

Little Silver
Public Schools
Substitute
Handbook
2017-2018

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Introduction

Welcome to the Little Silver School District. Thank you for the interest you have shown in our district and the time and effort you will give to our students. Our substitute teachers provide a very important service to the students of the Little Silver School District and we are pleased to have you as a member of our educational team. We know that you will make every effort to make a very real and significant contribution to our instructional program in carrying on the work of those teachers who find it necessary to be absent.

On any given day 10% of American classrooms have substitute teachers. In addition, 5-10% of a student's educational career will be spent with a substitute. When you multiply the number of days substitutes provide service in the classrooms in Little Silver by the number of students in those classrooms it is easy to see the tremendous impact that you have on our education program. You and your colleagues will literally spend thousands of hours working with our students. We want that time to be beneficial for the students and rewarding for you. This handbook was designed with that in mind.

AESOP

The Little Silver School District is using an automated service that greatly simplifies and streamlines the process of finding and managing substitute jobs in the district. This service, called AESOP, utilizes both the telephone and the Internet to assist you in locating jobs in the school district. The AESOP system is available 24 hours a day, 7 days a week. AESOP uses three methods to make jobs available to substitutes:

1. You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting AESOP on the internet at <http://www.frontlinek12.com/aesop>. If the employee has uploaded lesson plans on the Internet, you will be able to view them online once you take the job!
2. You may interact with the AESOP system by way of a toll-free, automated, voice-instruction menu at 1-800-942-3767. Here you can proactively search for jobs and manage existing jobs. We recommend calling in to check the computer recording of your name by pressing Option 4.
3. AESOP will also make phone calls to substitutes to offer jobs. The administrative office has selected the following hours as standard call times when the AESOP service may call for substitutes: 5:30 AM - 11:59 AM and 5:50 PM- 9:30 PM.

*If you accept a job, AESOP will issue a confirmation number. **Please remember that your transaction is not complete until AESOP supplies you with a confirmation number.**

*AESOP will automatically make a recording of your name for the Little Silver School District on the phone system. To review or change the recording of your names, call in to AESOP and select option 4.

We are confident that you will find the AESOP experience beneficial and enjoyable.

If you have any questions, concerns, or comments regarding AESOP, please contact Amy Lerner by phone or email as listed below.

Lindsey Case
School Business Administrator
lcase@littlesiverschools.org
(732) 741-2188



Phone System Instructions for Substitutes

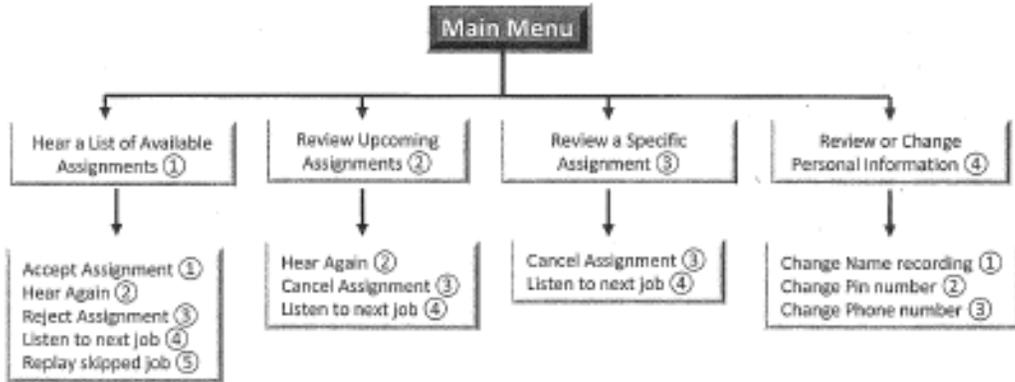
1.800.942.3767

Learn how to:

- Search for jobs by phone
- Respond when the system offers you a job
- Personalize the phone system

FRONTLINE
TECHNOLOGIES

www.aesopeducation.com



Aesop Phone Menu at a Glance

When you call Aesop

To Review or Change your Personal Information, Press ④

- To review or change your name recording, Press ①
- To change your Pin number, Press ②
- To change your phone number, Press ③

Special Things to Note

When Aesop calls you:

- The phone number that appears on Caller ID is: 1-800-942-3767.
- Typically, Aesop will not leave a message on your home answering machine.
- Please say "hello" in order for Aesop to begin the phone call.
- If you are sick and wish not to work, Press ② - To Prevent Further Calls Today.
- If two or more substitutes have the same phone number it is to your advantage that you both voice-record your names. Aesop will then play the voice recording at the beginning of the phone call and you can enter the correct Pin number.

1.800.942.3767

Available 24/7

i Please note that some options may not be available to you.

Aesop will ask you to enter the confirmation number.

- To cancel this assignment, Press ③
- To listen to the next assignment, Press ④
- To return to the Main Menu, Press ⑥

To Review or Cancel a Specific Assignment, Press ③

Aesop will now read off all the details of the assignment.

- To hear this again, Press ②
- To cancel this assignment, Press ③
- To listen to the next assignment, Press ④
- To return to the Main Menu, Press ⑥
- To review your assignments for the next 7 days, Press ③
- To return to the previous menu, Press *

To Review or Cancel your Upcoming Assignments, Press ②

When you call Aesop

1.800.942.3767

i When you have successfully accepted an assignment Aesop will play back the confirmation number.

- To accept the assignment, Press ①
- To hear the assignment again, Press ②
- To reject this assignment and not hear it again, Press ③
- To listen to the next assignment, Press ④
- To replay a bypassed assignment, Press ⑤
- To return to the Main Menu, Press ⑥

Aesop will play you a list of up to five available jobs.

To Hear a List of Available Assignments, Press ①

i Pressing the star key (*) will always take you back one menu level anywhere in the phone system.

1. Dial 1.800.942.3767
2. Enter your ID number followed by the pound key (#)
3. Enter your PIN number followed by the pound key (#)

When you call Aesop

www.aesopeducation.com

- If you select this option then Aesop will never call you again.

To prevent Aesop from ever calling, Press ⑨

If you are unavailable, Press ③

To prevent further calls today, Press ②

i When you have successfully accepted an assignment Aesop will play back the confirmation number.

- To accept the assignment, Press ①
 - To hear the assignment again, Press ②
 - To reject but allow additional Calls today, Press ③
 - To reject this assignment and prevent additional calls today, Press ④
- Enter your Pin number followed by the pound key (#)

Aesop will now read off all the details of the assignment.

Aesop will play you the School District Name and the School Name.

If you are interested in a job, Press ①

When you answer the phone, say "Hello" and Aesop will present the following options:

When Aesop calls you

General Information

Parking

Point Road – Parking lot spaces are numbered for staff members, please park on Little Silver Point Road or on Lippincott Road.

Markham Place–Please park in the parking lot off of Rumson Road adjacent to the tennis court (spots 56-64).

Work Hours

Point Road: 8:00 AM – 3:00 PM

Markham Place: 8:05 AM – 3:05 PM

Dress Code

Substitutes should be professionally dressed at all times. As a matter of practice, jeans are discouraged and are only to be worn on some Fridays as part of a fund raising effort.

Gum and Coffee

Substitute teachers are not permitted to chew gum while in the presence of students. Additionally, substitute teachers are not permitted to drink coffee or other hot beverages while in the presence of students, including when in the hallways.

Substitute Procedures

The school secretaries have more detailed information regarding various duties and individual policies and procedures. Please introduce yourself to the secretary when you enter the school. Ask for any pertinent information and please introduce yourself to the teachers in the rooms on either side of you.

Upon arrival at the school the substitute teacher should:

1. Report to the main office and sign in on the substitute sheet, which is generally located near the teachers' mailboxes (you must sign out at the end of the day).
2. Sign out the substitute folder which includes a classroom key (you must return the key and folder to one of the secretaries at the end of the day).

Below you will find a list of important reminders. **If you are unsure of something please ask. You may use the telephone in the classroom by pushing the office button which will connect you directly with the main office.**

- Never leave a class unattended. If you are a "floating" substitute, you are to remain with the class until the regular or special education teacher returns to the classroom. You are not to leave the class under the supervision of a classroom aide.
- Consider all records and information pertaining to students "confidential." It is essential that a substitute not divulge any information which has been received from contact with students, staff members, or throughout the work day. Please see the confidentiality agreement on page 10.
- Do not leave the building during the teacher's prep time. There may be times that you will be asked to cover another assignment.
- Cell phones should not be used while students are in attendance.
- Any accident, to an individual or group, must be reported to the school nurse, both orally and on an accident form located in the nurse's office.
- Check the teacher's mailbox both in the morning and at lunch for any announcements or pertinent information.
- Please remember to turn in your classroom key at the end of the day.

LITTLE SILVER BOARD OF EDUCATION CONFIDENTIALITY AGREEMENT

I, _____, understand that as an employee of the Little Silver Board of Education (“District”), I have or may have access to confidential student and/or personnel information. I agree not to publish or disclose to anyone, including but not limited to parents, the public, the community or District employees, any information obtained through my volunteering with the District. Such information shall include but is not limited to: personnel or student information, records, attendance information, and personal information obtained from or about employees or students’ families obtained in the course of volunteerism. All personal information relating to students obtained through my volunteerism with the District shall be kept confidential.

I understand that this Agreement places me, on notice that a breach of confidentiality may subject me to discipline, including but not limited to a letter of reprimand, and/or removal from my position. I understand the discretion as to the level of discipline shall be retained by the District.

Volunteer: _____

Date: _____

Instructional Expectations

Although you are not required to arrive at school before 8:00 AM, it may be helpful to do so in order to familiarize yourself with the teacher's lesson plans for the day.

Depending on whether or not the teacher's absence was planned, you may be able to find the teacher's lesson plans in the following locations:

- on the teacher's desk
- in the teacher's lesson plan binder
- with the teacher next door
- on AESOP

If you are unable to locate the teacher's lesson plans, you should check with a teacher on that grade level team to determine whether or not to utilize the teacher's set of emergency lesson plans. These emergency plans can be found somewhere on or near the teacher's desk in a folder or binder.

In the teacher's emergency lesson plan folder or binder you should also be able to locate attendance and lunch sheets, a class list, a copy of the teacher's daily schedule, and any other pertinent information the teacher would like you to know.

The teacher's lesson plans are to be followed to the best of the substitute's ability. If substituting for an extended period of time, the principal will arrange for help with additional planning.

Please do not correct or grade any classwork, tests, quizzes, or written assignments unless otherwise directed by the classroom teacher. In addition, homework should not be assigned by the substitute.

Instructional Aide Expectations

If you are substituting for an instructional aide you will be given a copy of that aide's schedule that details specific job duties for the day. Please check in with the classroom teacher for any additional instructions.

Classroom Management

Responsive Classroom

The guiding principles of Responsive Classroom, which Point Road has adopted, are:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- Process and content go hand-in hand. The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need to learn and practice specific social skills.
- Five particularly important skills (often referred to in Responsive Classroom as CARES) are:

C ooperation
A ssertion
R esponsibility
E mpathy
S elf-Control

- Knowing the children we teach (individually, culturally, and developmentally) is as important as knowing the content we teach.

Some important components that are being incorporated throughout the school include:
Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.

Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals *This process occurs within the first two weeks of school so each classroom will have their own set of rules posted for you to refer to throughout the day.

Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline.

Academic Choice - increasing student learning by allowing students teacher-structured choices in their work. *In many cases this has already been spelled out for you in the teacher's lesson plans.

Collaborative Problem Solving - using conferencing, role playing, and other strategies to resolve problems with students.*This is a strategy often used when teachers and

students have established a strong rapport. In some cases a teacher may involve you in a student's specific behavior plan or goals and will provide formal directions for this.

Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity. *See below for specific examples and clarification.

Please keep in mind that working with our students with special needs may look different from the information provided above. If you are unsure of how to deal with a situation with a student with special needs, please call the main office and a member of the Child Study Team will assist you.

Developmental Designs

Markham Place utilizes the Developmental Designs for Middle School (DDMS) approach. DDMS is a research-based approach to education that encompasses the academic and social needs of students. DDMS is similar to Responsive Classroom, but is developmentally appropriate for middle school aged students. The DDMS model addresses the four essential adolescent needs of relationship building, autonomy, competence, and fun. In addition it organizationally promotes community-building, proactive/reactive behavior management, student engagement, service learning and school pride and tradition. The school faculty embraces the philosophy that every child needs to be known. The Markham Place School Faculty truly knows the children in the school and they develop relationships with those students throughout the school day. Children know there is an adult liaison for them in the building. In addition, those adults continually promote the importance of honesty and integrity and being a good citizen. As a main component of the DDMS approach, Markham Place School students in grades fifth through eighth participate in a morning advisory program. The morning meeting, called Circle of Power and Respect (CPR) is held each morning for ten minutes. The program is designed to meet the four basic needs that all adolescents have: relationship building, autonomy, competence and fun. These daily meetings help to strengthen the classroom community while providing an opportunity for all students' voices to be heard in a supportive environment.

Logical Consequences

You Break It --You Fix It

Children take some responsibility for fixing, as best they can, any problem or mess they have created.

Some examples:

- One child accidentally knocks into another on the playground. She stops, apologizes and offers to help the other child get up.
- A student knocks over a tray of food carried by another student. He helps clean it up and perhaps offers to go back and get new food.
- A child hurts the feelings of another. She participates in "an apology of action" by writing a note, including the hurt child in a friendly activity.
- A student is part of a conflict. The students involved participate in a conflict resolution process.
- A student wastes class time talking to a friend, looking out the window, trying to avoid the task. He makes up the time at another point during the day.

Loss of Privilege

In classrooms in which children help generate and construct the rules together, a sense of shared responsibility and trust exists. When students do not "take care of the rules," the logical consequence might be to lose a privilege.

Some examples:

- A student waves scissors around. She loses the use of the scissors for the remainder of the art period.
 - Two children talk instead of working. They have to sit by themselves.
 - A child rocks his chair or sits way back in his chair. He sits on the floor or stands for the remainder of the lesson or activity.
 - A student plays unsafely on an outdoor structure. She has to choose a different area of the playground to use during the rest of that recess.
 - A student speaks rudely to the teacher. The teacher refuses to listen to her until she changes her tone of voice.
 - A student rolls his eyes or calls out during a morning meeting. He has to leave the group.
 - A student fools around on line. She has to walk with the teacher.
- A student logs on to an acceptable Web site while doing research. He loses computer time for the rest of the period (or week).

- Students go to the bathroom to gossip about classmates. They lose the privilege of going to the bathroom together or without an adult for the next couple of days.

Time-Out or Take a Break

A student who is on the verge of losing control and beginning to disrupt and disturb their own and others' ability to learn is asked to leave the scene and "take a break." The student may return when he or she appears to have regained control and is ready to participate in a positive way. Time out might be instituted when a student

- whispers to a neighbor while another student is sharing information.
- ignores the quiet signal.
- calls out answers, denying others the chance to think.
- makes a snide remark about another student's response to a question.
- persists in argument or negotiation with the teacher after clearly being told to stop.
- whips the ball when the instructions are for underhand throws.

Reporting Procedures

In some instances there may be interactions or student misbehaviors that warrant immediate follow-up. Typically we ask that substitutes make note of student behavior that need to be addressed the following day by the classroom teacher. This might include students who have difficulty staying on task, students struggling with subject matter, or minor conflicts that do not cause significant disruptions to the school day. However, instances involving physical contact should be reported to the school nurse immediately. If there is significant conflict, either physical or verbal, where the situation is not immediately remediated by adult intervention, call the main office to ask for the counselor or the principal. In conjunction, with the Harassment, Intimidation, and Bullying (HIB) policy any concerns must be reported to the Anti-Bullying Specialist. At Point Road this is Julie Ford and at Markham Place this is Jen Peirson. Please see the HIB policy on the following page.

Harassment, Intimidation, and Bullying Definition

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

Safety and Security Procedures

The following pages include specific directions for emergency procedures. All maps of drill locations will be located in the substitute folder that you receive when you sign-in. Additional maps and materials can be found in each teacher's "Grab and Go" bag in the classrooms.

BOMB THREAT

Bomb Threat/Telephone Threats

Bomb and other threats may be originated in writing, in person, over the telephone or related through a second source (e.g. electronic threats).

The individual taking the call should:

- Keep the caller on the line as long as possible.
- Notify the principal.
- Write down all of the information obtained in the exact words. Use the record sheet located next to the telephone.

If there is reasonable cause to believe that an explosive device is present, and an evacuation is warranted then implement an "EVACUATION."

1. During Lunch Session

Say "Students and Staff – May I have your attention. It is necessary to begin a school wide evacuation. Students in the cafeteria please exit the building as you would for a fire drill and move immediately to your predetermined evacuation assembly locations with the lunch aides and all other students evacuate with your teachers. Staff please take your *"Emergency Grab and Go Kits."* REPEAT MESSAGE

2. Classes Outside

Send messenger to playground. Students outside of the building are to move to their predetermined evacuation assembly locations making sure students are at a distance of no less than 1000 feet and behind cover.

Do not re-enter building until authorized and only after consultation with the Little Silver Police and the Superintendent.

EVACUATION PLAN

If it becomes necessary to evacuate school due to reasons other than a normal fire drill (e.g. bomb threat), the following procedures will be followed:

An announcement will be made on the intercom, which will indicate that the school will be evacuating and all staff and students should evacuate the school and proceed to their designated evacuation location. **Nothing is to be touched or altered. If there is extreme inclement weather (e.g. severe cold, heavy rains), students should quickly retrieve their coats and immediately exit the school.**

1. Windows and doors should not be closed and the lights should not be turned off.
2. Evacuate with "Grab and Go Bag" including the District Crisis Plan flip chart and your daily attendance book/record which has a list of student names and phone numbers in it.
3. Turn off all radios and cell phones (students included) because they may activate
4. some types of bombs.
5. Do not touch light switches, computers or anything that can produce a spark.
6. Enforce orderly and quiet behavior at all times during the emergency.
7. Proceed to evacuation location. If it is necessary to evacuate to continue to your off-site evacuation location, the principal will direct you to do so.
8. All classes will proceed in a quiet and orderly manner to the designated area relocation site.
9. Once your class is in the designated location, take attendance to ensure the entire class is intact. Immediately report any missing students to the principal.
10. If the police/fire departments give permission to return to school then we will do so in an orderly manner. If the police/fire departments determine that we cannot safely return to our school, then we will begin a phone chain through the PTO to dismiss students to parents.

11. Dismissal will be conducted along similar methods employed for an early school dismissal due to a snowstorm.

LOCKDOWN PROCEDURES

A lockdown is called for when a crisis occurs outside of the school and evacuation would be dangerous. A lockdown could also be called for when there is a crisis inside the building and movement of students would put them in jeopardy.

In the case of an intruder in the building and the possibility that the emergency evacuation procedure cannot be followed, an announcement will be made on the intercom which will state, "We will have a Lockdown Drill."

During the lockdown announcement, the administrator, authorized personnel and the lead custodian will lock the exit doors. No one except emergency personnel will be admitted in the building until further notice. Teachers are to do the following:

1. Lock your door and turn off lights. If possible, close blinds and/or shades.
2. Remember to ignore fire alarms.
3. Tell the students that we have an emergency and they should stay calm and silent and drop to the floor.
4. Students should sit in a crouched position on the floor and should not move.
5. Get all students away from the line of sight of doors and windows.
6. Do not open your door unless you are accepting students in transit.
7. Teachers in charge of any group of children in a learning space or office will keep those children there under their supervision, no exceptions, until directed otherwise.
8. Take attendance.
9. Adults not in charge of children will attempt to round up those students and go to the nearest room and stay there.
10. Should a medical emergency arise call 911. (diabetics, seizure, etc.)
11. Tape the checkmark to your classroom window signifying that your classroom is secure. If there are medical issues requiring immediate attention, tape the checkmark upside down in the window.

12. Keep phone lines open unless for a special emergency.
13. Remind the students, if they have cell phones – they are not to use them at this time.
14. NO ONE IS TO USE THE PHONE TO ASK QUESTIONS or CALL OTHER ROOMS, UNLESS THERE IS AN ACTUAL EMERGENCY IN THAT CLASSROOM.
15. The end of the lockdown will be signaled by the door being opened by Little Silver Police.

Communications among administrators will be by cell to assess situation and plan next course of action. The school nurse, day custodian, and guidance counselor will report immediately, if possible, to the main office during lockdown announcement.

REVERSE EVACUATION PROCEDURES

This procedure may be used for drive-by shootings, if school is notified by law enforcement that an armed individual may be in the area, or another dangerous situation outside the building exists.

1. Move students indoors as quickly as possible.
2. Provide assistance to special needs population.
3. Check for injuries.
4. Report to classroom unless directed to report to another safe area.
5. Take attendance.
6. Be prepared to “lockdown.”

SEVERE WEATHER

1. An announcement will be made on the intercom, which will state, “We will be having a Weather Drill.” Staff will move students to the designated area (away from all doors and windows) and will instruct students to “drop and tuck” immediately (face the wall, draw knees up and cover the back of your head with your hands). Do not change from this position until an all clear is announced by the administration.

2. If the school is structurally safe with minimal damage, staff and students will be instructed to return to their rooms.
3. If a section of the school is structurally damaged, classes may be moved to a designated area.
4. If the school is structurally damaged, the staff and students will be instructed to evacuate the building immediately by the administration.
5. Teachers should evacuate following established procedures, including the "Grab and Go Bag."
6. Remain with class at all times and maintain calm and order.
7. Wait until further instructions/directions are received.

-Drop and Tuck-

- Protect Yourself -

- Lie Face Down -

- Draw Your Knees Up Under You -

- Cover the Back of Your Head with Your Hands -

SHELTER-IN-PLACE PROCEDURES

This procedure is typically used to protect students and staff from airborne hazards outside the school building.

1. If you detect an outdoor odor that is uncommon, notify the building principal immediately.
2. Principal will notify the Building and Grounds supervisor and/or custodian to deactivate all air handling units and fans immediately as well as notify law enforcement.
3. Principal will notify staff if they need to be moved to a *safe school room* (interior room having a lower air exchange rate), otherwise move to or remain in classroom
4. While in your classroom, shut and lock all windows and doors.
5. Remain calm and in charge of students.
6. Engage students in quiet activities/lessons.
7. While students can move within the classroom, they are not to leave the classroom.

8. When the “all clear” is announced, open windows and doors.

DOOR MAGNETS

Please follow these steps:

- Lock your door.
- Place the magnet over the “hole” side of your door, that would be opposite of where the actual lock is. The magnet covers the spot where the door lock would go into. This strip will stay in this position all day.
- At the end of the day, you will have to move the strip off of the hole area so that you can have your door lock. You can move it up the door jam or put it on the inside of your door, obviously it has to be on something magnetic.
- When you come back in the next morning you have to move it over the hole again and repeat the process each day.