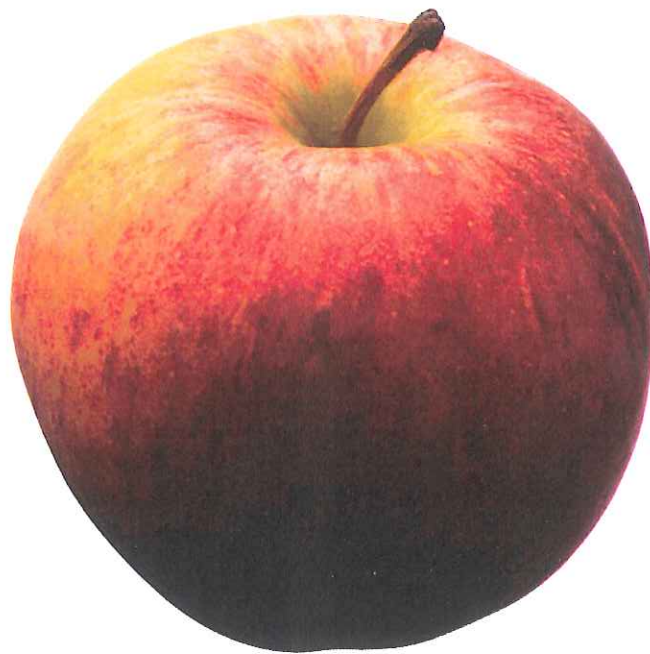


***UNION CITY  
SUBSTITUTE TEACHERS'  
HANDBOOK***



**MRS. SILVIA ABBATO  
SUPERINTENDENT OF SCHOOLS**

**MISS. DIANE R. CAPIZZI  
ASSISTANT TO THE SUPERINTENDENT**

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### **Introduction**

You have taken an important position in the educational program of the Union City District. You are charged with the responsibility of providing continuity in 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 replacement teacher. To be able to meet each new situation at a moment's notice and to direct students toward the district's objectives is the mark of an especially skilled professional. This is the expectation in the Union City Public School District, and school personnel are grateful for your support in the daily operation of the schools.

The purpose of this publication is to provide you with pertinent information concerning the requirements, policies, and procedures necessary to maintain the highest possible standards of service to our students.

Specific information concerning your assignment will be available in the building where you will be assigned.

All policies and procedures are subject to continuous updating and improvement. Your suggestions for revisions are always welcome.

We are confident you will find your experiences with the Union City Public School District to be professionally satisfying.

Sincerely,

Diane Capizzi  
Assistant to the Superintendent

## How to Become a Substitute Teacher

Information needed for per diem substituting:

1. Copy of your county substitute or New Jersey State Teaching Certificate
2. Per diem substitute questionnaire
3. One signed affidavit
4. W-4 Form
5. New Jersey Criminal History Review (Obtain fingerprints via Morpho Trust; approval letter from the state will follow)
6. Mantoux intradermal Tuberculin Test (or evidence of test taken within the past six months)

Applicants living outside of Union City must bring their own substitute/teaching certificate to be considered for employment.

### Substitute Teacher Certificate:

For those not holding a New Jersey State Teaching Certificate, a substitute teachers certificate can be issued by the local school district forwarding the following, along with the criminal history report to the Office of the county Superintendent of the county in which application is being made.

### Substitute Certificate Application Forms:

- All applicants need to have the Appropriate Oath of Allegiance forms notarized.
- Official transcripts of at least 60 semester-hour credits completed at an accredited college mailed to the Human Resources Department, 3912 Bergen Turnpike, Union City, NJ, 07087
- A money order in the amount of \$125.00 payable to "The Commissioner of Education"

This certificate is transferable from county to county. If an applicant applies to more than one county for substitute employment, only one certificate is required. That certificate is presented to each county in which it is to be stamped. Applicants who hold a New Jersey State Teaching Certificate must submit a copy of their certificate.

Contact Maria Cires in the Human Resources Department for additional questions:

Union City Board of Education  
Human Resources Department  
3912 Bergen Turnpike  
Union City, NJ, 07087

Phone: 201-348-5850

Fax: 201-866-0868

## **Assignment Procedure**

Upon approval for employment by the UCBOE, you will be given instructions at an orientation meeting to register in our computerized substitution system.

This system will allow you to receive calls well in advance of the teacher's absence. It will also allow you to hear various job openings so you may be able to choose the opening which best suit your talents.

As a substitute teacher, you should leave home in order to arrive at school by 7:45 A.M. Substitutes are expected to be at school prior to the start of class unless the request is a late emergency call. We do not employ substitutes on a half-day basis.

Please remember that your attire should be professional.

## **Arrival Procedure**

1. Report to the Principal's office to sign-in. You will not be paid if you do not sign in and out in the appropriate book.
2. A staff member will confirm your assignment, tell you the room number, and provide you with any attendance materials you will need. You will then meet with the Assistant Principal assigned to that grade level.
3. Find the location of the nurse's office, the lavatories, and any special subject classes.
4. Find the locations of any classrooms or offices you may need during the course of the day.
5. You must follow the teacher's schedule. You will be responsible for cafeteria duty, corridor duty and/or a study which is indicated on the teacher's schedule.
6. Locate the fire procedures posted in each classroom.

## **General Classroom Procedures**

1. All substitute teachers will follow the lesson plans provided. If substitute plans are not given to you upon arrival, please ask for them.
2. Substitute teachers are required to conduct opening exercises (i.e. flag salute, lunch forms, etc.).
3. If you are assigned to a teacher who has a homeroom, take attendance and send the attendance cards to the office immediately after the homeroom period.
4. Absence notes from a parent/guardian are required from all students returning to school.
5. Organize classroom activities and maintain classroom control and discipline that is conducive to a learning environment; corporal punishment is prohibited (NJAC 18A:6-1).
6. If you have the same classroom assignment for several consecutive days, plan carefully to insure that the students have a meaningful learning experience. Discuss any problems with the principal, vice-principal, or department head teacher.
7. Follow the nurse's office procedures found in appendix A.
8. Elementary substitute teachers are required to escort their classes to special subjects at the beginning of the period and to pick them up at the end of the period.
9. High School substitute teachers are required to complete cut slips. These reports are to be returned to the department head or assistant principal at the end of the school day. If no students report to class, the school secretary or assistant principal should be notified immediately.
10. At dismissal, elementary substitutes are required to escort all assigned students from the building in an orderly fashion to the outside of the building and remain until their students have left the area.

11. Place a summary of the work completed and a record of any unusual problems encountered (anecdotal report) in a folder for the classroom teacher.
12. Return all materials to the principal's office in the elementary schools or the department head in the high schools.
13. Sign out at the Principal's office at staff dismissal time.

#### **Do Not...**

1. Bring personal work into the classroom (reading material, letter writing, knitting, etc.)
2. Utilize the computers for personal use
3. Eat or drink in the classroom or permit students to do so; primary grades are allowed snacks; **SMOKING IS NOT PERMITTED ON SCHOOL PROPERTY AT ANY TIME**
4. Allow students to leave the classrooms unless they are authorized; if a student must leave your classroom, an official pass must be issued
5. Place a student outside the classroom or leave a student or class unsupervised
6. Dismiss classes before the bell rings

#### **Nurse's Office Procedures**

1. If a student is involved in a school related accident, the substitute teacher is required to send the student to the nurse's office so an accident report can be filed.
2. Students must be sent to the Nurse's Office if they report to school with any type of orthopedic device (cast, crutches, sling).
3. Students must be sent to the health office for re-admittance after an absence of three or more days for personal illness.
4. A student complaining of illness or showing a rash should be sent to the Nurse's Office.
5. A student thought to have a suspicious mark or bruise, which may have resulted from parental abuse or neglect, should be sent to the nurse's office **IMMEDIATELY!**
6. Students should be issued a pass by the substitute to be admitted to the nurse's office except in an emergency.

## Elementary Time Schedule 2015–2016 School Year

Teacher Sign-in Time	7:55 A.M.
Homeroom	8:00 A.M.
Period 1	8:05 A.M. to 8:42A.M.
Period 2	8:42 A.M. to 9:19 A.M.
Period 3	9:19 A.M. to 9:56 A.M.
Period 4	9:56 A.M. to 10:33 A.M.
Period 5	10:33 A.M. to 11:10 A.M.
Period 6	11: 10 A.M. to 12:00 P.M.
Period 7	12:00 P.M. to 12:50 P.M.
Period 8	12:50 P.M. to 1:40 P.M.
Period 9	1:40 P.M. to 2:17 P.M.
Period 10	2:17 P.M. to 2:54 P.M.

Student Dismissal 2:55 P.M.

## Elementary One–Session Time Schedule 2015–2016 School Year

Teacher Sign-in Time	7:55 A.M.
Homeroom	8:00 A.M.
Period 1	8:40 A.M. to 8:40 A.M.
Period 2	8:42 A.M. to 9:15 A.M.
Period 3	9:15 A.M. to 9:50 A.M.
Period 4	9:50 A.M. to 10:25 A.M.
Period 5	10:25 A.M. to 11:00 A.M.
Period 6	11:00 A.M. to 11:35 P.M.
Period 7	11:35 P.M. to 12:10 P.M.
Period 8	12:10 P.M. to 12:50 P.M.

Student Dismissal 12:50 P.M.

\*No Extended Day

One-session dismissal 12:50 P.M. Periods 1-8 on one-session days will be 35 minutes. State regulations require schools to provide four hours of pupil contact time, excluding lunch and recess. Pupil contact time is defined by code as "actual instruction".

**TIME SCHEDULE**  
**UNION CITY HIGH SCHOOL**  
**2015 - 2016**

7:50	Teacher Sign-in Time	
8:00 - 8:10	Homeroom	
8:13 - 8:54	Period 1	
8:57 - 9:38	Period 2	
9:41 - 10:22	Period 3	
10:25 - 11:06	Period 4	LUNCH
11:09 - 11:50	Period 5	LUNCH
11:53 - 12:34	Period 6	LUNCH
12:37 - 1:18	Period 7	LUNCH
1:21 - 2:02	Period 8	
2:05 - 2:46	Period 9	

**ONE-SESSION SCHEDULE**

7:50	Teacher Sign-in Time
8:00 - 8:10	Homeroom
8:13 - 9:03	Period 1
9:06 - 9:56	Period 2
9:59 - 10:49	Period 3
10:52 - 11:42	Period 8
11:45 - 12:35	Period 9



## Substitute Teacher Checklist

### At Home:

- \_\_\_\_\_ Compile a set of note cards containing pertinent information about the schools where you may be assigned.
- \_\_\_\_\_ Keep a notebook and pen by the phone you use to answer early morning calls.
- \_\_\_\_\_ Answer the phone yourself.
- \_\_\_\_\_ Organize several appropriate substitute outfits in a section of your closet.
- \_\_\_\_\_ Leave early enough to arrive at school at least 20 minutes prior to the beginning of the school day.

### Prior to Entering the Classroom:

- \_\_\_\_\_ Report to the principal or the office.
- \_\_\_\_\_ Ask about student passes, playground rules, bus duty, and lunch procedures.
- \_\_\_\_\_ Ask if there will be any special duties associated with the permanent teacher's assignment.
- \_\_\_\_\_ Find out how to refer a student to the office.
- \_\_\_\_\_ Ask if any children have medical problems.
- \_\_\_\_\_ Obtain necessary keys.
- \_\_\_\_\_ Ask how to report students who are tardy or absent.
- \_\_\_\_\_ Find the locations of restrooms, the teachers' lounge, and other important places in the school.
- \_\_\_\_\_ Introduce yourself to the teachers on both sides of your classroom.

### In the Classroom Before School:

- \_\_\_\_\_ Enter the classroom with confidence.
- \_\_\_\_\_ Put your name on the board.
- \_\_\_\_\_ Review the classroom rules.
- \_\_\_\_\_ Locate and review the school evacuation map.
- \_\_\_\_\_ Read through the lesson plans left by the permanent teacher.
- \_\_\_\_\_ Locate books, papers, and materials which will be needed throughout the day.
- \_\_\_\_\_ Study the seating chart and if you can't find one get ready to make your own
- \_\_\_\_\_ When the bell rings, stand in the doorway and greet the students.

### Throughout the Day:

- \_\_\_\_\_ Greet students at the door and get them involved in learning activities quickly.

\_\_\_\_\_ Carry out the lesson plans and assigned duties to the best of your abilities.

\_\_\_\_\_ Be fair and carry out the rewards and consequences you establish.

\_\_\_\_\_ Be positive and respectful in your interactions with students and school personnel.

At the End of the Day:

\_\_\_\_\_ Make sure all classroom sets are accounted for.

\_\_\_\_\_ Challenge students to recall projects and topics they have studied that day.

\_\_\_\_\_ Remind students of homework.

\_\_\_\_\_ Have students straighten and clean the area around their desks.

\_\_\_\_\_ Complete a "Substitute Teacher Report" for the permanent teacher.

\_\_\_\_\_ Neatly organize papers turned in by students.

\_\_\_\_\_ Close windows, turn off lights and equipment, make sure the room is in good order, before you lock the door.

\_\_\_\_\_ Turn in keys and any money collected at the office.

\_\_\_\_\_ Thank individuals who provided assistance during the day.

\_\_\_\_\_ Check to see if you will be needed again the next day.

## **Behavior Management**

1. The ability to teach expectations
  - Communicate to students the behaviors that are expected in the classroom (classroom rules, instructional expectations, procedural expectations)
  - Expectations should provide boundaries and establish standards for student success
  - Expectations should be explained, restated by the students, demonstrated, and role-played until you are sure the students understand what is expected of them
  - Model the expectations of the permanent teacher
  
2. The ability to get and keep students on-task
  - Begin instruction/activities immediately and walk around to monitor student progress
  
3. The ability to maintain a high rate of positive teacher-to-pupil interactions and risk-free student response opportunities
  - Positive verbal praise, a smile, a nod, and other appropriate gestures
  - Negative and corrective interactions should be outnumbered by positive interactions
  
4. The ability to respond non-coercively
  - Most inappropriate student behavior, regardless of how annoying it is, is inconsequential—this means it is not life threatening
  - Responding to inconsequential behavior is providing reinforcement, and the frequency of these behaviors will likely increase
  - Respond positively to appropriate behavior with a smile or verbal praise
  
5. Avoid the seven traps
  - Don't criticize students
  - Don't forget to use common sense to reason with students
  - Don't question students about inappropriate behavior
  - Don't address students with sarcasm
  - Don't plead with students to avoid inappropriate behavior
  - Don't threaten students
  - Physical and verbal force is against the law, unless used in life threatening situations

## Legal Aspects of the Job

An overall consideration when substitute teaching is your legal responsibility in the classroom and school. The following are some legal responsibilities with which you should familiarize yourself. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.

### Supervision of Students:

The substitute teacher who has physical control of a classroom has a duty to keep children safe and orderly.

### Due Care and Caution:

A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.

### Release of Children:

Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without the express consent from the principal or designee.

### Administering Medication:

Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher.

### Confidentiality:

It is unprofessional and against the law (in many states) to disclose the confidential information about your students. A substitute teacher should avoid comments about individual students that convey private information such as grades, medical conditions, learning or discipline problems.

### Anecdotal Records:

Maintaining notes on particular incidents in the classroom can protect you in problematic situations. Of you feel that your actions might be questioned, note the date and time, the individual involved, the choices for the action considered, and the action taken.

### Discipline Policies:

When sending a student to the principal for disruptive behavior, the substitute teacher maintains the duties of supervision and due care for both the individual child and the remainder of the class. Possible actions include having another child accompany the child, or having another teacher watch the class while you take the child to the office.

### Dangerous Situations:

A substitute teacher is responsible for maintaining a sense of safety in the learning environment. This includes: arrangement of desks so as not to block exits, and proper supervision during the use of potentially dangerous classroom equipment. A teacher must also consider the potential for problems in certain classrooms.

## Sexual Harassment

### What is sexual harassment?

Definition: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or a student's academic success
2. submission to or a rejection of such conduct by an individual is used as the basis for employment or academic decision
3. such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or learning environment

### What constitutes sexual harassment?

Behavior that:

1. is unwanted or unwelcome
2. is sexual in nature or gender-based
3. is severe, pervasive, and/or repeated
4. has an adverse impact on the workplace or academic environment
5. often occurs in the context of a relationship where one person has more formal power than the other (supervisor/employee, faculty/student, etc.)

### To whom may I talk to about sexual harassment concerns?

1. Your building-level affirmative action representative
2. Your city or state office of anti-discrimination
3. Your state office of Equal Employment Opportunity Commission (EEOC)
4. Office of Civil Rights, U.S. Department of Education

### What are some examples of verbal, non-verbal, and physical sexual harassment?

Verbal: whistling at someone; making cat calls, sexual comments about a person's clothing or body; telling sexual jokes or stories; referring to an adult woman or man as doll, hunk, babe, or honey; spreading rumors about a person's sex life; repeatedly asking out a person who is not interested.

Non-verbal: paying unwanted attention to someone (staring, following); making facial expressions (winking, throwing kisses, licking); making lewd gestures; giving gifts sexual in nature; using e-mail or text messages to communicate in a suggestive or lewd manner.

Physical: hanging around, standing close, or brushing up against a person; touching a person's clothing, hair, or body; touching oneself in a sexual manner around another person; or hugging, kissing, patting, stroking, massaging.

### What should I do if I feel I am being sexually harassed?

- Talk to your harasser if possible and tell him/her that you find the behavior offensive.
- Continue going to work/classes.
- Document all sexual harassment incidents; record the time, date, place, and people involved.
- Consider talking to others to see if they have experienced sexual harassment.
- Put your objection in writing; send a copy by registered mail to the harasser and keeping a copy in your file. The letter should include the following information: a detailed description of the offensive advancement, the date, how it made you feel, and that you want the offensive behavior to stop. Report the harassment to the building administrator and district personnel/human resources director.

# Aesop

We have the pleasure of notifying you that the Union City School Board of Education, UCSD has implemented a new automated service that will greatly simplify and streamline 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. The administrative office has selected the following hours as standard call times when the AESOP service may call for substitutes (6:30 – 9:00) (17:00 – 21:00).  
The phone number we have on record for you is (.....)

## **Things to note:**

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**. The AESOP system will call you within the call times specified above.

## **What to do when AESOP calls you:**

You may be prompted to enter either a PIN number and/or an Identification (ID) number. This information is as follows:

1. ID number {*your phone number*}
2. PIN number {any 4 digit number}

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

1. School name
2. Date(s) of assignment
3. Room or location where you need to report
4. Start time
5. Any 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 well 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.**

Please note: 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>

## **How to contact AESOP via our website:**

You can also search for an accept available jobs, change personal settings, update your calendar, and personalize your available to call times by visiting AESOP at <http://www.AesopOnline.com>. You will be prompted to enter your ID and PIN numbers as specified above. Should you experience difficulty using the system, please contact the central office at (201)348-5850 or AESOP at [support@aesoponline.com](mailto:support@aesoponline.com). We are confident that you will find the AESOP experience beneficial and enjoyable.

Thank you,

HUMAN RESOURCES DEPARTMENT  
[dcapizzi@union-city.k12.nj.us](mailto:dcapizzi@union-city.k12.nj.us)

**Substitute Teacher Report**

Substitute's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Grade: \_\_\_\_\_

Substituted for: \_\_\_\_\_ School: \_\_\_\_\_

Notes regarding lesson plans:

I also taught:

Notes regarding behavior:

Terrific helpers:

Students who were absent:

Messages for the permanent teacher:

UNION CITY BOARD OF EDUCATION  
2015-2016 CALENDAR  
10 MONTH INSTRUCTIONAL

SEPTEMBER				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

19 days

OCTOBER				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

21 days

NOVEMBER				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

17 days

DECEMBER				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

17 days

JANUARY				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19 days

FEBRUARY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

16 days

MARCH				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

21 days

APRIL				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

16 days

MAY				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

21 days

JUNE				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Projected Last day of school

- Sept 1-2 Staff In-Service
- Sept 3 Students First Day
- Sept 7 Labor Day
- Oct 12 Columbus Day
- Nov 5-6 NJEA Convention
- Nov 26-27 Thanksgiving Recess
- Dec 24-Jan 1 Winter Recess
- Jan 18 Martin Luther King Day
- Feb 15-19 Mid-Winter Recess
- March 25 & 28 Good Friday / Monday after Easter
- April 4 - April 8 Spring Recess
- May 30 Memorial Day

**ONE-SESSION DAYS**

- Sept 3 - Students Only
- Sept 4 - District Wide
- Nov 3 Election Day
- Nov 25 Thanksgiving Recess
- Dec 23 Winter Recess
- March 24 Spring Recess
- May 27 Memorial Day Recess

**TENTATIVE ONE -SESSION STAFF WORKSHOP DAYS**

- September 2, 2015
- December 8, 2015
- February 4, 2016