

Parsippany-Troy Hills Township Schools

SUBSTITUTE TEACHER MANUAL

292 Parsippany Road
Parsippany, NJ 07054

September 2011

BOARD OF EDUCATION

Dr. Frank Calabria – President
Mrs. Susy Golderer – Vice-President
Mr. Frank Neglia – Vice-President

Mr. Anthony Mancuso
Mr. Gary Martin
Mrs. Debbie Orme
Mrs. Fran Orthwein
Mr. Sharif Shamsudin
Mr. Michael Strumolo

ADMINISTRATION

Dr. LeRoy Seitz, Superintendent
Mr. Mark Resnick, Interim Business Administrator/Board Secretary
Mrs. Ruth Anne Estler, Interim Director of Curriculum and Instruction
Mr. Matthew McGrath, Director of Personnel
Mrs. Suzanne Olimpio, Director of Special Services

Mr. Juan Cruz, Coordinating Supervisor of Social Studies, World Languages
Mrs. Pamela Freund, Coordinating Supervisor of Mathematics, Art, GRO
Mrs. Linda Guerrini, Coordinating Supervisor of Health and Physical Education and Science
Mr. Barry Haines, Coordinating Supervisor of Educational Technology
Mrs. Jane Rauen, Coordinating Supervisor of Media Services, Music, Business, ESL
Ms. Barbara Sidote, Coordinating Supervisor of Language Arts and Reading

Ms. Natalie Betz, Principal, Parsippany High School
Mrs. Renee Brandler, Principal, Troy Hills School
Mr. Mark Fasciana, Principal, Mt. Tabor School
Mrs. Angelina M. Finnegan, Principal, Rockaway Meadow School
Dr. Norman Francis, Principal, Central Middle School
Dr. Nancy Gigante, Principal, Parsippany Hills High School
Mr. Mark Gray, Principal, Eastlake School
Mrs. Eileen Hoehne, Principal, Brooklawn Middle School
Ms. Michele Hoffman, Principal, Littleton School
Mr. Jeffrey P. Martens, Principal, Northvail School
Mr. Denis Mulroony, Principal, Lake Parsippany School
Mr. Thomas Nolan, Principal, Lake Hiawatha School
Ms. Susan Raymond, Principal, Knollwood School
Mr. Christopher Waack, Principal, Intervale School

ACKNOWLEDGEMENT

This Substitute Teacher Manual was developed over the course of several months through the collaborative efforts of Tom Nolan, Principal of Lake Hiawatha Elementary School, Bill Cleary, Assistant Principal of Brooklawn Middle School, and Lynn Burek, Assistant Principal of Parsippany High School.

Table of Contents

I. General Information:	Page(s)
District Mission Statement.....	1
Substitute Paycheck Distribution.....	2
Substitute Responsibilities.....	3
Professional Dress.....	4
Professional Demeanor.....	3-4
Punctuality.....	5
Assigned Time.....	5
Lesson Plans.....	5
Confidentiality.....	5-6
First Aid.....	6
Handling Accidents.....	6
Emergencies.....	7
Faculty Manuals and Student Handbooks.....	7
Cell Phones.....	7
Harassment, Intimidation, Bullying Information.....	7-8
Cyber Bullying Information.....	8
II. Tips for Success	
Teaching.....	8-11
Discipline/Corporal Punishment.....	12
III. Addendums	
<i>A</i> - Swiping In.....	13-16
<i>B</i> - Schools' Information.....	17
<i>C</i> - Schools' Locations Map.....	18
<i>D</i> - Substitute's Daily Summary Sheet.....	19
Please complete the last two pages; keep one for your records and return the other to the Personnel Office to document that this book was read/reviewed.....	19-20

MISSION STATEMENT OF THE PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

The mission of Parsippany-Troy Hills School District is to provide effective instruction in all program areas, to develop the learning potential of all students in the district, to build skills for a lifetime of learning, and to develop a feeling of self-worth and confidence that will allow students to become productive members of society.

To accomplish this mission, Parsippany-Troy Hills School District is committed to a system which recognizes principals, supervisors, and directors as instructional leaders and empowers members of the teaching staff to become partners in the development of curriculum and refinement of instructional strategies. The Board of Education also seeks the involvement of parents and members of the community as participants in the partnership to promote quality education. The result of this collaboration is to produce effective learners who can cope with the demands of an ever-changing society.

Furthermore, we are dedicated to achieving a spirit of humaneness as students involve themselves in school activities as well as contributing to the well being of the community. To achieve these ends, the Board of Education also supports a continuous program of staff development for all employees as means of developing the most effective curriculum and instruction for all our students.

Date Adopted: 7/6/89

GENERAL INFORMATION

- **Badges Must be worn at all times when in the buildings;** photos for badges are taken on Wednesday and Friday between 1:00 – 3:00 at the board office, following your Board approval.
- There will be a bar code on the back of your I.D badge. All substitutes must swipe their badges through the time clock located in each main office upon arrival and at dismissal. The specific directions for this procedure are in this handbook on pages 15-18.
- If you need to be in touch with the substitute system for any reason, the phone number for the ten elementary schools and the preschool is (973) 334-3440 and the substitute caller's name is Nancy. The phone number for the secondary schools is (973) 334-5390 and the substitute caller's name is Susan. Please leave a message and you will receive a call back.
- Any questions can be answered by calling the Personnel Office at (973) 263-7200 Ext. 7218 between 8:30AM and 4:00PM.

PAYCHECK DISTRIBUTION

1. Substitutes working in the school district on a payday should report to the main office to receive their paycheck. Substitutes who are due checks and are not assigned to a school on payday will receive their paychecks via U.S. Mail.
2. It is the responsibility of the substitute teacher to keep accurate records of their working schedule. Attached to your paycheck will be a detailed listing of the schools you worked in and the periods worked.
3. In the event of a discrepancy in comparing your record with the records you received with your paycheck, please contact the head secretary of the school you worked in and report the discrepancy to her. She will then review the discrepancy and make the necessary phone calls.
4. **ADDRESS CHANGES MUST BE MADE ON THE CHANGE OF EMPLOYEE INFORMATION FORM, WHICH IS AVAILABLE IN ALL OF OUR SCHOOLS.**
5. **VERIFICATION OF EMPLOYMENT – ALL INQUIRIES MUST BE PUT IN WRITING TO THE PERSONNEL OFFICE.**
6. **THE BUILDING PRINCIPAL MUST SEND LONG TERM ASSIGNMENTS TO THE PERSONNEL OFFICE PRINCIPAL. SEE THE BUILDING SECRETARY TO MAKE SURE THAT THE FORM HAS BEEN SENT.**

Substitute Responsibilities

Attendance: Check the attendance, absence, or tardiness of all pupils carefully and record the information precisely.

Opening Exercises: Conduct morning exercises. State law requires the flag salute at this time. During recitation of the “Pledge of Allegiance,” the students and teacher should be standing.

A Good Beginning:

1. Be in the room or greeting them at the door when the students arrive. This is not only a legal responsibility, but a necessity in establishing good discipline and effective control.
2. Greet the students with a smile and a pleasant “Good Morning.” The substitute should tell the students his/her name. Insist on children being seated at all times where movement is not necessary. Children are to stand for the flag salute.
3. Make opening exercises brief. The main goal is to get down to the task at hand. The business of the day is teaching. Get the lessons started at once or as soon as possible.
4. Check attendance carefully. Call each name distinctly. Accept graciously any corrections in pronunciation. Have children raise their hands as names are called to help in associating names and faces. When attendance reports are due in the office, send them promptly.
5. Always speak to the students respectfully. Say “please” and “thank you” in your student interactions. Call students by name and do not raise your voice. Be professional.
6. Do not get into arguments with the children. The students will be quick to indicate if what is being done varies from the usual way. If such a situation arises, be pleasant but firm as to how it will be done today. However, adhere closely to the regular teacher’s routine. If a procedure is to be changed, tell the pupils ahead of time.
7. Have materials ready. Groups waiting for materials can be starting points for discipline problems.
8. Watch attention span. It is important to know when to change activities, when to speed up, and when to slow down.
9. Do not leave the group. Never leave the class unattended because you are responsible for the students. If assistance is needed, send a reliable student or an available adult to the office.
10. In spite of their best efforts, substitutes sometimes face a pupil who is uncooperative. If at all possible, avoid excluding them from the group and **never** lay a hand on them. As a last resort, contact the main office.
11. Take a clinical point of view. Seldom if ever, does a discipline problem involve personal dislike of the teacher. Do not take school problems home with you, and, likewise, leave personal problems at home. Do not inflict personal frustrations on children, tension will only be reflected in the behavior of the children in the room.
12. Give children responsibilities. Responsibilities suited to their age and understanding help create a sense of belonging. When children feel they do belong, problems are few.
13. Be positive. Praise what is good. Avoid gossiping.
14. Avoid making threats. Your control over the class can be lost through a threat that cannot be carried out.
15. Maintain a sense of humor. Every problem is not a tragedy. If a sense of humor is lacking, develop one.

16. Continually move around the room while students are working independently or in groups. This physical proximity to students is likely to proactively deter student misbehavior. Never sit at the desk while students are present in the room.

Professional Dress:

All staff are expected to dress in a manner which is professional and reflects pride in themselves, the school, and the community. While creating an environment conducive to learning it is important to recognize that you are a role model to the students and remain aware of the following:

- Business casual is acceptable.
- Appropriate dress is required for different activities. Attire that is acceptable for sports, physical education, leisure activities, or parties is not usually appropriate for the school environment. All school attire should be neat and clean.
- Beach shoes, flip flops, sneakers, or shower-type footwear are not appropriate for professional dress.

Professional Demeanor:

As a professional in education who is being assigned to protect the well being of students and to positively influence the learning of students, recognize the significant importance of this job and these roles. The below ideas may help you encompass a professional approach with the students.

- **The role of the substitute teacher is truly professional.** “Babysitter” education is wasteful and boring to the students. It is because the school assumes that a person is competent to manage a classroom that he/she is on the substitute list. A sincere desire to do a good job will go far toward establishing a truly rewarding profession. Be professional in attitude, dress, and language. Know the state laws and local school regulations especially regarding corporal punishment. When a situation is deteriorating, intervene proactively before control is lost.
- **Be Up-to-Date:** Often the substitute is a person returning to the classroom after an absence of several years. It will help if he/she is well informed on current trends and views. Reading several books each year and at least one educational journal will help to keep him/her current. Active participation in school and community meetings is helpful.
- **Be Professional in Your School Relationships:** Substitute Teaching involves many different situations and often more than one school. Resolve never to compare one school to another, one principal to another, one teacher to another, and one set of students with another.

- **Be Prepared to do the Job Fully:** The regular classroom teacher is expected to do many things beyond routine classroom lessons, assigned duties, extra help for students, conferences with parents, etc. If the substitute assignment is an extended, long term one, the substitute should be prepared to assume reasonable obligations within the limits of his/her ability.
- **Be Available:** Your name on the substitute list should mean that the district can, in general, expect a “yes” from you when you are called unless of course there is a significant emergency.

Punctuality:

As substitute teachers are held to the same expectations as the regular teachers it is essential that your arrival is on time as based on the building schedule for where you are assigned as listed in the attached in Addendum C; these are the student arrival times. You must arrive 30 minutes prior to these student arrival times. Punctuality to your assignment begins the day on a successful and organized note and provides you the time to sign in, find the appropriate classroom and organize the necessary materials for the start of your day with the students.

Assigned Time:

Your time in the building is until the end of the day. Even if your schedule includes a prep period at the end of the day your responsibility as the assigned substitute teacher is until the end of the day; therefore, do not leave the building during the last period.

Lesson Plans:

As the regular teacher is well aware of where their classes stand in relationship to their ongoing planning and organization to reach the curriculum mandates, it is imperative that you follow the plans as written for your guidance; therefore, please do not try to reinvent the teaching objectives or activities as left by the regular teacher.

Confidentiality:

Substitutes have a particular responsibility for exercising the highest standards of professional ethics. During the course of your work as a substitute teacher, you will have professional access to information about students that is both legally and ethically protected and confidential. Just as doctors protect the privacy and confidentiality of their patients’ information, so must all educators protect the privacy and confidentiality of their students’ information. Under no circumstances should that information ever be disclosed to anyone except school officials who have a legitimate professional need to access it. Confidential matters concerning students should not become an item of discussion either on school grounds or especially beyond school grounds.

If it is believed that any such information would be beneficial for the safety and health of a student, it is imperative that this information is shared with the appropriate individual (for example, health related issues with the school nurse).

As a substitute teacher, you will be working closely with other teachers and administrators. There may be times when you do not fully understand the methods or procedures being implemented because of ongoing history or information which you are unaware of regarding the situation; if you are concerned, ask about this situation with the appropriate professionals in a formal manner and setting.

Please note that in your role as you are traveling from school to school you will observe many situations and modes of operation. Rather than criticize these differences we hope you keep in mind that it is appropriate and expected that these professionally certified educators approach their teaching in personal, dynamic and unique ways that best fit for themselves and their students. This understanding, not criticism, will go far in making your teaching assignments professional growth opportunities. Learning and borrowing ideas as you travel from classroom to classroom will enhance your teaching experience and enrich the lives of the children in your care.

First Aid:

In case of any serious medical emergency, send for the nurse. For minor cuts and abrasions, the student can be sent directly to the nurse's office. Decisions to send ill or injured students home or for further medical attention beyond the school are at the discretion of the school nurse.

Handling Accidents and Illness

1. Classroom accidents:
 - a. Look calm and keep calm
 - b. Reassure the student and keep him quiet
 - c. Keep other students away
 - d. In the event of an accident:
 - i. Keep the area clean, move chairs and desks away from the student
 - ii. The student should not be moved until the nurse arrives.
2. If a child is ill, send him to the nurse or the principal's office.
3. Students are not to have any medication in their possession, including aspirin. All medication must be kept in the nurse's office and administered under the nurse's supervision.

Emergencies:

Each school and classroom is equipped with a set of established procedures that should be followed in the event of an emergency. Please familiarize yourself with these procedures so that you are able to respond appropriately to emergency situations.

Some emergency situations call for the evacuation of the building. In the event of an evacuation, leave the building immediately and stay with your students. Once you have safely moved the class or group outside, take attendance and report any missing students to a school official immediately. Remain with your students at a safe distance from the building and wait for further instructions.

Evacuation routes are posted by each classroom door. Please familiarize yourself with both the primary and secondary routes as posted and walk these routes before the students arrive in order to be able to facilitate a safe and orderly evacuation if the need arises.

Faculty Manuals and Student Handbooks:

Due to there being significant differences in the procedures and processes of each school, because of the physical lay outs of buildings and the developmental needs of the students at each level of education, it is important to note that building specific Faculty Manuals and Student Handbooks are available for your review in the main office of each building. You are encouraged to read these documents in order to best familiarize yourself of building specific information.

Cell Phones:

Cell phones are not to be used when a substitute is assigned to be with students. Cell phones can only be used before and after school (when students are not present), or during your assigned lunch period. All emergency calls must go through the main office.

Harassment, Intimidation, and Bullying Information:

As a safe and civil environment in school is necessary for pupils to learn and achieve high academic standards, harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. "Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and

3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.
5. Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

Therefore, if you become aware of any incident that appears to be harassment, intimidation, or bullying, it is essential that you share this information with an administrator as soon as possible.

Cyber Bullying:

If you become aware of any information regarding the use of technology, such as text messages, cell phone calls, instant messaging, or internet postings to intimidate, harass, or bully an individual please share this information with an administrator as soon as possible.

TIPS FOR SUCCESS

The next few sections will discuss your approach to the students and daily classroom life in our schools. Even if you are a seasoned teacher, these guidelines are all very important and useful. Remain within the directives in this book and you should have a fulfilling, productive day.

IN THE CLASSROOM – YOUR ATTITUDE:

Your attitude is contagious. The students will respond to your general attitude. If your approach is cheerful, upbeat, and confident, the students will also feel good about the day. If you go into the classroom with a negative or foreboding attitude, the students will be much less likely to behave. Do not take emotional baggage into the classroom. The children **deserve** a teacher who is happy to be there.

Begin each class enthusiastically and promptly.

- Use a pleasant but firm approach to establish rapport with the students.
- Remember that a smile and a good sense of humor are always very important.
- Have a neat and confident appearance. It will encourage respect.
- Be able to laugh at yourself and your mistakes.
- Maintain a positive attitude and cheerfully follow through on what you promise.

Be patient.

- Remain objective
- Be understanding of the students' feelings.
- Try to remember how you felt when you were in school.
- Emphasize the positive. Do not dwell on punitive actions.
- Be willing to admit your own mistakes.

Show genuine concern for the students.

- Be actively involved with the students.
- Praise, accept, and show trust.
- Treat each student as an individual; each one is special and important.
- Treat each student with respect.
- Never use sarcasm.
- Never make a student the subject of any ridicule.

Do not judge or prohibit an expression of emotion.

- Avoid being critical of the students or other staff members.
- Avoid appearing disorganized.
- Avoid showing anger in front of the class.
- Do not raise your voice.

Listen to others – Staff AND Students. (This is one of the most important skills.)

- Listen to the students. Make sure they know you truly care about what they have to say.
- Listen to the staff; they can be your most valuable guides.

IN THE CLASSROOM – YOUR SPEECH:

When you are speaking to the students, the way you say things is as important as what you say. Students need to know you care about them enough to look at them when you speak and wait for an answer if you ask them a question. They will respond well if you speak to them like individuals and not “the class.” Whether you are speaking directly to one student or teaching a lesson to the class, remember the following guidelines.

Make eye contact. - You will be more likely to establish and keep a student's attention.

When you speak, sound like you are happy to be in class. Your voice should be:

- cheerful and clear
- specific and firm
- audible and intelligible
- enthusiastic and animated

Do not try to talk over the din of voices. - If you shout, the students will shout over your voice. If you speak in a clear indoor tone, the students will strain to listen, especially if you are cheerful and they think you have something interesting to tell them.

- Speak courteously.
- Face the students; do not speak to the chalkboard.
- Make sure your voice doesn't sound monotone, shrill, high pitch, mumbling or overbearing.
- Avoid using a sarcastic or ridiculing tone.
- Avoid belittling students or making meaningless threats.

Remember the age you are dealing with. - Don't talk down to older students or use expressions and words too difficult for the younger ones to understand.

IN THE CLASSROOM – HELPFUL STUDENTS:

Students love to “help out.” Some of them can be very useful. Like everyone, the students in your class need to feel valuable. Any time you can give a student a task, you could be saving yourself time and at the same time helping the student feel important. When you give a student an errand, make sure it is age appropriate.

Ways for the students to be of assistance:

- Help tell you the names of students in the class.
- Make a seating chart, if none is available.
- Clarify plans left by regular teacher. Inform where the class left off on a lesson.
- Run messages to the office or other classrooms. Run errands – pick up or drop off small items.
- Leaders for group discussions.

How to identify students to use:

- Occasionally the regular teacher will leave a note and include information on helpful students.
- Check with an Instructional Aide.
- Check with buddy teacher, teacher next door, department head, etc.

TEACHING THE LESSON:

Although you have not independently created the lesson, and it is paramount that you complete the teacher's plans as written, it is important to note the following tips for successfully implementing the lesson left for you:

1. **Be Prepared:** The outcome of the lesson, as well as the class control depends largely upon the teacher's preparedness; therefore, review the plan for each class before the students arrive.
2. **Be Ready to Start:** Have materials ready before class. Be sure that the class is listening. Do not start until all students are paying attention.
3. **Motivate:** Present the activity to be completed and indicate that you will circulate while the students are working in order to provide assistance as needed. Be positive and respectful as you circulate and provide this support. Thank them in advance for their respectful behavior and the completion of the assigned task.
4. **Make your Presentation Clear:** What the students gain from the lesson will depend on how well you present it:
 - a. Keep the language on the student's level of understanding.
 - b. Present one point at a time.
 - c. Go from the known to the unknown; the easy to the difficult.
 - d. Stop often and review.
 - e. Do not hesitate to repeat.
 - f. Give students opportunities to ask questions.
 - g. Use your voice to emphasize, maintain interest, change and control tempo.
5. **Ask Good Questions:** Good teaching is a process of drawing out from within the students rather than stuffing them with knowledge. To do this depends much on perfecting the art of questioning. A good question is one that:
 - a. Ask something you really want to know.
 - b. May often require a series of intermediate answers.
 - c. Directs and stimulates thought, helps with analysis of complex problems.
 - d. Causes students to formulate new or unexpressed ideas.
 - e. Does not call for mere repetition of book material.
6. **Provide for Active Participation:** In a really good lesson students actively participate. Directions must be clear and proper supervision and help must be provided.
7. **Leave time for Summary:** All facts and concepts need to be brought together before the close of the lesson. Vary ways of summarizing. It can be teacher, student, or activity directed.
8. **Give Clear Assignments:** Assignments should be clear, concise, purposeful, and take into account individual differences. Follow homework assignments as given in the lesson plans.

The Substitute Concern for Discipline

It is an accepted fact that students like to “test” a substitute. A good substitute meets the challenge capably, and quickly establishes the fact that they are in charge of the class. If a student continues to be disrespectful or out of order, contact the office. Do not resort to mass punishment of students. If the class is extremely difficult, call for assistance before control is lost.

Remember:

1. Establishing favorable rapport with the students is one very important step towards good discipline. Be pleasant but firm. A positive demonstration of teaching ability will quickly earn the respect of the class.
2. Take attendance carefully in every class. Some students may be tempted to cut classes thinking that a substitute does not know basic school procedures and is unfamiliar with names and faces.
3. Be conscious of the physical climate every period of the day. Proper lighting, heat and ventilation, plus a tidy classroom are invaluable aids for good learning and good discipline.
4. Circulate. Do not stand in one place or sit at one desk. Move around the room during instructional time, both when actively teaching and when students are working independently or in small groups.

Corporal Punishment is Absolutely Forbidden

Although class control can be a significant challenge for a substitute, under no circumstance should a teacher ever strike or physically abuse a student. A few simple suggestions will help in establishing good class routines, providing efficient learning situations, and providing for mutual respect of teacher and pupils.

1. **Be Patient:** At times a class will resent and test a substitute. Substitutes represent a change which produces insecurity. Patience, understanding, and respect will banish distrust.
2. **Expect Good Behavior:** Students tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules.
3. **Be Fair and Consistent:** Success in class control will depend to a great extent on the degree of fairness and consistent treatment exhibited. Students must know what to expect and what is expected. Uncertainty makes for misbehavior.
4. **Recognize the Importance of Every Student:** They are human beings, treat each one impartially. Respect each one’s individual differences. Usually students are not slow “on purpose.” They need help, understanding, and encouragement, not lectures. Frustration is a prime cause of poor discipline. Make all personal corrections in private. Avoid ridicule and sarcasm. Give individual or group praise when actions warrant it.

Kronos Time Clock Swiping for Substitutes

The Kronos time clocks are located in/near each building’s main office.



You will need to swipe in/out at a Kronos time clock on each day that you have received a substitute assignment. The information below details how to swipe in/out.

Blue Assignment Buttons

Each Kronos time clock has blue job assignment buttons; each blue button is assigned a particular job. The Kronos clocks contain the following substitute job buttons, based upon building type:

High and Middle Schools:	
Sub Teacher	Sub Secretary
Sub Media Specialist	Sub Media Secretary
Sub Reading Specialist	Sub Guidance Secretary

Elementary Schools:	
Sub Kindergarten Aide	Sub Reading Specialist
Sub One-to-One Aide	Sub Secretary
Sub Noon Time Aide	Sub Media Secretary
Sub Computer Tech	Sub Preschool Teacher (Lake Hiawatha School only)
Sub Teacher	Sub Preschool Aide (Lake Hiawatha School only)
Sub Media Specialist	

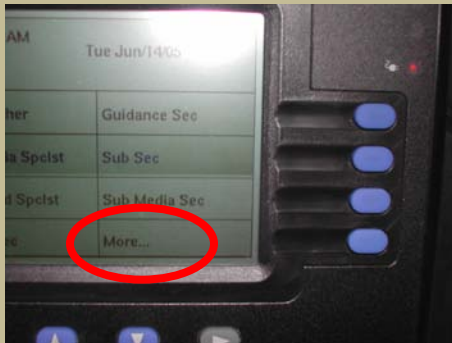
Board of Education Office:	
Upstairs clock:	Downstairs clock:
Sub Secretary	Sub Driver
	Sub Bus Aide
	Sub Transportation Secretary

Buildings and Grounds Department:	
Sub Secretary	

JRW Administration Building - 577 Vail Road:	
Sub PACE Secretary	
Sub Supervisors’ Secretary	

Beginning of the Day

In order to swipe in at the beginning of the workday, press the button that corresponds to the job you have been assigned on that particular day. (If you don't see your job listed on the first screen, please press the "More..." button to view the next screen of job titles.)



After pressing the appropriate job button, you will be prompted to swipe your employee identification badge.



Swipe your employee badge through the time clock as follows:

1. Hold your badge with your picture facing you (the bar code will be on the back left side of the badge).
2. Insert your badge into the time clock's badge reader area, having the left edge of the badge resting along the right side of the raised line in the badge reader area.



3. Move your badge downward along this raised line until it reaches the bottom of the time clock.

The time clock will make a beeping sound, a green light will flash, and information, which includes your name and "Accepted," will appear in the middle of the screen. (If a red light flashes and the word "Rejected" appears in the middle of the screen, please wait a moment and then swipe your badge again.)

End of the Day

At the end of your workday, you will return to the Kronos time clock to swipe out for the day. You should not press a blue button when you leave for the day. You only need to swipe your employee identification badge through the Kronos clock in order to complete the record of your hours for that day.

Special Circumstances

If you will be changing jobs during the workday, you will need to return to the Kronos time clock at the time you are changing jobs. You will press the blue button associated with the new job you will be starting, and swipe your badge through the time clock. At the end of the workday, you will just swipe out (without pressing a button).

If you will be changing locations during the workday, you do not need to swipe out at the first location. You will arrive at the second location, press the appropriate blue button, and swipe your employee badge. At the end of the workday, you will just swipe out (without pressing a button).

SUBSTITUTE VERIFICATION SHEETS

- All Substitutes including long-term and month-to-month, must log in on a Substitute Verification Sheet
- Substitute should print name – sometimes it is barely legible and sign
- Substitute should put number of hours worked – not full or half
- Substitute should enter position not who they are subbing for (i.e. kindergarten teacher or kindergarten aide).
- Form must be signed by the principal
- When a substitute works in multiple locations in one day, they must fill out the substitute verification sheet in both locations. For example, they work ½ day at one school and ½ day at another school, they need to fill it out in both schools and put 3 ½ hours. They cannot fill it out at one location and put full day
- If a regular noon time aide substitutes in another position such as secretary or kindergarten aide, she must still fill out a substitute verification sheet for the substitute time and swipe in and out
- If multiple positions are worked in one day, both must appear on the sheet

SUBSTITUTE SWIPES

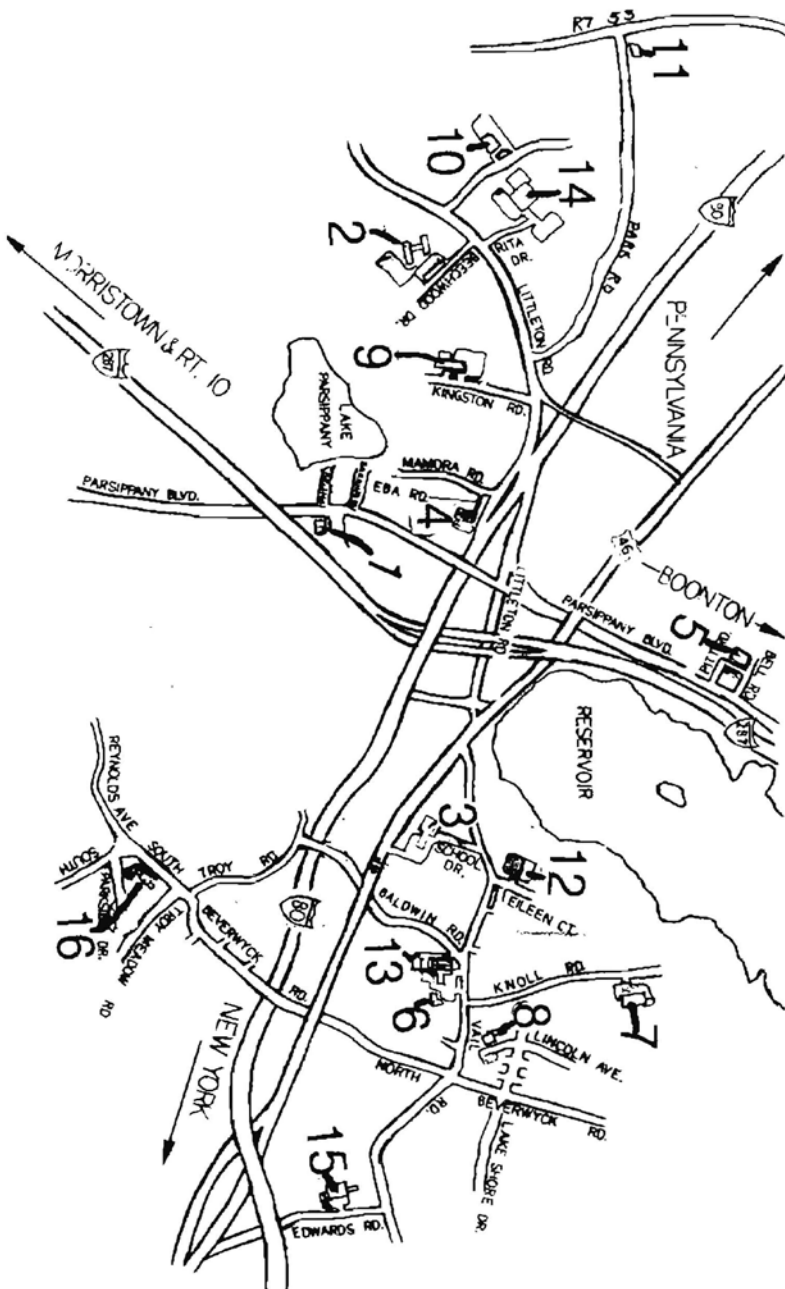
- All substitutes must swipe in and out, including long-term and month-to-month
- They should press the correct button when they swipe in – sometime they press noontime aide instead of substitute noontime aide
- They should NOT press a button when they swipe out
- When working multiple locations, substitutes must swipe IN at the first location, do not swipe out at first location, swipe IN at the second location and OUT at the second location – IN - IN - OUT (remember to press a button when swiping IN at each location)
- When working two different positions in one day (example: substitute noontime for 1.5 hours, secretary for 2 hours), swipe in and out for each position, pressing the correct button for each position.
- If a substitute forgets their badge and does not swipe in, it needs to be noted on the Substitute Verification Sheet so that it can be properly recorded in Kronos by the Data Center.
- If they are long-term or month-to-month subs and they forget to swipe in, the school should enter their time. Remember to make sure you check the job code. (F11) It should be 7100 for long term and 7200 for month-to-month. The substitutes are in Kronos as a regular sub 7000 because month-to-month and long-term are temporary assignments and their default is regular sub. If this is not changed, they will be paid incorrectly and an adjustment will need to be made.

PARSIPPANY TROY HILLS TOWNSHIP SCHOOLS
School Information
(ALL ADDRESSES PARSIPPANY, NJ 07054 UNLESS NOTED)

ParsIPPany High School 309 Baldwin Road Ms. Natalie Betz, Principal	263-7001	7:40 - 2:16 Half Day 11:40 email – nbetz@pthsd.k12.nj.us
ParsIPPany Hills High School 20 Rita Drive, Morris Plains, NJ 07950 Dr. Nancy Gigante, Principal	682-2815	7:40 - 2:16 Half Day 11:40 email - ngigante@pthsd.k12.nj.us
Brooklawn Middle School 180 Beachwood Road Mrs. Eileen Hoehne, Principal	428-7551	7:59 - 2:36 Half Day 12:00 email - ehoehne@pthsd.k12.nj.us
Central Middle School 1620 Route 46 West Dr. Norman Francis, Principal	263-7125	7:59 - 2:36 Half Day 12:00 email – nfrancis@pthsd.k12.nj.us
Eastlake School 40 Eba Road Mr. Mark Gray, Principal	428-7583	K-5 8:45 - 3:15 Half Day 12:45 email – mgray@pthsd.k12.nj.us
Intervale School 60 Pitt Road, Boonton, N.J. 07005 Mr. Christopher Waack, Principal	263-7075	K-5 8:50 - 3:20 Half Day 12:50 email – cwaack@pthsd.k12.nj.us
Knollwood School 445 Knoll Road Lake Hiawatha, N.J. 07034 Ms. Susan Raymond, Principal	263-7060	K-5 8:45 - 3:15 Half Day 12:45 email - sraymond@pthsd.k12.nj.us
Lake Hiawatha School 1 Lincoln Avenue Lake Hiawatha, NJ 07034 Mr. Thomas Nolan, Principal	263-4342	K-5 8:55 - 3:25 Half Day 12:55 email - tnolan@pthsd.k12.nj.us Preschool Disabled Extended Day - 9:00 - 3:00 (<i>Wed. 9:00-1:00</i>)
Lake ParsIPPany School 225 Kingston Road Mr. Denis Mulroony, Principal	428-7572	K-5 8:45 - 3:15 Half Day 12:45 email - dmulroony@pthsd.k12.nj.us
Littleton School 250 Brooklawn Drive, Morris Plains, N.J. 07950 Ms. Michele Hoffman, Principal	682-2847	K-5 8:50 - 3:20 Half Day 12:50 email - mhoffman@pthsd.k12.nj.us
Mt. Tabor School 900 Park Road & Route 53 Mt. Tabor, NJ 07878 Mr. Mark Fasciana, Principal	889-3361	K-5 8:55 - 3:25 Half Day 12:55 email - mfasciana@pthsd.k12.nj.us
Northvail School 10 Eileen Court Mr. Jeffrey P. Martens, Principal	263-7070	K-5 8:45 - 3:15 Half Day 12:45 email - jmartens@pthsd.k12.nj.us
Rockaway Meadow School 160 Edwards Road Mrs. Angelina M. Finnegan, Principal	263-7308	K-5 8:55 - 3:25 Half Day 12:55 email - amartino@pthsd.k12.nj.us
Troy Hills School 509 S. Beverwyck Road Mrs. Renee Brandler, Principal	428-7588	K-5 8:55 - 3:25 Half Day 12:55 email -rbrandler@pthsd.k12.nj.us
Community Education JRWAB, 577 Vail Rd Ms. Joanne Caponegro 263-7180 x 3015	263-7180 x 3021 or	M-Th 8:30AM -10:00 PM F - 8:30AM - 3:00 PM email-jcaponegro@pthsd.k12.nj.us

School Locations Map

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS



1. Board of Education Building
2. Brooklawn Middle School
3. Central Middle School
4. Eastlake Elementary School
5. Intervale Elementary School
6. Joseph R. Windish Administration Building
(Transportation/Supervisors/PACE)
7. Knollwood Elementary School
8. Lake Hiawatha Elementary School
9. Lake Parsippany Elementary School
10. Littleton Elementary School
11. Mt. Tabor Elementary School
12. Northvall Elementary School
13. Parsippany High School
14. Parsippany Hills High School
15. Rockaway Meadow Elementary School
16. Troy Hills Elementary School

**PARSIPPANY TROY-HILLS SCHOOL DISTRICT
DAILY SUBSTITUTE SUMMARY**

Teacher's Name (Please Print) _____

Substitute's Name (Please Print) _____

Please fill out at the end of the day. Attach a separate sheet of paper, if necessary.

1. Were there lesson plans? Yes _____ No _____

2. Did you follow the lesson plans? Yes _____ No _____

If no, why not?

3. Student behavior:

4. List of absent students: _____, _____
_____, _____,
_____, _____,

5. The work completed by the students may be found:

Optional information to the teacher:

6. The thing I like best in the classroom was:

7. My job would have been easier if:

8. Comments:

Substitute's Signature

Date

Parsippany-Troy Hills School District

Our Richest Resources: Our Children, Our Staff and Our Community

Substitute Handbook Acknowledgement

Thank you for taking the time to read this important document. We look forward to you providing our children with many exciting educational opportunities offered in a safe and supportive learning environment. We at Parsippany-Troy Hills School District greatly appreciate your effort in professionally fulfilling the duties and roles of a substitute teacher. Please take note that this handbook is for informational purposes and cannot completely encompass all of the duties and responsibilities that you will be fulfilling. It is understood and expected that as you come upon information that is not clear that you will ask questions of the vast number of professionals that you are surrounded by in this role.

Your signature below indicates that you have read, understand, and agree to follow the guidelines presented in the Substitute Teacher Handbook. **Please sign and date both copies of this sheet to acknowledge your receipt, reading and understanding of this manual. Keep one of these signed copies for your records and return the other signed sheet to the:**

**Personnel Office
292 Parsippany Road
Parsippany, NJ 07054**

Name in Print

Date

Signature