least 15 minutes before classes begin. This time before class will give you an opportunity to prepare yourself and your classroom for the activities of the day.

SCHOOL HOURS:

School	Hours	School	Hours
Angelo L. Tomaso School	8:05 - 2:45	Mt. Horeb School	8:40 - 3:20
Central School	8:40 - 3:20	Middle School	7:55 - 2:40
Woodland School	8:40 - 3:20		

DELAYED OPENING/SCHOOL CLOSING - Snow or another type of emergency may require a delayed opening or closing of schools. Radio station 1450am, will broadcast notification of such emergencies. TV Channel 2, 7 and 12 will scroll closings and delayed openings, as well as Local Cable Channel 15. On other occasions, mechanical failure or storms may occur after the students are in school. When it seems advisable to close early, the radio and TV stations will be notified. The district also posts updates on Facebook (Warren Township Board of Education), Twitter (@warrenschoolsnj), and on the district website (warrentboe.org).

PLEASE NOTE: *As soon as delayed opening or school closing decisions are made, the Superintendent will post the notice on the district website, send out notification through the district's E-Blast system, and initiate all of the above media notifications as well.*

BEFORE YOUR TEACHING DAY BEGINS

Report to the main office and notify the office staff of your arrival, sign in and obtain a badge for the day.

Familiarize yourself with the classroom in which you will be spending your day.

Take a moment to review the emergency evacuation map posted next to the classroom door.

Determine how you will meet and greet your students, as well as how you will dismiss them.

Please keep in mind that a building principal may need to change your assignment based on the needs of the building on a particular day. We appreciate your flexibility and understanding should such a need arise.

REMEMBER that much of the day's success depends on what you bring with you to the classroom. Here are some helpful hints:

- A POSITIVE ATTITUDE
- FAMILIARITY WITH LESSON PLANS AND MATERIALS
- A NEAT APPEARANCE
- AN UNDERSTANDING DISPOSITION
- A WILLINGNESS TO BE ADAPTABLE
- GOOD JUDGMENT AND POISE



The Flag Salute

The teacher will conduct a salute to the flag. Under a recent Federal Court ruling, pupils with "conscientious scruples" against saluting the flag are entitled to keep their seats as long as they do not disrupt the class or disturb the pupils who are voluntarily participating in the ceremony.

Corporal Punishment

The laws of the State of New Jersey prohibit corporal punishment. Teachers will refrain from any actions that might be so construed. The law states that no person employed or engaged in a school or educational institution, shall inflict or cause corporal punishment upon a pupil attending such school or institution; but any such person may, within the scope of his/her employment, use and apply such force as is reasonable and necessary (1) to quell a disturbance threatening physical injury, (2) to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil, (3) for the purpose of self-defense and (4) for the protection of persons or property and such acts or any of them shall not be construed to constitute corporal punishment within the meaning and intent of this section.

Fire Drill

When the fire bell rings, all students and staff must leave the building. The teacher should be the last one out of the area. All lights should be turned off and all doors and windows must be closed. There will be no talking during the drill. Teachers must remain with their classes while the fire drill is being conducted. REMEMBER to bring a class attendance list with you, and account for every student once safely outside the building.

Other Drills

Specific information about other drill procedures for each school is contained in the substitute folder made available for you on the day of your assignment.

Classroom Coverage

No classroom will be left uncovered by a teacher at any time. Teachers who feel ill, or for any other reason feel they need a replacement, must contact the main office.

Illness and Accidents

A nurse is on duty in each school. Students who are ill or injured should be immediately sent to the nurse or, if unavailable, to the office.

If a teacher or staff member is injured or becomes ill, the employee must notify the school nurse and his/her supervisor and shall coordinate with the school nurse to complete any necessary accident report form(s), including but not limited to district workers compensation paperwork. The school nurse shall report all employee accidents to the Business Office at the Board of Education Building immediately.

Student Medical Information

Special Medical Information about the students that you are supervising is contained in the Substitute Folder that is provided by the teacher whose classes you are covering. This is **CONFIDENTIAL** material and must be treated as such.

If a student becomes ill while in your care, please refer to this material to assist you in determining the type of medical assistance that the student may need from the nurse or main office.

Important information about student allergies is contained in the classroom teacher's substitute folder.

Please be aware of the multiple food allergies that may exist in any one classroom. Therefore, please do not pass out any food items without checking with nurse.

CLASSROOM PROCEDURES

Before Your Students Arrive

Familiarize yourself with the daily schedule and read any special notes that the teacher may have left for you.

Note any special events for the day, such as assembly programs and contact the office to find out about passing times and seating arrangements.

Check the teacher's notes regarding lunch procedures and/or any special building duties or assignments for which you may be responsible.

Determine how students may be grouped and which children may be leaving the classroom for special help during the day. A seating chart should be a part of the Substitute Teacher folder.

Thoroughly review the lesson plans and take a moment to locate any books and supplies which may be needed during the day. Make a quick plan to assist you with guiding your students through their assigned work.

Determine the method used for taking attendance, providing passes, collecting money, etc. Should a student be absent, the attendance card is to be ready for pickup at the designated time and place. Written excuses for absences and parental notes concerning after school arrangements should be sent to the office with the attendance cards.

Print your name on the chalkboard, or whiteboard, so that children may refer to it during the course of the day.

Begin by putting the day's schedule on the chalkboard, or whiteboard, so everyone will know the plan for the day.

Establishing an Atmosphere for Learning

- Cheerfully greet students at the classroom door as they enter.
- Introduce yourself and call attention to your name on the chalkboard/whiteboard.
- Carefully oversee the putting away of outdoor clothing, lunches, etc.
- Make certain to include the flag salute as part of morning opening exercises.
- Provide materials for students to make up name cards for their desks so that you may call upon students easily by name.

Write student assignments on the board for reinforcement and student reference.

- Encourage appropriate behavior.
- Establish yourself as the classroom leader.
- Record student attendance according to school regulations.
- Give children a quick overview of the day's work and establish expectations.
- Follow the plans provided by the classroom teacher located in either the substitute folder or the lesson plan book. Plans are outlined according to lesson objectives, procedures, and follow-up.
- Use good judgment and be prepared for the unexpected!

Providing Instruction

- Motivate each lesson so as to capture and retain the interest of the students.
- Review and reinforce basic skills unless definite direction has been given to introduce new material.
- Vary the content and pace of the classroom activities.
- Be enthusiastic in presenting a subject.
- Provide opportunities for student participation in all lessons, avoiding lengthy lectures.
- Give simple, clear directions; check to be sure they are understood.
- Be consistent and follow through on your instructions.

Establish standards for carrying out routines; if these differ from the ones used by the regular teacher, indicate that each teacher does things slightly differently, and that "For today we will....."

- Provide small group and individual help as needed.
- Praise student effort and work at every opportunity.
- Model and encourage care of school supplies.
- Request special supplies from the main office.

Discipline

Reasonable discipline practices are expected to maintain proper control of a group. Be fair and firm in your expectations. Group punishment is not acceptable. Serious cases are to be immediately referred to the principal.

Information about the discipline program currently in use in the district schools follows beginning on page 18. This program is designed to encourage students to make positive choices.

Please refer to the teacher's substitute information for any specifics.

GET HELP FROM THE OFFICE IF YOU NEED IT!

At the End of the Day

- Evaluate the day with the class and review what students have learned.
- Provide time before dismissal to clean up the classroom.
- Be aware of the bus schedules and dismiss on time and in an orderly fashion.
- Establish a feeling of good rapport between you and your students before dismissing the class.
- Correct the written work assigned to you (unless otherwise requested).
- Leave a note for the classroom teacher summarizing your day.
- Put away all materials, lock the windows and close the door.

Checking Out

Please return all materials obtained from the main office to that office at the end of the day.

Other Faculty Members

Feel free to ask any available staff member a question. They will be more than willing to assist you. Accept substitute assignments as often as possible and get to know as many faculty members as you can. This will help you with future class coverages.

OTHER ITEMS

Substitute Teachers and the Community

Remember that the Substitute Teacher has a unique public relations opportunity in the community. Whenever possible, be positive.

Evaluation

To help assess the performance of its substitutes, the district asks that staff members complete a *Substitute Follow-Up Report*. A copy follows for your information.

A Final Note

Understand the terms of your work as a Substitute Teacher and be responsible for carrying them out. We need your service and greatly appreciate a positive, constructive effort.

WARREN TOWNSHIP SCHOOLS
Administrative Procedures

SUBSTITUTE FOLLOW-UP REPORT

To help assess the performance of substitute personnel, upon returning to work from an absence, each teacher shall complete the following substitute follow-up report. Logically, an absent teacher is not available to perform an observation, however, evidence of a substitute's performance based on valid indicators will be present. The regularly assigned classroom teacher is in the best position to comment on those indicators.

Date of Coverage/Absence _____ **Grade Level - Subject** _____

Teacher's Name _____ **Substitute's Name** _____

1. Based upon all available indicators, did your students maintain a level of behavior that is commensurate with your normal classroom standards?
_____ **Yes** _____ **No**

2. Was the physical condition of the classroom similar to that which existed prior to your absence?
_____ **Yes** _____ **No**

3. Were instructional materials returned to the proper locations?
_____ **Yes** _____ **No**

4. Was there evidence that a reasonable attempt was made to follow the lesson plans that were provided?
_____ **Yes** _____ **No**

5. Was there evidence to indicate (note from substitute, assignments completed, etc.) that meaningful instruction was conducted?
_____ **Yes** _____ **No**

6. Did the substitute grade papers that you expected to have graded?
_____ **Yes** _____ **No**

7. In the event of a future absence, would you want this substitute to cover for you again?
(If no, please speak directly with your building principal).
_____ **Yes** _____ **No**

Comments:

Please submit the completed form to the office by the end of the first day of returning to work.

cc: Superintendent of Schools

Principal's Signature
7/97

PAYROLL PROCEDURE AND SALARY POLICY

You will be compensated for any service you render according to the Salary Policy for Substitute Teachers currently in effect (see next page for current rate of compensation). It is important for you to follow the payroll procedures listed here to insure that you will receive your compensation accurately and on time.

- Submit a completed W-4 form (included in the packet of information provided when you first apply for our substitute teaching position.)
- Submit to the board office a completed Authorization Agreement for Automatic Deposits (mailed to you once you have been Board approved.)
- Sign the Substitute Sign-In Sheet in the school building on each day that you substitute. Be sure to indicate the time in and the time out and to note full day or half day.
- You will be paid on the 15th of each month. Payment will reflect the hours performed in the previous month's service. As an example, hours worked in September are paid out on the 15th of October. Your first check will be mailed to your home. After that, direct deposit is mandatory.



WARREN TOWNSHIP SCHOOLS

SUBSTITUTE RATES OF COMPENSATION

Effective September 1, 2008, the per diem rate for substitute teachers and paraprofessionals will be:

\$85.00 per day*

Substitute Nurses – \$200.00 per day

*Once a substitute works 90 days in Warren (does not have to be consecutive, and can be teacher and/or para days) during a school year, he/she will receive a retroactive bonus payment of \$10.00 per day for every day worked at the \$85 rate and the daily rate of pay for the remainder of that school year will then be \$95.00 per day. *Substitutes returning to Warren the following year shall begin the school year at a daily rate of \$85.00. The 90-day service threshold must be reached annually.* All long-term substitute days will be counted towards the 90-day service threshold, but will not be retroactively paid the \$10 bonus (since a rate of pay higher than the normal daily rate of \$85 was already being earned).

Long Term Substitute Teachers are defined as substitute teachers assigned to the same assignment for more than twenty (20) consecutive days. Current New Jersey Teacher Certification is required in the area of instruction to which the long-term substitute teacher is assigned. The per diem rate for a long-term substitute teaching position is \$150. Benefits are not included. These are non-tenurable positions. If a substitute begins an assignment that is not expected to last beyond twenty (20) days and the need arises to fill the position beyond the twenty-day period, that substitute shall receive the long-term substitute rate retroactive to the first day of the assignment.

Long Term Substitute Paraprofessionals are defined as substitute paraprofessionals assigned to one assignment for more than twenty (20) consecutive days. The per diem rate for a long-term substitute paraprofessional position is \$95. Benefits are not included. If a substitute begins an assignment that is not expected to last beyond twenty (20) days and the need arises to fill the position beyond the twenty-day period, that substitute shall receive the long-term substitute rate retroactive to the first day of the assignment.

Current part-time employees who work as a substitute on days (or hours) they are not contracted to work will be paid their current hourly rate or the applicable sub hourly rate, whichever is higher.

Pay Cycles and Calculations: Substitutes will be paid once per month (on or about the 15th of the month) for all days worked during the prior month. Subs must sign in and out on a daily basis in order to be paid. A substitute either works a half-day (3.5 hours), or a full day (7 hours). Half days worked will be paid at 66% of the applicable daily rate of pay.

BOE APPROVAL DATE: 7/28/08

Substitute Training
What Reading/Language Arts looks like in Warren Twp. Schools

What Philosophy of teaching Reading LA does Warren use?

Balanced Literacy is an approach to teaching reading that is widely used in classrooms across the county. It involves several methods of teaching and learning reading and writing. These include whole class and small group instruction directed by the teacher as well as independent work in reading, writing and oral language. Balance Literacy is “an approach that combines the language and literature-rich activities aimed at enhancing meaning, understanding and the love of language with explicit teaching of skills as needed to develop fluency associated with proficient readers.” (Honing, 1996)

What are the elements of a Balanced Literacy Program?

While it depends on the grade level classroom you are in, the following are the components:

<i>Print Awareness</i>	<i>Phonological Awareness</i>	<i>Oral Language</i>
<i>Reading Workshop</i>	<i>Shared Reading</i>	<i>Guided Reading</i>
<i>Literature Circles</i>	<i>Content Area Reading</i>	<i>Reading Fluency</i>
<i>Writing Workshop</i>	<i>Guided Writing</i>	<i>Handwriting</i>
<i>Word Study</i>	<i>Literature Circles</i>	

How should I structure a lesson in a Balanced Literacy Classroom?

For all good teaching we rely on a gradual release of responsibility from the teacher to the students. Teacher demonstration precedes guided practice, and guided practice precedes independent application. In teaching language arts literacy, we are conscious of using the gradual release of responsibility model for exemplary instruction.

What should be a part of the Literacy workshop block?

Reading: Read aloud, shared reading, guided and independent reading
Writing: Mini Lesson, shared or interactive writing, guided and independent writing
Working with Words: Making words, sorting words, word wall

What materials can I expect to find in elementary classrooms?

Making Meaning teacher’s manual and trade books: used for interactive read aloud
Comprehension Toolkit: used for mini-lessons or shared reading for comprehension
Word Journeys: used for working with words
Being a Writer: used for guided writing instruction
Zaner Bloser Handwriting student books
Reader’s Response notebooks

Leveled Library

What materials can I expect to find in the Middle School classrooms?

Grade level specific core reading pieces: novels, poems, short stories, plays, articles

Writing journals

Independent reading books

Vocabulary books

If, for some reason, there are no sub plans what can I do during the LAL block?

Read, read, read! Write, write, write! A guided read aloud can be done in any grade level.

Stop frequently while reading to students to model your own thinking and ask questions about the text. The elementary classrooms all have leveled libraries, students can choose books for independent reading. Middle School students should have a copy of the book they are reading together, a literature circle book, or an independent reading book. They all have a Reader's Response notebooks so you can ask them to make connections to their reading, ask questions, note new vocabulary words or respond to their reading in their notebooks. Free writes are a part of the Being a Writer program. Have students do quick writes in their writing journals or give them a prompt to write about. Middle School students have a vocabulary book they can work in and elementary students have words that they use for Word Study that they can sort or define, use in sentences or practice word hunt.