

HERRICKS PUBLIC SCHOOLS

Teaching Assistants
And
Substitute Teacher Manual

999 Herricks Road
New Hyde Park, New York 11040 www.herricks.org

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Welcome to the Herricks Public Schools

Dear Colleagues,

Long-term substitute teachers, per diem substitute teachers and teaching assistant substitutes are valuable members of the Herricks School Community. Our substitute teachers and teaching assistants are members of the Herricks Community's commitment to provide educational excellence.

As a substitute teacher or teaching assistant, you are a vital member of our school community to help ensure the success of all our students. Our substitutes provide instruction, support and guidance for our students. They are caring, creative and collaborative.

This handbook is a guide to assist you in serving the Herricks School District as a substitute teacher or teaching assistant. Enclosed you will find information regarding our expectations, school building contact information, emergency procedures, school calendar, school closing and emergency information. Also enclosed is information regarding the District utilization of Frontline, an online-automated substitute system.

At the Herricks Public School District, a substitute teacher/teaching assistant purpose is to provide ongoing educational experience for each child while the teacher/teaching assistant is absence. It is expected that you establish a professional working relationship with the building administration, teacher and teaching assistants, and secretarial staff. Please do not hesitate to ask questions or seek clarification regarding your expectations in each building.

We hope you find your time with the Herrick's staff and students to be welcoming.

Sincerely,

Dina M. Maggiacomo

Dina Maggiacomo

Assistant Superintendent for Human Resources

SCHOOL INFORMATION

Central Administration

Superintendent of Schools: Dr. Tony Sinanis

Assistant Superintendent for Curriculum and Instruction: Ms. Elizabeth Guercin

Assist. Superintendent for Business: Ms. Lisa Rutkoske, C.P.A

Assist. Superintendent for Human Resources: Ms. Dina Maggiacomo

Director for Special Education and Student Support Services: Dr. Thomas Sposato

Center Street Elementary School – 240 Center Street, Williston Park, NY 11596 (516)-305-8300

Grades K-5 – 8:40 AM – 3:15 PM

Principal: Mr. Brennen Bierwiler

Assistant Principal: Ms. Melissa Blady

Denton Elementary School – 1050 Denton Avenue, New Hyde Park, NY 11040 (516)-305-8400

Grades K-5 - 8:55AM – 3:30 PM

Principal: Mr. Dominick Tolipano

Assistant Principal: Ms. Lily Ho

Searingtown Elementary School – 106 Beverly Drive, Albertson, NY 11507 (516)-305-8500

Grades K-5 - 8:40 AM – 3:15 PM

Principal: Ms. Diana DeGiorgio

Assistant Principal: Mr. Daniel Salerno

Herricks Middle School – 7 Hilldale Drive, Albertson, NY 11507 (516) 305-8600

Grades 6-8 – 7:45 AM – 2:51 PM

Principal: Mr. Brian McConaghy

Assistant Principal: Mr. Matthew Hubbard

Assistant Principal: Ms. Gina Horton

Herricks High School – 100 Shelter Rock Road, New Hyde Park, NY 11040 (516)-305-8700

Grades 9-12 – 8:00 AM – 3:00 PM

Principal: Ms. Joan Keegan

Assistant Principal: Mr. Andrew Frisone

Assistant Principal: Mr. Bryan Hodge

Shelter Rock Academy– 100 Shelter Rock Road, New Hyde Park, NY 11040 (516)-305-8700

7-12 – 7 AM – 2:40 PM

Director: Ms. Allison Barshak

SCHOOL CLOSINGS AND DELAYS

School Closings or delayed opening will be posted on the school website at
www.herricks.org

Frontline will also be updated regarding school closings and delayed openings.
<http://www.frontlineeducation.com>

The following radio, television stations and websites will provide information regarding school closings or delayed openings:

Radio Stations

WKJY 98.3

WCBS-880

WHLI 1100

1010 Wins

Television Stations

LI News Channel 12

CBS Channel 2

NBS Channel 4

WNYW Channel 5

ABC Channel 7

Frontline/Frontline: Automated Online Substitute System

Frontline is an automated system used to find substitutes for teachers and teaching assistants for short term and temporary absences. Frontline allows staff to register their own absences using the internet or an Interactive Voice Response phone system. Frontline 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.

Once you have been approved to work as a substitute teacher, an email will be sent to you with an ID number and a Pin number. You will then have access to the Frontline system.

Online System

To begin viewing jobs go to the Frontline system at <http://frontlineeducation.com>, type in your Id and Pin Number. Once you have successfully logged in may select days and locations you wish to work, search for and accept jobs, change personal settings, update your calendar for non-work days, and personalize your available to call times.

Voice Response Phone System

Frontline will begin calling substitutes when a position is available. You will be prompted to enter either your Pin/Identification Number. You will then be prompted to either accept or reject the assignment, as well as all future calls for jobs on the day of the particular assignment. If you accept a position, Frontline will issue you a confirmation number that you may need in the event of a follow-up inquiry.

Frontline will provide you with the following information regarding the open assignment:

- School Name
- Date(s) of Assignment
- Room or location where you need to report
- Start time

✓ Upon entering a building, please check in with the main office for further instructions.

For more information on Frontline see the Phone Guide at the end of this Handbook or use your ID # and Pin # to log on to www.frontlineonline.com.

Active Substitute List

Only those persons on the active substitute list are eligible to substitute teach. The active substitute list is maintained by the Department of Human Resources. A candidate is not eligible for placement on the list until he or she has been recommended by a district administration, has been fingerprinted and has completed all employment forms.

To remain on the active substitute list, substitute teachers must notify the Department of Human Resources of their desire to substitute by completing and returning the letter of continuation mailed each spring.

Substitute teachers are responsible for notifying the Department of Human Resources of any change in name, phone number, address, teaching preference or request to be removed from active list. The mailing address is:

Herricks Public Schools
999B Herricks Road
New Hyde Park, New York 11040

Substitute teachers are responsible for carrying on the instructional program in the absence of the teachers. We are confident you will provide a safe and positive learning environment for all of our students.

GENERAL EXPECTATIONS

- Always be prompt both in reporting for work
- Personal dress and grooming should be in good taste at all times
- Be courtesy and cooperation
- Maintain open lines of communication
- Familiarize yourself with the school's safety procedures
- Follow provided lesson plans
- Maintain an engaging learning environment
- Maintain order and discipline
- Assume all duties of the regular teacher. These duties may include:
 - Lunch period supervision
 - Bus duty
 - Playground supervision
- Keep student records as appropriate
- Leave the room neat and tidy

PAYMENT FOR SUBSTITUTE TEACHERS

Substitutes will be paid in accordance with the rates set by the Board of Education.

Per Diem Salary for Substitute Teachers

Per diem substitute teachers*	\$114.00
Per diem substitute teaching assistants	\$80.00

*"Teacher" includes Guidance Counselor, Psychologists, Speech Pathologists, Social Workers, and other applicable professionals.

Each day you serve as a substitute teacher, you must check in with the head secretary in each school and sign a Substitute Payroll Voucher. This form supplies us with payroll information for you.

REPORTING PROBLEMS

If two substitute teachers are called for the same assignment, the substitute teacher with the job confirmation number from Frontline will be placed in the assignment.

TERMINATION OF A SUBSTITUTE TEACHER

During an assignment, if issues of concerns arise regarding the substitute teacher, the school administrator will notify the Human Resource Office. Serious concerns are inclusive but not limited to arriving late, no show for an assignment, not following teachers' lesson plan or other major concerns. A substitute may be restricted from the school site or the individual teacher's classroom.

A performance concern could result in termination from the district substitute teacher/teaching assistant list.

CHECKLIST FOR SUBSTITUTE TEACHERS

Report to the office first:

- a. Introduce yourself if you are in the school for the first time
- b. Check-in and receive initial information
 - i. Must show ID at security desk prior to going to the Main Office
- c. Ask if there are any schedule changes for today (e.g. In-service schedule)
- d. Verify check-out procedures
- e. Ask about school procedures
 - i. How to issue student passes
 - ii. Reporting students absent or tardy
 - iii. Sending students to the office
- f. Ask if there are any extra duties associated with the regular teacher's assignment – recess duty, lunch duty, bus duty, etc.
- g. Orient yourself to the building. Locate the restroom, lunchroom, copy machine, etc.
- h. Ask about students who may have health problems and what procedures to use if there is an emergency
- i. Ask the names of the teachers on each side of you and introduce yourself
- j. Make sure you receive information about how to log in to the District's technology network and who to contact if you have any questions on its use. Please note that all use of the District's network must be in compliance with our Acceptable Use Policy and Code of Conduct, which are available at <https://www.herricks.org/domain/92>.

Emergency procedures of the school:

- a. Familiarize yourself with the classroom emergency plans and your role in case of emergency. If you do not know or it's not provided in the lesson plans, please ask the principal or assistant principal.
- b. Ask the office if there is an expected drill scheduled for that day.

Before students arrive:

- a. Put your name on the board. Use a formal name including Mr., Mrs. or Ms.
- b. Review the lesson plans
 - i. Be prepared to teach
 - ii. Follow the lesson plans left by the regular teacher as closely as possible
 - iii. It is a great help to receive good lesson plans, however, ask other teachers if you need additional plans or assistance
- c. Review the seating chart
- d. Stand in the doorway and greet students as they enter the classroom
- e. Student attendance should be taken at the start of each day, or at the time assigned for homeroom, with absences reported to the appropriate office. In the secondary schools, attendance should also be taken at the start of each class. (Notes from parents regarding requests for changes in dismissal procedures for their child should be sent to the main office for approval).
- f. Money that is collected for milk, publications, trips etc should be put into an envelope and given to the appropriate person in the main office at the close of the day. Record the name of the child, the purpose, and the amount collected, for the classroom teacher.

Classroom schedule:

- a. What is today's class schedule?
- b. When do the students eat lunch?
- c. When do the elementary students have recess?

During the day:

- a. Get students involved and active
- b. Take attendance in each class
- c. Follow the lesson plans and assigned duties
- d. Do not allow more than one student to leave the room at a time. Have students sign out and in upon return with the times. This will provide the administration a record should they need it.
- e. Use normal voice. Be positive and give praise. Students want to be treated with respect and as individuals.
- f. Never use profanity
- g. Never insult a student or touch a student
- h. Never talk about another student with students
- i. Monitor the use of the computers when necessary
- j. Do not talk about your personal life
- k. Be a role model
- l. Remain professional at all times

At the end of each class period/day:

- a. Ensure classroom materials are collected and returned to their original location
- b. Summarize the day for the regular teacher including any problems and or concerns as well as your ability to complete the day's lesson plans as instructed
- c. Have students straighten and clean area around their desks
- d. Throughout the day make notes for the regular teacher. Be as detailed as possible.
- e. Make sure the room is in order. Lights out, computer logged off, projector turned off, etc.
- f. Check with the office before you leave.



CONFIDENTIAL INFORMATION

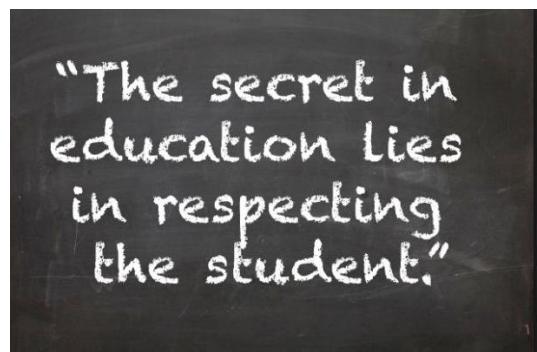
In the course of performing your duties, you may have access to information about school business, students, tests, other employees, and records that should be considered confidential. If you are uncertain, do not release information prior to consulting your principal or supervisor.

CLASSROOM MANAGEMENT

Effective classroom management is the key to success for a good substitute teacher. Maintaining control and keeping students engaged is the primary goal for all teachers. Good classroom activities will be successful when the class is controlled and working together.

Below are some guidelines for effective classroom management.

- Be prepared.
- Start the day with the students with a review of the classroom rules, routines, and procedures. Your expectations should be clear.
- Check for understanding.
- Monitor students frequently, both during teacher-directed instruction and independent work.
- Maintain positive task-oriented instruction, group and independent work.
- Keep student involvement high. Ask students to answer questions, respond in writing, formulate answers, discuss with a partner, and use of technology.
- Hold students accountable for their work.
- Offer frequent feedback to students on their academic performance and behavior.
- Focus on positive behavior.
- Circulate among the students. Provide assists and give reminders as needed.
- Never leave students unattended. No child may leave the school grounds during the day without written request of a parent or legal guardian, as well as the permission of the principal.



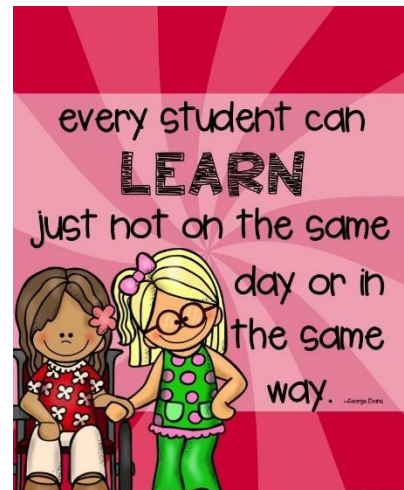
Please notify the principal, assistant principal, department head or lead teacher of any unusual behavior problems. The use of physical punishment is prohibited. If a child poses a danger to him/herself and intervention is required, notify the main office by use of the classroom phone.

SPECIAL EDUCATION

As a substitute teacher, you may be asked to work within a self-contained classroom, resource room, or an integrated co-teaching room in which students may be identified as having special needs. Below are guidelines to assist you in working with students with disabilities.

Be aware of student IEP (**Individualized Education Program**) documents; it will provide information about services offered to the student, such as accommodations and modifications. Consult with the building principal, assistant principal or special education supervisor for assistance.

- A child's IEP is confidential. Please maintain confidentiality at all times.
- Communicate with the classroom teaching assistant, health monitor or co-teacher in the classroom, if assigned.
- Be sensitive and patient.
- Focus on the student's abilities, not their disabilities.
- Check for student understanding after giving directions.
- Offer encouragement, support, and praise.
- Provide clues to assist the students in completing the task at hand.



IN CASE OF AN EMERGENCY

HANDLING ACCIDENTS/ILLNESS

- Call the Main Office or Nurse's Office for assistance and directions, prior to sending a student. If the situation is an emergency, contact the nurse's office or main office **IMMEDIATELY**.
- **DO NOT** move a severely injured or ill student or staff unless absolutely necessary for immediate safety.
- **DO NOT** administer medicine of any kind to students. (No aspirin, cough medicine, prescription or non-prescription drugs.)
- **DO NOT** touch a student if he/she is bleeding. Provide the student with tissue or paper towels, instructing them to hold it on the area.
- With any accident or illness, fill out a report for all incidents requiring above procedures as required by school policy.

LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

An AED is used in an emergency situation when it is believed a person may be in cardiac arrest. The location of the defibrillators differs in each school building, but generally, one AED is located in the nurse's office in each school. Knowing where the defibrillator is kept in each building is important information in case you are asked to retrieve the AED in case of an emergency.

CHILD ABUSE REPORTING

If you suspect child abuse, remember that you are mandated reporters. **DO NOT INVESTIGATE**. You do not have to establish the validity of the case. This is the sole responsibility of the authorities. Notify the principal, the nurse, the counselor, and/or the psychologist for assistance.

SAFETY/EVACUATION PROCEDURES

(Fire drill, lockdown, lockdown...etc.)

- If you are not provided with a copy of the school's emergency procedures when you arrive to substitute, request this information at the office.
- Familiarize yourself with your surroundings so that you know how to evacuate the class in the event of a fire drill or other emergency.
- Know where the nearest exits are located.
- Have a class roster to take with you as you evacuate building.
- More explicit procedures are explained on the following papers.

FIRE DRILL PROCEDURES

New York State Education Law requires each school to have twelve fire drills each school year-eight before December 1 and four in the spring.

The classroom teacher is responsible to lead and/or assist all their students during the evacuation of the building. During your initial home base and class sessions and at frequent and regular intervals, review the fire drill exit routes from your particular classroom with your students. Post the fire drill exits routes in your rooms where students may become familiar with them. Select the next best route in case your usual way is blocked for some reason. Be certain that your youngsters know the fire drill signal and the exit routes from your rooms. It is expected that students walk in pairs and remain silent as the teacher leads them from the building during the drill.

SIGNAL: CONTINUOUS RINGING OF FIRE ALARM BELL

Classroom Procedure:

1. Exit the classroom immediately.
2. Take your classroom “Go folder” (if applicable) located behind your classroom door or your class rosters.
3. Close your classroom door after all students have left.
4. Lead students from the building to prescribed exit route for your room- **NO TALKING!**
5. Assist those students who are non-ambulatory
6. Take your class to a considerable distance from the building.
7. Check class roster as soon as possible to make sure all students exited safely.
 - a. Hold up the green folder if children are all with you.
 - b. Hold up red side if children are missing.
8. An administrator will signal teachers to return to the building.

CAUTION: NO TALKING OR RUNNING PERMITTED DURING EXIT OF DRILL.

Emergency drills may differ among buildings. Ask and review all emergency procedures upon entering a building.

During fire drills, the following conditions will apply:

1. There will be no use of the elevator.
2. All employees must evacuate the building. Only the head custodian or his alternate may remain in the building.
3. Teachers must notify an administrator of students for whom there is no accounting.
4. Students who are not in attendance in their classroom during the drill should be notified by the classroom teachers to report to an administrator once outside the building. They, in turn, will notify the classroom teacher.
5. Teachers who are not assigned to a teaching period during a fire drill should assist in evacuating the building. After exiting, they should report to an administrator for further instructions.
6. The nurse will be located in the front of the building in case of an emergency.
7. The regular bell system will be turned off. The bell system will be reset after students and teachers return to the building.

SHELTER IN PLACE – QUICK GUIDE

For a Generic/Non-specific Threat*

- **Announce** “Shelter in Place.” Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary.
- Students in hallways should return to their assigned classroom, if possible.
- Classroom teachers take attendance.
- All other staff assist students, as need.
- Listen for updates

LOCKOUT – QUICK GUIDE

Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.

If a school is in lockout because they were notified by police of a local situation, there is no need to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.

If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.

- **Lock** all exterior doors and windows.
- **All** outside activities are terminated.
- **Entry** to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise **continue** as normal.
- **Lockout** is lifted when the external threat is resolved. **Notification** of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the lockout, **contact police** to advise them of such.

LOCKDOWN – QUICK GUIDE

Lockdown will be announced by intercom, public address system, or otherwise. **Do not use codes.** **Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.**

Immediately gather students from hallways and bring them into your classroom or office. This includes common areas and restrooms immediately adjacent to your room.

Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door/window. Stay out of sight.

- **Do Not** cover windows.
- **Leave** the window blinds and lights as they are.
- **Document and Attend** to any injuries as well as possible.
- **No One** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do Not Answer or Communicate** through the locked door.
- **Do Not Allow** anyone into your ‘secured’ area.
- **Do Not Answer** a classroom phone.
- **Do Not Respond to a Fire Alarm** unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.
- **Do Not Talk** within your secured area, except only as absolutely necessary.
- **Do Not Respond** to the intercom, public address system, or other announcements.
- **Take Attendance** – include additions. Missing students’ last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Lockdown** will end **ONLY** when you are physically released from your room by emergency responders or other authority.*

**Responding law enforcement should have master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.*

New York State Certification

Maintaining Your Certification

Registration

Effective July 1, 2016, all holders of teaching certificates, teaching assistance certificates, and educational leadership certificates which are valid for life (Permanent, Professional and Teaching Assistant Level III) will be required to register with the Department every five years.

Change of Name/Address

A Certificate holder must update their address or submit a name change within **30 days** of such change. To begin log into your NYS TEACH account.

Click "Update/Add Education, Employment, and Personal Information" click "Edit Personal Info". Click the "Request Name Change" button.

You must submit a copy of your driver's license, documentation that supports your request (i.e. a copy of your marriage license or divorce decree etc.) and an explanation of the request.

E-mail documents to: tcert@nysed.gov

Fax documents to: (518) 473-0271

Mail the documents to:

Office of Teaching Initiatives
89 Washington Ave, EB RM 5N,
Albany, NY 12234

Checking Your Application Status

Go to NYS TEACH and type in your Username and Password

Select on TEACH Online Services

Select Account Information link and click the topic for Correspondence

Select the "Go" button to view a list of all documents the state has received

NOTE: If you sent records more than three years ago, you will need to resubmit the paperwork.

For more information regarding the Certification Process

<http://www.highered.nysed.gov/tcert/certificate/certprocess.html>

For information regarding Certification Requirements

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Initial Certification to Professional Certification

Determine the correct pathway for your application

Pathway: Approved Teacher Preparation Program – Certificate Progression (if your New York State college is entering a recommendation on your TEACH account for the Professional certificate)

Pathway: NYS Professional License Certificate Progression (Speech and Language Disabilities applicants only)

Pathway: Certificate Progression (all others)

Apply for the Certification in TEACH

Submit the documentation to NYSED

1. Master's degree

Either by a college recommendation being entered on your TEACH account, or submission of a sealed, official transcript containing a Master's degree conferral date.

2. Verification of Experience form

This form must be submitted by each of your previous employers: [Experience Verification Form](#)

1. *Must have completed 3 years or 540 days of teaching experience (per diem substitute, leave replacement, probationary teacher) teaching assistant experience does not count towards your 3 years.*

3. Mentored Experience

If completed while employed by a New York State public school district. If you have not met the mentoring requirement, you may complete and submit a waiver. All other information can be found here: [Mentoring FAQ](#)

4. Workshops

Information regarding workshops can be found at: [Workshops](#)

5. Citizenship status

Answer the Resident Status question in the Personal Information section of your TEACH account.

Information taken from NYSED TEACH. Advancing from the Initial Certificate to the Professional Certificate <http://www.highered.nysed.gov/tcert/certificate/advanceinitprof.html>

Herricks School Board Policies

[0100 Equal Opportunity](#)

[0110 Sexual Harassment](#)

[0110 E1 Sexual Harassment Formal Complaint Form](#)

[0110 E2 Sexual Harassment Formal Appeal Form](#)

[0115 Dignity for All Students Act](#)

[2160 Board Member, School District Officers and Employee Code of Ethics](#)

[2160 E1 Code of Ethics for School Board Members](#)

[2160 E2 Board Members/Administrator Disclosure Statement](#)

[4526 Computer, Network, and Internet Acceptable Use](#)

[4526.1 Internet Safety](#)

[4526.1-R Internet Safety Regulation](#)

[4531 Field Trips and Excursions](#)

See Central Office for Field Trip Forms

[4710 Grading Systems](#)

[5300 Code of Character, Conduct and Support](#)

[5464 Child Abuse in Educational Settings](#)

[Suspected Child Abuse/Maltreatment Initial Report Form](#) (Updated on NYSED)

[Child Abuse Procedures](#)

[8630 Computer Resources and Data Management](#)

[9520 Family and Medical Leave](#)

[9645 Disclosure of Wrongful Conduct](#)

[9715 Meals and Refreshments](#)

