

**CLIFFSIDE PARK PUBLIC SCHOOLS**

**CLIFFSIDE PARK, NEW JERSEY**

**HANDBOOK  
FOR  
SUBSTITUTE TEACHERS**

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## I. INTRODUCTION

You have taken an important position in the educational program of the Cliffside Park Public Schools. You were selected for this vital teaching assignment on the basis of your personality, your educational preparation, and your ability to work effectively with students. You are charged with the responsibility of providing continuity to the educational program during the absence of the regular classroom teacher.

Perhaps no single responsibility provides more challenge, more uncertainty, and ultimately more personal satisfaction than that of a substitute teacher. To be able to meet each new situation at a moment's notice and to move the pupils toward the pre-established objective is the mark of an especially skilled professional. This is the expectation in the Cliffside Park Public Schools. The Board of Education, school administrators, parents, and students are grateful for your assistance in the daily operation of the schools.

The substitute teacher program is considered an integral part of our school organization. It is assumed that the substitute teacher, as the regular teacher's replacement, will ascertain and continue the established program for our students, accepting all the duties and the responsibilities of the position to which he/she is assigned.

It is hoped that you will find your experiences with the Cliffside Park Public Schools to be both personally and professionally satisfying.

## II. **ASSIGNMENT PROCEDURE**

The Cliffside Park Public School District has implemented an automated service to greatly simplify and streamline the process of notifying you when your services are needed in the district. This service called AESOP (**A**utomated **E**ducational **S**ubstitute **O**perator), utilizes both the telephone and the Internet to assist you in locating jobs in the school district.

The Human Resources Department has selected the following hours as standard call times when the AESOP service may call for substitutes: 6:00 to 11:00 A.M. and 4:00 to 10:00 P.M.

Please note that you may interact with the system either on the Internet at <http://www.aesoponline.com> or by way of a toll-free, automated voice instruction menu system at [1-800-942-3767](tel:1-800-942-3767).

### **WHAT TO DO WHEN AESOP CALLS YOU:**

You may be prompted to enter either an identification (ID) number and/or a PIN number. Your ID is your 10-digit phone number and your PIN is an assigned four digit number which you can change when logging into the system.

AESOP will provide you with the following details of the assignment:

1. School name
2. Dates(s) of assignment
3. Room or location where you need to report
4. Start time
5. Any other further special instructions left by the absentee

You will then be prompted to either accept or reject the assignment. You will also have the option to reject the assignment, as will as all future calls for jobs on the day of the particular assignment.

If you accept, AESOP will issue you a confirmation number that you might need in the event of a follow-up inquiry. *Please remember that you have not accepted the job until you receive a confirmation number.*

Note that you may also contact AESOP to search for available jobs 24 hours a day, 7 days a week on the Internet at <http://www.aesoponline.com> or on the phone at 1-800-942-3767. Use the following procedure to plan your assignments in advance.

### **TO USE AESOP ON THE WEB:**

1. Open your browser and type [www.aesoponline.com](http://www.aesoponline.com) in address bar.
2. Enter your ID and PIN (your ID is your 10-digit phone number and your PIN is the four digit number assigned unless you have already changed it).
3. On the screen, you will see a listing of upcoming assignments that are available to you. In order to accept a job, click the “Details” link in the assignments window and click the “Accept Job” button.
4. On the left-hand side of the main window, you will see several links to customize your AESOP account, including call times for Aesop, PIN-changing options, your schedule of availability, and comprehensive help tutorials.

### **TO USE AESOP ON THE TELEPHONE:**

1. Call 1-800-94-AESOP (1-800-942-3767). Log in using your ID and Password (your PIN is the four digit number assigned unless you have already changed it.)
2. You will first be prompted to record your name. This is required if teachers want to request you specifically for replacement. Follow the prompts.
3. Press 1 to listen to assignment and follow the prompts to choose an assignment or listen to other assignments
4. Choose 4 to customize your call times and availability.

Should you experience difficulty using the system, please contact Human Resources at (201)261-7800, ext. 3048 or AESOP at [support@aesopline.com](mailto:support@aesopline.com).

### **III. COMPENSATION**

#### **A. Payment Schedule**

Paychecks will be issued on the 15<sup>th</sup> of each month for the prior month's work.

#### **B. Wage Rate**

\$95.00 per day.

### **IV. TIME SCHEDULE**

Substitute teachers are encouraged to report to the building principal upon arrival (at least 30 minutes before the start of school) and again before leaving for the day. The principal or a representative will direct the substitute to the class assignment and review the plans and procedures for the day. Substitutes should be sure they understand the teacher's plans, time schedules, seating arrangements, emergency procedures, duties, and attendance reporting procedures when reviewing this information with the school official.

#### **HOURS OF SESSION**

#3 School	-	8:25 a.m. – 3:00 p.m.
#4 School	-	8:25 a.m. – 3:00 p.m.
#5 School	-	8:25 a.m. – 3:00 p.m..
#6 School	-	8:25 a.m. – 3:00 p.m.
Middle School	-	8:00a.m. – 3:10 p.m.
High School	-	8:00a.m. – 3:10 p.m.

V. **SCHOOL/OFFICE DIRECTORY**

Within the Borough of Cliffside Park there are (7) schools: five (5) elementary schools, one (1) middle school, and one (1) high school. The following is a list of these schools and their addresses.

School #3, Grades 1 through 6 397 Palisade Avenue Principal; John Brunelli	-	201-313-2330
School #4, Grades 1 through 6 277 Columbia Avenue Principal; Janet Merrill	-	201-313-2340
School #5, Grades 1 through 6 214 Day Avenue Principal; Michael Bucco	-	201-313-2350
School #6, Grades 1 through 6 440 Oakdene Avenue Principal; Christine Giancola	-	201-313-2360
Middle School, Grades 7 through 8 School #6 440 Oakdene Avenue Principal; Christine Giancola	-	201-313-2360
High School; Grades 9 through 12 64 Riverview Avenue Principal; Lorraine Morrow	-	201-313-2370

## VI. PRE-ASSIGNMENT NOTES TO THE SUBSTITUTE TEACHER

- A. Please remember that you have not accepted the job until you receive a confirmation number from AESOP.
- B. If you cannot accept calls for an extended period because of illness or for some other reason, please indicate this on your AESOP Internet account or notify the Office of Human Resources. This will avoid inconveniencing you with unnecessary calls.
- C. Notify the Office of Human Resources of any changes in address, telephone number, email addresses, etc., or if you are no longer available to serve as a substitute.
- D. Familiarize yourself with the content of courses to be taught.
- E. Report thirty minutes before school begins whenever you have received your assignment in sufficient time. You are required to remain on school grounds for at least fifteen minutes after school.
- F. Substitute teachers must remain at the school site through the preparation period even when it falls during the last periods of the school day. Also, if the preparation period falls during the first period of the day, the substitute is to be at school during the entire preparation period. In an emergency, the principal may ask the substitute to cover for another teacher during the preparation period.
- G. You are on the same professional level as a regular teacher and you are expected to observe the same ethical codes. There may be "...many disagreements over methods – even disagreements as to the basic aims of education. These are healthy and lead to progress, but they belong in the profession. Individual criticism of another teacher or other schools destroys public faith in all teachers and schools. Nothing else so feeds the fires of public distrust.”\*

Particularly desirable is loyalty to the school system and community. Gossip from school to school is inexcusable "...loyalty to the progression is next after pride in the list of attitudes essential to effective teacher-public relations. Where praise seems impossible, silence is the rule.”\*\*

- a. If a substitute is concerned about some practice at the school, the substitute should talk to the responsible administrator.
- b. If a substitute’s performance is less than satisfactory, he/she may be dropped from the substitute list. A letter will be sent by the Board of Education Office notifying the employee of such action.

\*National School Public Relations Association, *It Starts in the Classroom*, P.8 \*\*Ibid.

## VII. DAILY SUBSTITUTES: RESPONSIBILITIES AND PROCEDURES

A. The substitute is responsible for the students' conduct in the assigned classes. When and if special problems arise, he/she should not feel that such request for help is in itself a reflection upon his/her ability or that it will be so considered by the principal.

B. The substitute is responsible for the full schedule of the regular teacher. This includes the classroom day, study or hall duty, playground duty, and any other special duties performed by the absent teacher. The substitute is expected to follow the plans of the teacher as closely as possible. He/she is invited to attend all faculty meetings and is expected to attend specific meetings at the request of the principal or supervisor.

C. The substitute should:

1. Be prompt in arrival. This will insure sufficient time to receive necessary instruction and guidance from the principal, as well as to assemble the needed materials for the day.
2. Wear attire that promotes a professional appearance and is appropriate for working in a school environment.
3. Report to the principal immediately upon entry to the building. Also report to the principal's office at the end of the school day.
4. Meet the principal (or designee) for orientation to the school policies and procedures such as: attendance, discipline, support system, rainy day schedule, and any other pertinent policies for that school.
5. Check to see if there are sufficient supplies in the classroom to fulfill the aims of the lesson plans. If there are not, notify the office.
6. Familiarize yourself with the building as quickly as possible.
7. Acquaint yourself with accident and fire drill procedures.
8. Maintain normal classroom routines and discipline procedures. The responsible administrator should be contacted in case a serious discipline problem arises.
9. Correct papers and list grades for the regular teacher if you substitute in the same class for more than one day.

10. Leave adequate notes regarding absences, transfers, new students, and books borrowed/books returned to the library, etc.
  11. Leave the room as neat as possible at the end of the day, with things approximately in the same place in which they were found.
  12. Lock classrooms whenever you and the children are out of the room. If you are the last-session teacher, make sure that all windows and doors are locked.
- D. The substitute should refrain from the following without discussion with the building principal:
1. Beginning a new unit.
  2. Culminating a unit.
  3. Changing student groupings.
  4. Dismissing a class ahead of time.
  5. Allowing students to leave the classroom without permission.
  6. Threatening to suspend a student.
  7. Holding a class or individual student after school.
- E. Under no circumstances shall the substitute:
1. Release a child from his/her jurisdiction during school hours without written permission from the school office.
  2. Leave money or valuables in the desk.
  3. Resort to use of corporal punishment.
  4. Criticize the regular teacher.

## VII. **BUILDING PRINCIPALS RESPONSIBILITIES**

- A. Provide for the use of the substitute teacher:
  - 1. Building floor plans
  - 2. Essential keys
  - 3. Teacher and class schedules
  - 4. Absent teacher's schedule
  - 5. Building policies and procedures; i.e., use of educational resource facilities, special instructional rooms, accident and injury, etc.
  - 6. Discipline policies
  - 7. List of staff and support roles
  - 8. Time/bell schedule
  - 9. Lunch schedule
  - 10. Building philosophy of education
- B. Orient faculty to proper procedures to be followed in the event of absences.
- C. Ask the faculty and staff to provide assistance to a substitute teacher whenever necessary.
- D. Explain the responsibilities associated with non-classroom duties (i.e., hall, duty, etc.) to the substitute teacher.
- E. Stand available to assist problems that a substitute teacher may encounter.
- F. Complete Substitute Teacher Evaluation form when requested. Share one copy with the substitute teacher and forward one copy to the Office of Human Resources.

## IX. EVALUATION OF SUBSTITUTE TEACHERS

### A. Rationale

Substitute teachers play an important role in the educational program of the Cliffside Park School District. Because of their importance, we must be concerned with the quality of their performance and its impact on the continuity of the instructional program.

One way of maintaining a high level of competency among teachers in the substitute “pool” is the implementation of an evaluation process focusing on newly hired substitute teachers. The goal of this evaluation process is to identify and enhance the performance of the most capable substitutes, improve the effectiveness of others. And to remove from the substitute “pool” those judged to be inappropriate for the position.

1. All newly substitute teachers may be observed and evaluated by a member of the administrative staff.
2. The member of the administrative staff who observes the performance of the substitute teacher should complete the Substitute Teacher Evaluation Form
3. Prior to completing Evaluation Form the observer should review the Substitute Teacher’s Report to determine if there were any circumstances that may have limited the substitute teacher’s performance in the assignment.
4. The observer may request that additional observations be completed by a member of the administrative staff prior to placement on the list of substitutes.
5. In the event a substitute teacher receives two (2) negative observation/evaluation reports from principals and/or supervisors, the substitute will be removed from the list of approved substitute teachers. Once the decision has been made to remove a substitute from this list, the Board of Education will notify the employee in writing and may hold a conference with the employee to discuss the reasons for the decision.
6. Any member of the administrative staff may recommend to the Superintendent that this evaluation procedure be used to evaluate any substitute teacher whose performance does not meet or exceed the district’s standards for substitute teachers.
7. Substitute teachers assigned to long-term assignments (22 or more consecutive days for one teacher) should be observed by the building principal or his/her designee. The results of this observation should be recorded using

- the Observation/Conference Form used for regular certificated staff members.
8. The Board of Education Office will retain all forms and records necessary for the implementation and maintenance of this process for evaluating substitute teachers.

X. **HELPFUL HINTS FOR THE SUBSTITUTE TEACHER**

- A. Be an informed substitute; know the school rules.
- B. Use dispatch in getting the class to work.
- C. Write directions on board; this will be a great help in the orderly beginning of the day's work.
- D. Take firm control of the class from the beginning. Physical punishment, sarcasm, ridicule, or hasty decisions are not acceptable means of pupil control.
- E. Use positive rather than negative requests and suggestions.
- F. Expect respect and cooperation; be respectful of student opinions.
- G. Have a positive, enthusiastic attitude toward the assignment.
- H. Fairness and careful follow-through are invaluable in maintaining good classroom order.
- I. Physical conditions in a room may affect the behavior of pupils. Watch ventilation, temperature, and light. Keep the room neat and orderly. Supervise pupils as they enter and leave the classroom. Stand at the door and meet them in a friendly manner (smile).
- J. Be organized!!
- K. Be innovative and flexible. Have alternative plans in case the lesson plan fails. Be prepared with a "bag of tricks." Be more than a "Babysitter."
- L. Immediately establish your behavior expectations.
- M. Speak with the principal before contacting parents about a student's performance or behavior.

- N. Whenever possible, avoid an open clash with the student(s). Kindness and sympathy, linked with firmness, is a far better way of maintaining class control.
- O. Ask disruptive students to step outside the door so you can talk to them. This has a quieting effect on the other students.
- P. Be calm. This is particularly true when working with intermediate/middle school students. If you lose your temper, calm down as soon as possible.
- Q. Keep students working on assignments.