

PORT ORFORD-LANGLAIS SCHOOL DISTRICT 2CJ
Mick Lane, Superintendent

District Office
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SUBSTITUTE

HANDBOOK

8/18/10

**PORT ORFORD-LANGLOIS SCHOOL DISTRICT 2CJ
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Dear 2CJ Substitute,

As a substitute, you become a part of our instructional team. That team is, at all times, dedicated to the best interests of our students. By allowing instruction to proceed without interruption, your role is important in fulfilling our vision to prepare all students to graduate with the knowledge and skills to become productive and responsible citizens.

Everyone in the District believes that there is no higher calling than working with the young people of our community. As we work to help our students achieve their dreams, we work to build a better future for all of us.

We are grateful for your contributions in service to young people, and we appreciate your willingness to engage with our staff in the important work of providing quality education to the young people of Port Orford/Langlois School District. We look forward to working with you to serve our 2CJ students, and we wish you an exciting and rewarding experience.

Sincerely,

Mick Lane, Superintendent

AESOP - Automated Educational Substitute Operator

AESOP is an automated system used to find substitutes for teachers and other staff during short term, temporary absences. **AESOP** allows staff to register their own absences using a web site or on Interactive Voice Response phone system. **AESOP** then finds substitute teachers to fill each vacancy and allows substitutes to view and accept jobs online. Unfilled jobs trigger automatic phone calls to qualified substitutes. The administrative management functions of **AESOP** provide administrators with full information about absences and substitute assignments. **AESOP** training is provided to each substitute on the day of substitute training/class. You will be provided with an ID# and a Pin# within several days of your completion of the substitute training class. You will then have access to the **AESOP** system. If you have questions or comments regarding the use of the **AESOP** system, please contact the District Office (541-348-2337).

For Further information on **AESOP** use your ID# and Pin# to log on to www.aesoponline.com.

SUBSTITUTE WORKDAY:

Substitute Teachers are employees of the School District and work under the direction of the school principal. All full day substitute teachers are expected to arrive by **7:45 a.m.**, and to remain on the job until **3:30 p.m.**, or have otherwise been dismissed. Substitutes serving more than four hours will be compensated for a full day, but could be asked to work the full day, if needed. Partial day substitutes report and depart at scheduled times and will be compensated at the half-day rate.

Substitutes hired for a full school day are expected to use the entire day in service to the District, and are to seek out ways to assist other teachers if the schedule allows. Substitutes are not entitled to a planning period, unless it is a long-term assignment.

RESPONSIBILITIES OF THE REGULAR TEACHER

Except in an unplanned absence, the regular classroom teacher should supply the following for the substitute:

- Lesson plans;
- Materials necessary to teach lesson plans;
- Class schedule and teacher schedule when it deviates from the class;
- Class roll;
- Seating chart;
- Room committees;
- List of students with special needs or disabilities;
- Location of supplies/materials; and
- Name of nearby teachers who can be of assistance.

If you are substituting for an unplanned absence, the classroom teacher may not have had an opportunity to prepare all of the above listed information. If you have questions or need additional information in order to adequately carry out classroom lesson plans or procedures, contact the school principal as soon as possible.

AT THE BEGINNING OF EACH SCHOOL DAY:

- * The substitute is to report to the office of the school in which he/she is to substitute.
- * The substitute must sign in each day and secure a visitor/substitute badge. This badge must be returned to the school office at the end of the school day.
- * Substitutes are entitled to the same lunch period as the regular classroom teacher whom they are replacing.
- * The roles of a substitute teacher are to maintain classroom discipline and to carry on the classroom procedures as if he/she were the regular teacher. A substitute teacher has the same responsibilities and the same duties as the regular teacher, including bus duty and playground supervision, etc. Substitute teachers should, as far as possible, follow any lesson plans and instructions left by the classroom teacher. Substitutes do not have the authority to make changes in daily curriculum except in emergency situations.

* Discipline should be maintained and students are to be held accountable for their work, classroom behavior, attendance, etc. Non-routine punishment (written or otherwise) may not be administered by a substitute teacher. If discipline problems arise, the principal must be notified.

* Substitutes are NEVER to touch a student, unless it is to prevent harm to the student, others, or District property.

* Make notes for the regular classroom teacher about your day. Include information about problems during the day and any other information that you feel the teacher might want to know. If you were not able to follow lesson plans, if an assignment could not be completed or if you had to rearrange schedules, leave a note explaining why.

* The substitute teacher should be familiar with the guidelines and procedures used in each school. This information should be provided to substitutes when they check in at the school office each morning. The school should provide substitutes with the following: a general map of the school; emergency phone numbers; the schools general guidelines and procedures; and the school's crisis plan. If questions arise throughout the day, you should contact the school office or the principal.

* Class attendance must be checked carefully and accurately at the beginning of the day and an attendance report sent to the school office. Attendance must also be checked after each class change and any student absences reported to the school office immediately. If an illness or accident occurs, the substitute should follow the schools guidelines and procedures. Universal precautions must always be observed.

* Substitute teachers are expected to use common sense and good judgment in addressing problems with students and other staff members. If however, a problem cannot be properly resolved at an individual level after an attempt at resolution has been made, the matter should be referred to the school principal.

* At the end of the day, take a few moments to straighten up the classroom. Pick up any papers or other debris left on the floor. Make sure all windows and any outside doors are shut and locked.

* Sign out at the office.

PROFESSIONALISM IN THE SCHOOL SETTING

APPROPRIATE DRESS

Substitute teachers are required to adhere to the same dress code as the regular Port Orford/Langlois staff.

- All substitutes should dress modestly and present a neat, clean appearance.
- Sweat pants, sweatshirts and shorts should not be worn except for a special school sponsored activity.
- Blouses, shirts or tops that reveal the midriff or chest may not be worn.
- Hats and caps are not appropriate for wear inside the buildings.
- Clothing of any sort that contains a message that promotes alcohol, drugs, tobacco or any other type of message that may cause a disruption or disturbance in school may not be worn.
- Clothing which contains obscene or suggestive language may not be worn.

CLASSROOM ETHICS

Information obtained about students, including grades/performance must be kept confidential. It is against the law to disclose information contained in a student's personal records, a student's grades or the fact that a student has a special need or disability. In other words, a substitute should assume and act as if any information learned about a student as a result of being a substitute teacher is confidential. In addition, personal information regarding other teachers should not be publicly disseminated. Substitute teachers are representatives of the entire Port Orford/Langlois School District.

Personal religious or political beliefs, philosophies and opinions may not be imposed upon the students.

Substitute Teachers may not distribute religious, political, or commercial materials to students without prior permission from the principal.

No visitors or guests (child or adult) may come to school with a substitute.

TIPS FOR CLASSROOM ORGANIZATION AND MANAGEMENT

- Put your name on the board. Take time before beginning the day's activities to tell the class a little about yourself. Be brief.
- Try to put a daily schedule on the chalkboard. It helps the students anticipate what you expect of them. It also helps you keep track of the regular classroom routine.
- Let the class know that you will try to follow the normal classroom routine, but also let them know that everyone does things somewhat differently.
- Any unusual requests from parents or students are to be handled by the building principal.
- Ask the students questions: their names, classroom rules/procedures. The time spent getting oriented and becoming familiar with the class may make a difference later in the school day.
- State clearly your expectations, but expect the unexpected.
- Keep a positive attitude. Be positive in your remarks to students. When you are circulating around the room (a proven and effective management technique) you are connecting with the students.
- Try to be sensitive to differences. Be aware of different religious and ethnic backgrounds in the student population and be sensitive that certain holidays might include songs, stories or art work that could prove uncomfortable to some students.
- Correct the day's work. Organize any student papers and label them clearly. Record grades, if indicated in the grade book.
- Write a complete, succinct review of the day's activities. Be sure to indicate portions of the lesson plan which may not have been completed. Mention individual students who may have been particularly helpful; list any problems that may have arisen.
- Leave the classroom in good order. Have students help in any housekeeping chores that would provide an orderly classroom upon the regular teacher's return.
- It is important to familiarize yourself with any unusual changes in school schedules such as fire drills, altered class schedules or activities days. If the school secretary does not apprise you of an unusual school schedule change be sure to ask.

-Each school has emergency evacuation plans in place in case of fire, earthquake, chemical spill or other potentially dangerous situation so that you can successfully evacuate students safely. Know the location of the CLASSROOM EMERGENCY MANUAL AND KIT.

**** There will be times when students are working independently. Use this time to circulate throughout the classroom and interact with the students. Do not engage in personal tasks such as reading, knitting, making phone calls, internet use etc.**

EVALUATION PROCEDURES

Principals/classroom teachers are requested to complete a Substitute Evaluation Form (attached) for each substitute. The Superintendent, with input from the Principal/s, shall determine, on the basis of these evaluations and other relevant information, which substitutes have performed at an acceptable level. If it is determined that a substitute has performed below a level considered acceptable, the substitute will be removed from the active substitute list. An attempt will be made to evaluate all substitutes at least once annually.

AUTHORITY

The Superintendent and Principal/s are responsible for the hiring and, if necessary, removal of substitute teachers.

HOW TO SUB MORE DAYS THAN YOU CAN IMAGINE!

- Check in with **AESOP** often.
- Accept jobs as often as possible.
- Be on time in the morning and for each class period.
- Always "check in" at school office with secretary/personnel in charge of substitutes.
- Be cheerful, pleasant and ready to assist in any way you are needed.
- Follow through with all instructions left by classroom teacher. The teacher depends on you to carry through as if he/she were present.
- Follow lesson plans left by the teacher (**not following lesson plans is the #1 complaint of the classroom teacher**).
- Start students working promptly and let them know *you are in charge*.
- Follow class schedule.
- Leave clear, complete notes for teacher.
- Compile information/papers submitted by students for teacher.
- Don't try to be the students' friend; *you are the teacher of the day*.
- If you had a particular problem, inform the principal or secretary before you leave.

PORT ORFORD/LANGLAIS 2CJ SUBSTITUTE EVALUATION FORM

Substitute Teacher: _____ **Work Date(s)** _____

Classroom Teacher: _____ **Principal:** _____

Data Sources (check all applicable): classroom teacher ____ classroom observ ____
from faculty ____ student reports ____ parent reports ____ principal ____

INSTRUCTIONS: Rate the Substitute Teacher's performance on any of the criteria for which you feel you have appropriate data.

1 = unsatisfactory 2 = satisfactory 3 = commendable 4 = not observed

I. INTERPERSONAL SKILLS

1. _____ Rapidly establishes an appropriate level of rapport with students.
2. _____ Establishes and maintains student discipline in an environment conducive to teaching and learning.
3. _____ Is courteous to staff and students.

COMMENTS: _____

II. INSTRUCTIONAL SKILLS

1. _____ Clearly articulates the procedures and goals of the lesson to be taught.
2. _____ Makes efficient and meaningful use of instructional time.
3. _____ Adequately interprets and implements instructional plans prescribed by the classroom teacher.

COMMENTS: _____

III. LOGISTICAL SKILLS

1. _____ Understands and follows rules, procedures and routines required of substitute teachers, in general, and of the school, in particular.
2. _____ Completes end-of-day reports for the classroom teacher.

COMMENTS: _____

IV. PROFESSIONAL SKILLS

1. _____ Arrives promptly and stays until all duties are complete.
2. _____ Makes appropriate referrals to the building administrator(s) and other professional persons.

COMMENTS: _____
