

DRACUT PUBLIC SCHOOLS



Handbook for SUBSTITUTE TEACHERS

Office of Curriculum,
Instruction and Assessment

Second Floor, Room 26
2063 Lakeview Ave
Dracut Mass, 01826
978-957-2617

www.dracutps.org



CARING • RESPECT • RESPONSIBILITY • TRUST • FAMILY

The Town of Dracut is an Equal Opportunity/Affirmative Action Employer



DRACUT PUBLIC SCHOOLS

2063 Lakeview Avenue
Dracut, MA. 01826
(978) 957-2617
fx(978) 957-7435
www.dracutps.org



Mr. Steven Stone
Superintendent of Schools

Mr. David S. Hill
Director of Curriculum, Instruction and Assessment

September 2015

Dear Substitute Teacher in the Dracut Public Schools,

I am pleased to welcome you as a valued member of our dedicated team of substitute teachers within the Dracut Public Schools. I am in charge of the process for selecting potential substitute teacher candidates and take great pride in ensuring that each and every applicant fully understands our expectations and is prepared for the job. Your initial preparedness and subsequent success as a substitute teachers is integral to our students learning and the continuous effective operation of our district. Our students, teachers and families depend upon you to successfully fill the role of classroom teacher in the absence of the regular teacher. We are confident that you are prepared to meet the challenges you may face within the classroom and elsewhere within each school building. Please do not hesitate to reach out to teachers within your team/grade or content area for guidance. Your building administrative team and secretarial staff are also invaluable resources should you have a pressing question or concern. My office can also assist you with issues of application and payroll and any other pertinent questions you may have. Please take your time reading this handbook as it will provide you with critical information regarding our district and the individual schools.

Thank you again for becoming a substitute teacher within the Dracut Public Schools. Please do not hesitate to seek assistance if you need it. Our goal is to support your continued success within this position.

Sincerely,

David S. Hill
Director of Curriculum, Instruction and Assessment

The Town of Dracut is an Equal Opportunity/Affirmative Action Employer

TABLE OF CONTENTS

School Hours and Contact Information	5
No School Procedure	6
Substitute Duties	6
Classroom Strategies	7
Classroom Management	8
Communicating with the Classroom Teacher	9
Substitute Assignment Procedure Day to Day	9
Salary	10
Payment of Substitute	10
Excessive Unavailability	10
Mandated Reporting of Suspected Child Abuse or Neglect	10
Student Attendance	11
Life Threatening Allergies	11
Emergency Procedures	11
Confidentiality	11
Tutors and Aides	12
General Information	12
A.L.I.C.E information	13
Policy and Procedure Acknowledgement	14

-Welcome-

This handbook has been prepared in cooperation with teachers and substitutes working in our schools. It is hoped that you will find this information helpful. Please read through it carefully and bring it with you when you substitute teach. It contains information and guidelines that you may find useful.

We appreciate your service to the Dracut School District.

Legal Disclaimer:

This handbook is not to be construed as a promise or contract of any kind between Dracut Public Schools District. The Dracut Public Schools retain the right to revise, change, add to, suspend or cancel, in whole or in part, any of the policies or procedures contained in this handbook, at any time, without notice. It is your responsibility to become familiar with and to know all school policies and information contained in this handbook. This handbook is not a contract.

DIRECTORY

CENTRAL OFFICE

Superintendent of Schools Steven Stone, Superintendent of Schools (978)-957-2660
2063 Lakeview Ave
Hours 8:30-4:00 Cyndy Curtis, Secretary
RayAnn L'Heureux, Personnel

**Office of Curriculum,
Instruction and Assessment** David S Hill, Director (978)-957-2617
2063 Lakeview Ave
Hours 8:00-3:30 Lissa Lessard, Secretary

Business Office William Frangiamore, Business Manager (978)-957-5583
2063 Lakeview Ave
Hours 8:30-4:00 Jackie Arsenaux, Payroll Secretary
Patricia Banacos, Bookeeping

Student Services Richard Whitehead, Director (978)-957-4649
2063 Lakeview Ave
Hours 8:30-4:00 Judy Greene, Secretary
Shirley Ralls, Secretary

SCHOOLS

Dracut Senior High Richard Manley, Principal (978)-957-1500
1540 Lakeview Ave
Hours 7:20 - 1:50
Grades 9-12 Diana Coates Secretary
Sabrina Curtis, Secretary

Richardson Middle Maria McGuinness, Principal (978)-957-3330
1570 Lakeview Ave
Hours 7:15-1:45
Grades 6-8 Jayne Hoffman, Secretary
Donna Yackel, Secretary

Brookside Elementary Dawn Smith, Principal (978)-957-0716
1560 Lakeview Ave
Hours 8:30 - 2:45
Grades K-5 Trish Treska, Secretary

Englesby Elementary Andrew Allen, Principal (978)-957-9745
1580 Lakeview Ave
Hours 8:30 - 2:45
Grades K-5 Cheryl Caswell, Secretary

Greenmont Avenue Nicholas Botelho, Principal (978)-453-1797
37 Greenmont Ave
Hours 8:30 - 2:45
Grades K-5 Debra Jackson, Secretary

Campbell Elementary Christopher Snyder Principal (978)-459-6186
1021 Methuen St
Hours 8:30 - 2:45
Grades K-5 Martha Delucia, Secretary

NO SCHOOL PROCEDURES

“No School” and “One-hour Delayed Opening” notices are broadcast on television stations WBZ-TV-4, WCVB-TV-5, and WHDH-TV-7 and can be found on our website www.dracutps.org.

SUBSTITUTE TEACHER DUTIES

Unless otherwise directed, a substitute should:

- 1) Arrive at least fifteen minutes before school starts.
- 2) Report directly to the main office to identify yourself and to receive any specific directions for the day.
- 3) Check your room(s) for the day as well as the daily schedule.
- 4) Familiarize yourself with the area(s) outside of the classroom which your students will be using.
- 5) **Locate the sub folder and be sure to follow the lesson plans explicitly.**
- 6) Check the teacher’s plan book for information on schedule and plans. Review lesson plans and make sure you have all necessary provisions. *Lesson plans should be followed unless you are otherwise directed.*
- 7) Please check the sub folder for any health issues in the classroom and contact the school nurse if you have any questions.
- 8) Locate the emergency procedures (or know where to get them) and check emergency evacuation route for that room(s).
- 9) Check the seating plan chart on the teacher’s desk and make sure you have all necessary provisions.
- 10) Be at the door of your classroom when the students arrive.
- 11) Be sure to take attendance.
- 12) Stay appropriately engaged with students at all times.
- 13) Substitutes should expect good behavior from all students. In the event of a discipline problem with which you need assistance, please contact the main office.
- 14) Never leave the classroom unattended.
- 15) If a child becomes ill or has an accident, or if an emergency situation arises, seek assistance from the teacher in the next room and contact the main office and the

nurse's office immediately. Students should not be left alone in the classroom at any time.

- 16) Do not leave the building without notifying the principal or administrative assistant in the main office.
- 17) If you have any questions during the day, please contact the main office or speak to the teacher in the next room.
- 18) At the end of the day:
 - a) Put the room in good order and back to the way you found it.
 - b) Leave all papers and any other pertinent information for the teacher on the teacher's desk.
 - c) Leave the teacher a detailed note of the day's events.
 - d) Report to the main office to sign the sign-in sheet which authorizes payment for the day and to communicate as necessary with the principal or administrative assistant. Please inform the office of any problems you encountered during the day.

CLASSROOM STRATEGIES

1) CLIMATE:

- introduce yourself
- give a quick overview of the classroom rules provided by the teacher
- discuss the plan for the day (read directly from plans if necessary)
- take attendance
- go over/collect homework (if applicable)
- announce homework for the next day (if applicable)
- have fun! (and follow the plan)

2) PASS SYSTEM (at the middle school):

- students must have a hall pass that is plainly visible and properly authorized
- only allow 1 student out at a time (drink, bathroom, etc.)
- when leaving a class while in session, students must ask permission and sign out with their first name, last name and time.
- if a student is late to class, he/she should have a pass

3) CELL PHONES:

- Middle School:
 - must be off and out of sight in the building & throughout the school day
 - may be used after school to arrange transportation
- High School:
 - should not be used in classes, study halls, detention, or in any other area that may disturb a class

4) THE DAY IN GENERAL:

- watch the time
- check in frequently with students as they are working
- move around the room (circulate often)
- periodically share as a class/summarize (you and/or students)
- connect with Special Education staff in the class rely on information and help from them

CLASSROOM MANAGEMENT TIPS

- 1) What to do in a challenging situation:
 - give a look or a signal
 - move student so that he/she is in close proximity to you
 - provide verbal warning and / or reminder (will get back to the teacher)
 - have a 1-on-1 conversation with the student (outside of the room but with one foot in the classroom)
 - send student to the main office with a pass (then call down using intercom)
- 2) Keep to the plan provided by the teacher
- 3) Stay engaged with the lesson or activity
- 4) Involve students as much as possible; maintain their interest
- 5) Rely on help from others
- 6) Allow students to work on other homework or read when finished with what you have given them or use short activities that are age appropriate.
- 7) Try not to allow any “down time”
- 8) It is advisable to walk around the classroom while the students work. This allows you to provide instant feedback to good work habits and to assist any students with questions.
- 9) Make a point to acknowledge positive behavior
- 10) Never leave a child in the room unattended. If you find it necessary to leave the room, just ask another teacher to oversee the room, or call the main office for assistance
- 11) When you escort children to specials such as art or phys. ed., make a point to maintain proper hallway behavior: no talking in line and keeping in single file

COMMUNICATING WITH THE CLASSROOM TEACHER

Please leave detailed notes for the teacher, including:

- 1) Work completed by the class in all subject areas.
- 2) Assignments given for the following day. These should be in accordance with the teacher's lesson plan.
- 3) General conduct report should include any pupil whose lack of cooperation should be called to the attention of the regular teacher. Please remember, teachers and administrators do appreciate having reports on pupils who have performed exceptionally well in any area.
- 4) The reports may be left in the teacher's substitute folder at the end of the school day, or with other papers or information from the day.

ASSIGNMENT PROCEDURE DAY TO DAY ON CALL SUBSTITUTE TEACHERS

On-call, day-to-day substitute teachers are given assignments as follows:

- A regular employee calls to the substitute service line when he/she knows of his/her absence.
- The substitute call-in service employee proceeds to call substitutes from a list of approved names.
- Calls to on-call day-to-day substitute teachers begin being placed at approximately 6 a.m. Calls are placed to individuals in the following order:
 1. Calls are placed to individuals who have a four-year degree.
 2. Calls are placed to individuals with an Associate's Degree.
 3. Calls are placed to individuals who do not have college degrees but are involved in a degree program.
 4. Calls are placed to other non-degreed individuals looking to work as on-call day-to-day substitutes.
- If the substitute employee gets no answer or reaches an answering machine, the call in service employee [leaves a message and](#) moves on to the next name on the list.
- All individuals have the right to say they are unavailable on any day that they are called. If they refuse an assignment, the substitute employee moves on to the next name on the list.

The need for substitutes varies greatly from day to day.

Placement on the substitute list does not entitle or guarantee an individual employment as a substitute teacher.

If you are no longer available to be a substitute teacher, please call
Lissa Lessard at (978) 957-2617.

SALARY RATES

NON-DEGREED STATUS	\$55.00 Per Day
DEGREED (1 to 15 Days)	\$60.00 Per Day
DEGREED (16-30 Days)	\$65.00 Per Day
DEGREED (31 days or More)	\$70.00 Per Day

PAYMENT OF SUBSTITUTES

Properly completed time sheets must be presented to the Building Principal at the conclusion of each day. Time sheets must be sent to the Business Office by Friday, (2:00 PM) of each week. Payroll is on a bi-weekly basis. If you have any questions or concerns please contact the payroll department at 978-957-5583.

EXCESSIVE UNAVAILABILITY

Excessive unavailability may result in termination from the substitute list.

MANDATED REPORTING OF SUSPECTED CHILD ABUSE OR NEGLECT

Under Massachusetts law (M.G.L. c. 119 § 51A), the Department of Children and Families (DCF) is the state agency that receives all reports of suspected abuse and/or neglect of children under the age of 18. State law requires professionals whose work brings them in contact with children to immediately notify DCF if they suspect that a child is being abused and/or neglected. Any mandated reporter who fails to make required oral and written reports can be punished by a fine of up to \$1,000.

Under § 51A a school employee who believes that a child is abused or neglected can satisfy her/his legal obligation to make a Department of Children and Families report by reporting the concern at once to the person in charge of the school where the employee works. Therefore, any Concord Public Schools and/or Concord-Carlisle Regional School District employee who believes that a student in one of the district's schools or programs is or may be the victim of abuse or neglect should immediately report that concern to the principal or program supervisor under whose direction that employee works.

The telephone number to call (day or night) when reporting suspected child abuse and neglect is:

1-800-792-5200

STUDENT ATTENDANCE

It is imperative that substitute teachers take attendance each period and keep an accurate account of student attendance in the rank books provided.

LIFE THREATENING ALLERGIES

You must review the sub folder for student's individual health care plan. At the elementary level, the school nurse will provide further consultation about any student in your class with life threatening allergies. **Do not provide any food or candy to students.**

EMERGENCY PROCEDURES

Each classroom has a yellow emergency binder and a "Go Bag". You must familiarize yourself with established emergency procedures, the yellow emergency binder and the "Go Bag" in each classroom.

FIRE DRILLS

Fire drills are enforced by state school law and the School Committee. Specific directions are posted in each room. Exit quickly, quietly, and in an orderly manner. The first students arriving at the outside doors should hold them open for the rest of the student body. Multiple fire drills will be held each year. The penalty for pulling false alarms is subject to expulsion.

CONFIDENTIALITY

By law (Family Education Rights to Privacy Act) substitute teachers have access to student educational records without parental consent. This places substitutes in the unique position of seeing countless notes, grades, reports and anecdotal records that are confidential in nature and protected by the Family Education Rights and Privacy Act. Each individual functioning in the role of substitute teacher is urged to review the strict confidentiality guidelines contained in the district's Student Records policy and to respect the general rights to privacy that are accorded students and staff in the daily business of keeping school. Administrators would be glad to answer any specific questions you might have about these issues. Students who have special education Individual Education Plans will be noted in the teacher's substitute folder. It is critical that information remain confidential. In addition, if the information provided is not enough, there is a special education case manager for each student. Arrangements can be made to make contacts regarding any further information needed. Additionally, some students may have an ADA Section 504 Plan for accommodations to provide access to learning for a disability. Again, these are confidential plans and references to them should be limited only to school personnel who have contact with that child and only in an effort to provide services or assess need. Students may also have an Individual Health Care Plan which may require further elaboration by the nurse. In many cases the students themselves understand their needs and will help you meet them, however, in such cases it is important that substitutes make sure these conversations are done in a way that notice is not brought to the students.

TUTORS AND AIDES

In order to meet the needs of all students, some classes have aides or tutors to assist students with special needs and students with accommodation plans. They may also be able to help with other students depending on the caseload in that individual class. It will be noted in the teachers' plans if someone is coming into the classroom to support students.

GENERAL INFORMATION

BATHROOM FACILITIES

Substitutes *must use only adult-designated* bathrooms in all schools.

LUNCH

Each school does have a hot lunch program and you are welcome to purchase lunch at the school cafeteria.

PARKING

Parking for all schools is limited. It is advised that you arrive as early as possible and park in a designated area. Please do not park in spaces designated for visitors.

CELL PHONES

Personal cell phones are not to be used at any time when a substitute is working in the classroom and/or students are present.

Notes

A.L.I.C.E.

The A.L.I.C.E. model is designed to give you an options based response to a serious threat inside or out of the building. The model is not designed to be linear. You will use which ever response is best for your particular situation. There is no wrong response and be prepared to change your response because these incidents are fluid and always changing. Example, if you choose to lockdown and the adjacent classroom decided to evacuate neither of you are wrong.

If you would like additional information on the A.L.I.C.E. model and how it will apply to you when you are in the building please email Sergeant James Quealy at jquealy@dracutps.org or go to ALICE training institute web page and read the FAQ section.

1. **ALERT**- use any and all means; text, PA system, bells, sensory inputs, etc. to provide intel to as many people as possible
2. **LOCKDOWN**- barricade (be a harder target), once lockdown is in effect no one should be allowed into your secure room under any circumstances other than a uniformed police officer.
3. **INFORM**- real time information as possible will be provided by all means possible
4. **COUNTER**- engage in acts that will require a very high skill level to be disrupted. This can be done by making noise, movement, creating distance and distractions
5. **ESCAPE**- if the threat is inside the building get outside if safe to do so. If the threat is outside the building get inside the building as quickly as possible.