



## A GUIDE FOR SUBSTITUTE TEACHERS

**HINGHAM PUBLIC SCHOOLS  
220 CENTRAL STREET  
HINGHAM, MA 02043**

## **HINGHAM SCHOOL COMMITTEE**

**Nes Correnti**, Chair

**Michelle Ayer**, Vice Chair

**Jen Benham**, Secretary

**Kerry Ni**

**Tim Dempsey**

**Alyson Anderson**

**Matt Cosman**

## **CENTRAL OFFICE ADMINISTRATION**

220 Central Street, Hingham MA

PHONE: 781-741-1500

FAX: 781-749-7457

**Dr. Margaret Adams**

Superintendent of Schools

email: [madams@hinghamschools.org](mailto:madams@hinghamschools.org)

**Kathryn Roberts**

Assistant Superintendent of Schools

email: [kroberts@hinghamschools.org](mailto:kroberts@hinghamschools.org)

**Aisha Oppong**

Director of Business and Support Services

email: [aoppong@hinghamschools.org](mailto:aoppong@hinghamschools.org)

**Dr. Barbara Cataldo**

Interim Executive Director of Student Services

email: [bcataldo@hinghamschools.org](mailto:bcataldo@hinghamschools.org)

## BUILDING PRINCIPALS AND ASSISTANT PRINCIPALS

| School                           | Address/Phone                           | Administration                           | Emails   |
|----------------------------------|---|--|--|
| East Elementary School           | 2 Collins Street<br>Phone: 781-741-1570 | Jonathan Hawes<br>Principal              | <a href="mailto:jhawes@hinghamschools.org">jhawes@hinghamschools.org</a>           |
|                                  |   | Amanda Donovan<br>Assistant Principal    | <a href="mailto:adonovan@hinghamschools.org">adonovan@hinghamschools.org</a>       |
| Foster Elementary School         | 55 Downer Avenue<br>Phone: 781-741-1520 | Matthew Scheufele<br>Principal           | <a href="mailto:mscheufele@hinghamschools.org">mscheufele@hinghamschools.org</a>   |
|                                  |   | Jennifer Newell<br>Assistant Principal   | <a href="mailto:jnewell@hinghamschools.org">jnewell@hinghamschools.org</a>         |
| Plymouth River Elementary School | 200 High Street<br>Phone: 781-741-1530  | Gregory Lamothe<br>Principal             | <a href="mailto:glamothe@hinghamschools.org">glamothe@hinghamschools.org</a>       |
|                                  |   | Melissa Smith<br>Assistant Principal     | <a href="mailto:msmith@hinghamschools.org">msmith@hinghamschools.org</a>           |
| South Elementary School          | 831 Main Street<br>Phone: 781-741-1530  | Mary Eastwood<br>Principal               | <a href="mailto:meastwood@hinghamschools.org">meastwood@hinghamschools.org</a>     |
|                                  |   | Lori Jacobs<br>Assistant Principal       | <a href="mailto:ljacobs@hinghamschools.org">ljacobs@hinghamschools.org</a>         |
| Hingham Middle School            | 1103 Main Street<br>Phone: 781-741-1550 | Derek Smith<br>Principal                 | <a href="mailto:dsmith@hinghamschools.org">dsmith@hinghamschools.org</a>           |
|                                  |   | Alison Janulewicz<br>Assistant Principal | <a href="mailto:ajanulewicz@hinghamschools.org">ajanulewicz@hinghamschools.org</a> |
|                                  |   | David Riordan<br>Assistant Principal     | <a href="mailto:driordan@hinghamschools.org">driordan@hinghamschools.org</a>       |
| Hingham High School              | 17 Union Street<br>Phone: 781-741-1560  | Richard Swanson<br>Principal             | <a href="mailto:rswanson@hinghamschools.org">rswanson@hinghamschools.org</a>       |
|                                  |   | Nicole Piantes<br>Assistant Principal    | <a href="mailto:npiantes@hinghamschools.org">npiantes@hinghamschools.org</a>       |
|                                  |   | Nicole Nosek<br>Assistant Principal      | <a href="mailto:nnosek@hinghamschools.org">nnosek@hinghamschools.org</a>           |

## BUILDING ADMINISTRATIVE ASSISTANTS

| School                           | Administrative Assistants    | Emails   |
|----------------------------------|------------------------------|--|
| East Elementary School           | Karen Mariani                | <a href="mailto:kmariani@hinghamschools.org">kmariani@hinghamschools.org</a>   |
| Foster Elementary School         | Maria Sandberg               | <a href="mailto:msandberg@hinghamschools.org">msandberg@hinghamschools.org</a>   |
| Plymouth River Elementary School | Suzanne Price                | <a href="mailto:sprice@hinghamschools.org">sprice@hinghamschools.org</a>   |
| South Elementary School          | Pamela Graham                | <a href="mailto:pgraham@hinghamschools.org">pgraham@hinghamschools.org</a>   |
| Hingham Middle School            | Sue MacKay                   | <a href="mailto:smackay@hinghamschools.org">smackay@hinghamschools.org</a>   |
| Hingham High School              | Jayne Skinner<br>Deb Johnson | <a href="mailto:jskinner@hinghamschools.org">jskinner@hinghamschools.org</a><br><a href="mailto:djohnson@hinghamschools.org">djohnson@hinghamschools.org</a> |

## Table of Contents

|  |           |
|--|-----------|
| <b>WELCOME FROM THE SUPERINTENDENT</b>                             | <b>6</b>  |
| <b>ABOUT HINGHAM PUBLIC SCHOOLS</b>                                | <b>7</b>  |
| MISSION STATEMENT  | 7         |
| VISION   | 8         |
| THEORY OF ACTION   | 8         |
| STRATEGIC PLAN AND OBJECTIVES                                      | 8         |
| <b>GENERAL GUIDELINES AND INFORMATION</b>                          | <b>9</b>  |
| PURPOSE OF THIS HANDBOOK   | 9         |
| OPENING AND DISMISSAL TIMES FOR SCHOOLS                            | 9         |
| FRONTLINE ABSENCE MANAGEMENT                                       | 9         |
| TYPES OF COVERAGE AND PAY RATES                                    | 10        |
| AFTER THE INTERVIEW and TRAINING                                   | 11        |
| JOB POSTINGS   | 11        |
| JOB-RELATED OPPORTUNITIES  | 11        |
| <b>ACCOUNTABILITY AND COMMUNICATION</b>                            | <b>12</b> |
| CHECK-IN and CHECK-OUT PROCEDURES                                  | 12        |
| CIVIL RIGHTS AND OTHER IMPORTANT LEGAL CONSIDERATIONS              | 12        |
| CLASSROOM MANAGEMENT   | 13        |
| CONFIDENTIALITY  | 14        |
| DAILY SCHEDULE   | 15        |
| DRESSING FOR SUCCESS   | 15        |
| <b>EMERGENCIES AND STUDENT SAFETY</b>                              | <b>16</b> |
| BULLYING PREVENTION AND INTERVENTION                               | 16        |
| CHILD ABUSE/NEGLECT REPORTING                                      | 16        |
| FIRE AND LOCKDOWN DRILLS   | 16        |
| SAFETY   | 17        |
| <b>TEACHING THE LESSON</b>   | <b>18</b> |
| <b>QUICK CHECKLIST</b>   | <b>20</b> |
| <b>FREQUENTLY ASKED QUESTIONS</b>                                  | <b>21</b> |
| <b>ACKNOWLEDGMENT OF RECEIPT OF: 2023-2024 SUBSTITUTE HANDBOOK</b> | <b>22</b> |

# WELCOME FROM THE SUPERINTENDENT

Welcome!

I am excited to welcome you to the 2023-2024 school year for the Hingham Public Schools! Our dedicated substitutes make important daily contributions to support our students and educators to ensure the strength and quality of our schools. Through your dedication and professionalism, you are essential partners to our students' future as you impact their education. Thank you for sharing this important responsibility with us and joining our school community.

Hingham has revised and strengthened its annual training for our substitutes this year. We have added some essential components to ensure that our schools are safe and healthy learning environments.

We are proud of the educational experience Hingham offers. We offer a wide range of electives for students at the secondary level to help students pursue their interests and explore new passions. We are well-known for our commitment to visual and performing arts. Our students have access to various after-school co-curricular opportunities at all levels, allowing them to continue their learning and growth beyond the school day. We value learning languages to explore the world and are working on expanding our offerings in this area.

None of our accomplishments would be possible without a hard-working, caring, and committed staff. We are excited that you have decided to join our Hingham School Community. We hope you will find working with our students a challenging and rewarding experience. We will do our best to assist you by providing you with the information and ongoing support you need to be successful.

Sincerely,

A handwritten signature in cursive script, appearing to read "Margaret Adams".

Margaret Adams  
Superintendent of Schools

# ABOUT HINGHAM PUBLIC SCHOOLS

All Hingham Public Schools' professional and support staff employees are dedicated to a high-quality educational service that will achieve the goals of our mission statement for all our students. Whenever the need to provide substitute coverage for any of our staff arises, we seek to employ people who can provide the same educational service that our regular staff delivers to continue progressing toward achieving our educational goals as outlined in the mission statement. This is indeed a challenge, but a challenge we feel is appropriate if we are to provide the continuity of instruction that is needed to reach our goals. We welcome you to this challenge as a substitute teacher or paraeducator. Welcome to the Hingham Public Schools.

The Town of Hingham is justifiably proud and supportive of its school system, which reflects the character and intellectual strength of the community. Students in Hingham are served through four elementary schools serving students in grades K-5. The district runs an integrated preschool at East Elementary School, serving 3 and 4-year-old students. Hingham Middle School serves students in grades 6-8, and Hingham High School serves students in grades 9-12. Our schools are committed to academic excellence in a caring and supportive environment for all of Hingham's students. Each school has an active school council, PTO, and parents at all levels are very involved with their children's education.

Hingham Public Schools' core values of fulfilling individual potential, respect for self and others, civic responsibility, commitment to life-long learning, and service to others provided targeted direction in creating and implementing our Strategic Plan. To learn more, please visit us at our website: [www.hinghamschools.org](http://www.hinghamschools.org). Also, we welcome you to visit our schools, meet with our talented faculty and staff, and observe our outstanding students in action.

## MISSION STATEMENT

The Mission Statement explains who we are and highlights our fundamental reason for existing. When others read the mission statement, they should understand our core role as a district.

*Together with students, staff, families and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.*

## CORE BELIEFS

The Hingham Public Schools' Core Values should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values support our mission and vision for the schools:

- Inclusivity and belonging
- Community well-being
- Lifelong learning
- Student-centered
- Personal excellence
- Innovative learning
- Civic and global responsibility

## VISION

A Vision Statement represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief but concise statement that exemplifies the district's vision for those it serves.

The vision for the Hingham Public Schools:

*All students will embark on a lifelong learning journey to flourish with empathy and confidence.*

## THEORY OF ACTION

An organization's theory of action represents a set of actions that will be implemented to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement. Hingham Public Schools' Theory of Action:

*Through effective collaboration, two-way communication to ensure an inclusive culture and a sense of belonging, aligned, high-quality PK-12+ curriculum, innovative research-based practices, data-informed instruction, and strong leadership, equitable and inclusive environments, funding to provide effective, safe, and modern facilities, and a system of resources and support to ensure consistency in leadership, and a diverse staff that reflects the student, we will cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.*

## STRATEGIC PLAN AND OBJECTIVES

Our three-year Strategic Plan outlines the following five strategic objectives to focus on district and school improvement:

- Culture of Collaboration and Community: Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging.
- Culturally Responsive Teaching and Learning: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.
- Healthy, Equitable, and Inclusive Communities: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.
- Capital and Finance: Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience.
- Human Resources and Leadership: Recruit, develop and empower a diverse staff to lead courageously in teaching and learning.



# GENERAL GUIDELINES AND INFORMATION

## PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide information and guidance to all substitutes of the Hingham Public Schools. The handbook does not represent an exhaustive list of all district policies, procedures, or practices. Additionally, this handbook is designed to supplement, but not to supersede, any of the Hingham School Committee Policies, Collective Bargaining Agreements, and local, state, or federal laws. Where there is a conflict, one of these other documents would prevail. It is the employee's responsibility to be aware that these laws exist along with the policies, guidelines, and procedures established in the collective bargaining agreement, school procedures, and other relevant sources such as the state athletic association.

## OPENING AND DISMISSAL TIMES FOR SCHOOLS

### ELEMENTARY

| School Name                       | Start Time - End Time |
|-----------------------------------|-----------------------|
| Foster and Plymouth River Schools | 8:20 a.m. - 2:30 p.m. |
| East and South Schools            | 8:50 a.m. - 3:00 p.m. |

### SECONDARY

| School Name           | Start Time - End Time |
|-----------------------|-----------------------|
| Hingham Middle School | 7:30 a.m. - 2:00 p.m. |
| Hingham High School   | 8:00 a.m. - 2:32 p.m. |

## FRONTLINE ABSENCE MANAGEMENT

Hingham Public Schools uses Frontline Education Absence Management for substitute placement. Frontline Education is available 24/7 and allows substitutes to be altered for vacancies and to accept assignments via the telephone and Internet. An email containing login information to your Frontline Education account will be sent to each substitute upon completion of the onboarding process. The Frontline Mobile App is the easiest way to view and accept or reject substitute opportunities with just a few clicks. After you have activated your account, you can download the Mobile App. Visit the Hingham Public Schools website for additional resources, including

- Frontline Quick Start Guide
- Adding and Removing Work Days
- Choosing Preferred Schools
- How to Download the Frontline Mobile App

## TYPES OF COVERAGE AND PAY RATES

Substitute teachers are hired to provide a variety of services when staff members are sick, using personal or professional time, or are attending full or part-time in-service workshops. Often substitutes cover a grade-level classroom or art, music, library, computer, foreign language or physical education classes or provide resource services for a full day. At other times, as when several teachers must attend team meetings, substitutes will be covering several classes during the day as the classroom or special education teachers attend these meetings. Since we do not hire substitute teachers for only half a day, if a particular assignment only requires a half-day coverage, the substitute is then assigned other duties for the remainder of the day. Check with the school administrative assistant, assistant principal, or principal to determine your duties. Substitutes should note that these duties could include direct service to students or clerical or other support work, depending on the need. (Substitute paraeducators usually perform the duties of the person whose absence they are covering. However, sometimes the needs of students or schedules require that the substitute's duties be rearranged.)

| Role  | Definition  | Requirements   | Rate  | Benefits     |
|---|---|--|---|--------------|
| Substitute Teacher-New                        | Teacher who has worked for 10 days or fewer as a teacher in the Hingham Public Schools                                      | College degree required; certification not required  | \$113.00 per day  | Not Eligible |
| Substitute Teacher-Per Diem                   | Teacher who has worked for more than 10 days as a teacher in the Hingham Public Schools (cumulative over successive years). | College degree required; certification not required  | \$125.00 per day  | Not Eligible |
| Substitute Teacher-Short Term Sub (LTS)       | Teacher who is hired for a specific assignment with an expected duration of 40-90 days.                                     | College degree required; certification not required  | \$306.23 per day  | Not Eligible |
| Substitute Teacher-Long Term Sub (LTS)        | Teacher who is hired for a specific assignment with an expected duration of more than 90 days.                              | College degree required; DESE certification required | Salary and benefits are governed by the Agreement between the Hingham School Committee and the Hingham Education Association. |              |
| Substitute Nurse                              |   | RN Licensure required; certification not required.   | \$175.00 per day  | Not Eligible |
| Substitute Paraeducator Per Diem              |   | HS Diploma required, College degree preferred.       | \$15.75 per hour  | Not Eligible |
| Substitute Paraeducator Short Term Assignment | Paraeducator who is hired for a specific assignment with an expected duration of more than 30 days.                         | HS Diploma required, college degree preferred.       | \$16.75 per hour  | Not Eligible |

## **AFTER THE INTERVIEW and TRAINING**

Once you have completed your interview and training, you will need to do the following:

- Make sure that all your paperwork has been submitted. This includes the receipt of the Civil Rights Training and other required training materials.
- To complete standard but necessary payroll information forms, HPS Central Office personnel will assist you. You will need to show appropriate identification in the form of a passport, a driver's license containing a photo and social security card, or a driver's license containing the photo and birth certificate.

## **JOB POSTINGS**

As a Hingham Public School substitute, you have already:

- Completed an application form,
- Reference check sheet,
- CORI background check, fingerprints check, and
- all payroll information forms at the town office.

All vacancies within the district are advertised and posted in all buildings. The administrative assistants of each building will gladly point out where the vacancies are posted. Suppose that you are interested in applying for a vacant position. In that case, you should write a letter of intent indicating the specific position you are interested in and indicate that you are currently on the substitute list for Hingham Public Schools and have an application on file. You may, however, choose to submit an updated application and reference materials. You may also need to submit other paperwork as the job posting requires. The letter of intent should be addressed to the responsible administrator identified in the job posting.

## **JOB-RELATED OPPORTUNITIES**

Teaching substitutes may take advantage of the professional development opportunities offered to on-staff teachers on a space-available basis. These opportunities occur on the scheduled full or half-day teacher in-service days. Many of these are free and at no cost to substitutes. You may earn professional development points toward re-certification.

# ACCOUNTABILITY AND COMMUNICATION

## CHECK-IN and CHECK-OUT PROCEDURES

- Our teaching faculty is required to be at school and on duty at least 10 minutes before the school's opening time.
- When scheduled to be a teacher/nurse substitute, you should report to the assigned school **at least 15 minutes before** the start of school.
- When scheduled to be a paraeducator substitute, you should arrive at school enough in advance of the school starting time to check in with the office, confirm your assignment/s, and cover your post as the school day begins.
- When arriving at the school, you are asked to check into the main office to sign the payroll sheet, pick up a substitute folder if available, and obtain any other necessary materials or instructions.
- Substitute teachers are expected to remain until the end of the school day. You should not leave during the school day unless you have asked the school principal.
- **Note: It is imperative that you check in and sign out to ensure payment for services.**

## CIVIL RIGHTS AND OTHER IMPORTANT LEGAL CONSIDERATIONS

Hingham Public Schools does not discriminate in its educational and/or operational programs or activities based on race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, homelessness, genetic information, or any other characteristic protected under applicable federal, state or local law. Contact the district Title IV Coordinator immediately if you witness any incidents of concern. The district Title VI Coordinator is Kathryn Roberts, Assistant Superintendent, at the School Department, 220 Central Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781) 741-1500, by email at [kroberts@hinghamschools.org](mailto:kroberts@hinghamschools.org), or by fax at (781)749-7457.

Title IX "prohibits discrimination, exclusion from participation, and denial of benefits in education programs based on sex." Anyone having questions or concerns about Title IX should contact Dr. Barbara Cataldo, Interim Executive Director of Student Services, at the School Department, 220 Central Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781) 741-1500, by email at [bcataldo@hinghamschools.org](mailto:bcataldo@hinghamschools.org), or by fax at (781)749-7457.

Section 504 "prohibits discrimination, exclusion from participation, and denial of benefits based on disability." Anyone having any questions or concerns about Section 504 with respect to a student of the Hingham Public Schools should contact Ms. Heather Rodriguez at Hingham High School, 17 Union Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781)741-1560, by email at [hrodriguez@hinghamschools.org](mailto:hrodriguez@hinghamschools.org), or by fax at (781)741-1515. Any Hingham Public Schools staff member who requires assistance with a 504 plan should contact Dr. Barbara Cataldo at the School Department, 220 Central Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781)741-1500, by email at [bcataldo@hinghamschools.org](mailto:bcataldo@hinghamschools.org), or by fax at (781)749-7457.

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the HPS District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association. The person serving as the contact for concerns about school facilities and compliance with the Americans With Disabilities Act of 1990 is Aisha Oppong, Director of Human Resources. Anyone having questions or concerns about Title II with respect to the Hingham Public Schools should contact Ms. Oppong at the School Department, 220 Central Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781)741-1500, by email at [aoppong@hinghamschools.org](mailto:aoppong@hinghamschools.org), or by fax at (781)749-7457.

## CLASSROOM MANAGEMENT

One of the primary responsibilities of a substitute teacher is to provide continuity of instruction to the students in the teacher's absence. In addition, it is important to maintain a safe and welcoming educational environment for the students.

Class control can be challenging for a substitute. A few simple suggestions will help establish good class routines, provide efficient learning situations, and provide mutual respect between teacher and students.

- **Be Patient:** It is natural for a class to challenge or test a substitute. Substitutes represent a change that produces insecurity. Patience, understanding, and respect will build trust.
- **Greet Students:** At the beginning of the day or at the beginning of each period, greet students with a "Good Morning" or "Good Afternoon" and a smile.
- **Expect Good Behavior:** Students tend to respond to whatever we expect of them. A positive approach is worth more than a hundred negative rules.
- **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 or a lack of clarity of expectations can contribute to negative student behavior.
- **Recognize the Importance of Every Student:** Treat each student impartially. Respect each student's differences. In the Hingham Schools, we believe that all students can learn at high levels and achieve excellence. Most struggling students need help, understanding, and encouragement, not lectures. Frustration is the prime cause of poor discipline. Make all personal corrections in private. Do not ridicule or use sarcasm. Give individual or group praise when actions warrant it.
- **Circulate:** There will be times students work independently on the assignment. You must circulate throughout the room, interacting and checking in with the students on their progress.

If you struggle with a student or the class, check in with a neighboring teacher for help. If needed, call the front office for help and support. If the class is challenging, call for assistance before control is lost; contact neighboring teachers, the Assistant Principal, or send for the Principal.

***Corporal punishment is forbidden. A teacher must not strike or physically abuse a student.***

### Staying within Boundaries

Don't be afraid to correct inappropriate behavior. Remind students of the limits of your relationship as an educator. Reaffirm the helping nature of the relationship. Make a plan for getting the student appropriate help. Immediately report any incidents of behavior or comments by students that might be misinterpreted later; don't

let situations escalate.

Be friendly, not a friend. Conversations with students should be warm and caring and support their learning and growth. Relationships should be centered on school events and activities. Student-teacher conduct should be appropriate and understood by the general population – not laced with “inside” references. A list of student names is provided. Students should not be addressed as “honey,” “sweetie,” “babe,” etc. Do not make up nicknames. The student’s correct name should always be used.

The classroom door should remain open during the day when class is in session. The classroom lights should remain on at all times. No conversation should occur with a child that speaks about inappropriate subjects, is suggestive in any way, or uses unacceptable language. Never be alone with a child. Never hold a child in your lap, hug a child, or single out individual children during classroom time. Do not touch students in a manner that a reasonable person could interpret as inappropriate. Do not make sexual jokes or share sexually oriented material with students.

### **Social Media**

There is no reason to communicate with students via social media. All correspondence with students/families should be through school-sanctioned modes of communication. If a daily substitute feels there is a need to communicate with a family, they should contact the principal/assistant principal immediately. In other cases, the substitute can leave a note for the classroom teacher. We do not become social media “friends” with students.

## **CONFIDENTIALITY**

Hingham Public Schools is strongly committed to a sense of professional confidentiality. As both the law and professional ethics require, sensitive information about students and professional staff, information about disabilities, educational plans, behavior, learning or teaching styles, etc., is shared among our staff only on a “need to know” basis.

All substitutes employed in the Hingham Public Schools in both teaching and support positions are expected to honor this standard of confidentiality. Substitutes are expected to refrain from casually sharing or discussing information about students or staff while on duty in the schools, and it is entirely inappropriate to share information about students or staff in less formal settings within the community. We will not continue to hire as substitutes any persons who cannot conform to these standards of professional behavior regarding confidentiality.

In addition, the Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of personally identifiable information in a student’s educational record. FERPA applies to all schools (K-12 and postsecondary institutions) that receive funds under various programs from the US Department of Education. FERPA defines “educational records” as records containing information in any medium (paper, electronic, microfilm, etc.) that directly relate to a student and are maintained by an educational institution or a party acting for the institution.

Anyone who handles personal information about students or other employees must maintain strict confidentiality. Records must be treated confidentially and professionally. They may be discussed only with individuals authorized to access such records.

Just a reminder that any information you see or hear about our students is confidential. Failure to do so will result in being terminated from substituting.

## DAILY SCHEDULE

On the first day you serve as a substitute each year, please see the school nurse for EpiPen training. The details of the daily routine vary somewhat among the schools. Substitutes for classroom teachers, specialists, and paraeducators should normally report to the school office upon arrival at school. The school administrative assistant may have details of a particular assignment for the day. Sometimes the substitute will report directly to their classroom or duty station. At other times there may be a need to check in with the assistant principal, guidance counselor, resource teacher, etc., for further details of an assignment. See the nurse for classroom medical information.

**Please Note:** Principals and assistant principals reserve the right to change substitute assignments. Substitutes may be removed from their original assignments and reassigned to a teacher or paraeducator role to best suit the greatest need of a building.

It is important for our students' safe arrival and dismissal that teachers on duty are at their posts on time and for the full length of the duty. Absent teachers have been asked to indicate at the very beginning of their plans whether or not they have a duty, what and where it is, and the time frame involved. If a substitute teacher does not have a specific dismissal duty, it is often the case that their services will be needed to supplement the staffing of a duty station. Please check with the assistant principals to see where you're needed.

Classroom teachers, specialists, and special education teachers must provide reasonably detailed, written lesson plans for their substitutes. Colleagues at the grade level or other teachers in the building will always be happy to help a substitute with questions or problems that may arise.

The substitute should ensure that students have straightened the room before dismissal, picked things up from the floor, thrown away trash, etc. A substitute teacher or specialist is expected to leave a brief note, along with any relevant student work, outlining how the day went, the material covered, and any special events that occurred or problems encountered during the day.

Substitutes should plan to be on duty until a few minutes after dismissal. In no case should a substitute leave before the departure of the last bus unless previous specific arrangements have been made with the assistant principal, principal, or other office personnel. (Substitute paraeducators are free to leave as soon as they have completed the hours of the person they are substituting.)

The details of the daily routine at the middle school and high school are similar to the elementary level. The middle and high schools have substitute teacher information packets you will receive separately.

**Please Note:** It is expected that substitute teachers or paraeducators will remain on the school premises for the entire time they are on duty unless specific arrangements have otherwise been made with the building principal.

## DRESSING FOR SUCCESS

Teachers, volunteers, para-educators, and substitutes are expected to project a professional image that sets positive dress for students and shall adhere to standards of dress and appearance that are compatible with an effective learning environment. Dressing for success will also help students see you as the teacher and in command of the learning environment.

# EMERGENCIES AND STUDENT SAFETY

## BULLYING PREVENTION AND INTERVENTION

The Hingham Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. It is committed to maintaining a school environment where all students, regardless of legal status, are free from bullying and cyberbullying.

Acts of bullying and cyberbullying are prohibited on school grounds, at a school-sponsored event or related activity whether on or off school property, at a school bus stop or at other vehicles owned, leased, or used by Hingham, or through technology owned, leased, or used by Hingham. At any location, activity, or function that is not school related, or through the use of technology if the acts create a hostile environment at school for the target, infringe on their rights at school, and/or materially and substantially disrupt the education process or orderly operation of a school.

Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying shall be prohibited.

Any substitute shall immediately report any bullying or retaliation they witness or become aware of bullying or retaliation to the school principal or designee. The requirement to report as provided does not limit the authority of a staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

## CHILD ABUSE/NEGLECT REPORTING

The school recognizes a need to be aware of and sensitive to children in danger. Effective learning becomes difficult for the child to cope with the strain of family turmoil and when needs are unmet. School personnel are in a position to notice the needs of a child and have a responsibility under the law to make a report if they feel the child is in jeopardy. The goal of the intervention is to strengthen family life and use available resources toward this end.

To comply with Massachusetts State Law, it is the policy of the Hingham Public Schools that any teacher or other school employee (including a substitute teacher) is considered a mandated reporter. If you have reasonable cause to believe that a child's physical, mental health or welfare may be seriously affected by abuse or neglect, you are required by law to report the situation to the building administrator immediately.

*If in doubt, ALWAYS notify the building administrator.* Reports must be made by the school principal whenever any professional staff member (including substitutes) determines that there is "reasonable cause" for concern.

Reference: Massachusetts General Laws, Chapter 119, Section 51-A

## FIRE AND LOCKDOWN DRILLS

In the event of a fire drill, proceed with your class of students to the EXIT described in the posting in each classroom. When you leave the building, bring an attendance roster and conduct a roll call to confirm the



whereabouts of each student in your charge. Do not allow any students to reenter the building until instructed to do so by the administration.

The principal or office personnel will use the intercom to announce a lockdown. You will lock your classroom and keep it secure until given additional directions. Pull down any shades on the door. Specific instructions for each school are available at the building level. At the elementary level, teacher partners have been identified to assist each other in the event of an emergency.

## **SAFETY**

Student safety is imperative. **Never leave students unattended for any reason.** If there is an adjoining classroom, make arrangements with that teacher in case of emergencies. If there is not an adjoining room, call the school office for assistance.

The most crucial reason you are in the classroom is to ensure safety. To accomplish that, your attention must always be focused on the students. Please be aware of these reminders and professional expectations:

- Do not give an assignment, then sit down to read the newspaper or play on the computer or a cell phone.
- Do not walk out of the classroom.
- Do not make personal calls.
- Never use the internet at school to surf inappropriate websites.

# TEACHING THE LESSON

## **Be Prepared**

The outcome of the lesson, as well as the class control, depends largely upon the teacher's preparedness.

## **Be Ready to Start.**

Have materials ready before class. Be sure that the class is paying attention.

## **Motivate.**

Students need motivation. Remember, however, the primary purpose is to teach, not to entertain. Be brief, set the stage, arouse curiosity, and relate to the previous lesson. A question, picture, story, or shared experience can do this.

## **Make your Presentation Clear.**

What the students gain from the lesson will depend on how well you present it:

- Keep the language on the student's level of understanding.
- Present one point at a time.
- Go from the known to the unknown; the easy to the difficult.
- Stop often and review.
- Do not hesitate to repeat.
- Give students opportunities to ask questions.
- Use your voice to emphasize, maintain interest, and change and control the tempo.

## **Ask Good Questions.**

Good teaching is 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:

- Something you want to know.
- May often require a series of intermediate answers.
- Directs and stimulates thought and helps with analysis of complex problems.
- Causes students to formulate new or unexpressed ideas.
- Does not call for mere repetition of book material.

**Provide for Active Participation:** In a really good lesson, students actively participate. Directions must be clear, and proper supervision and help must be provided.

## **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.

## **Give Clear Assignments.**

Assignments should be clear, concise, and purposeful, considering individual differences. Follow homework assignments as given in the lesson plans.

## **Read the Lesson Plans.**

Lesson plans provide an indication for what is to be taught to the students. As textbooks and workbooks are located, it is good to bookmark the pages indicated. This will help during the day. If videos are scheduled, check the procedure. Organize materials so they are easily accessible. Students are familiar with the

established routine of the regular teacher. If substitutes appear indecisive or insecure, class control usually becomes difficult. If the lesson plans are not available, see the principal immediately.

**Scan the Seating Plan.**

Twenty-five names cannot be learned in a minute. Pinpoint the students' locations who will serve as anchors for name association as the day progresses. Avoid using such phrases as "You in the blue sweater."

**Prepare Board Work and Charts Ahead of Time.**

Discipline problems may occur when the teacher is "getting ready" and the children are merely waiting. In summary, the substitute teacher should arrive early, review the school layout and lesson plans, check schedules, and set a plan for the day. Be sure to exchange greetings with other teachers and spend a few moments in the faculty lounge. When the children arrive, be confident.

**Specialist Teachers at the Elementary Level**

If a specialist teacher (music, art, physical education, etc.) is scheduled for the class, check to determine the procedure for preparing the class.

# QUICK CHECKLIST

## At Home:

- Dress neatly and appropriately for the teaching assignment.
- Enter the school enthusiastic and serious about your role.
- If possible, arrive at the school before the beginning of school.
- Be sure to take along your sense of humor, an objective for the day, your lunch, and a snack for yourself.

## Before Entering the Class:

- Report to the principal or the office to let them know you are there.
- Ask about student passes, playground rules, bus duty, and lunch procedures.
- Ask if there will be any special duties associated with the regular teacher's assignment.
- Find out how to refer a student to the office.
- Look for fire alarms and know drill directions.
- See if any child has medical problems.
- Obtain any keys which might be necessary.
- Find out how to report absences and tardiness.
- Find the location of restrooms and staff lounge.
- Ask for the teachers' names on both sides of your classroom and, if possible, introduce yourself to them.

## In the Classroom:

- Enter the classroom with confidence. The first impression can take you a long way.
- Write your name, if possible, somewhere and introduce yourself.
- If lesson plans are provided, follow them as closely as possible.
- Check to see if all the books, handouts, and paper are close at hand or in the classroom.
- Check the seating chart.

## End of day:

- Remind students of homework.
- Have students clean their desks and the area around their desks.
- Leave desk, books, and room in good order.
- Return any keys. Lock the door.
- Leave a note for the designated teacher about your experience with the class/students.

# FREQUENTLY ASKED QUESTIONS

## **How do I handle a disruptive student?**

Effective classroom management is critical when dealing with disruptive student behavior. Creating a positive learning environment begins when they walk into the classroom. Set the tone from the beginning. Greet them with a smile, use their name if known, welcome them into the class, and remember to model the behavior you expect from the students.

Here are a few key points to managing a disruptive student:

- Take a deep breath and remain calm.
- Don't take the disruption personally.
- Speak with a low tone of voice.
- Be aware of your body language and facial expressions.
- Remain courteous and respectful - no matter what is said to you.
- Remember that a sense of humor is extremely valuable.
- Listen using direct eye contact without judging or reacting too quickly.
- The Glance: Sometimes, a brief glance at the student may be enough to stop the misbehavior.
- The Walk: Sometimes, walking over and standing next to the student may be enough to stop the misbehavior.
- If it continues, address the disruption directly and immediately. Avoid making it a class issue.
- Do not ridicule the student or use sarcasm.
- Do not touch the student.
- Use phrases like it is important we take turns speaking...please be sure to wait to speak until your name is called...please don't talk when I am talking....please, I would like to continue with the class now...please (name) you need to be listening now...
- Depending on the situation...Apologize...It will immediately take the student off the defensive. My apologies...I am sorry you feel this way...I am sorry you are upset...
- Review the classroom expectations posted in the classroom.
- Look for the good qualities in every student.
- Compliment their good behavior and effort when you can. If the disruptive behavior continues, please do not hesitate to contact the main office for assistance.

## **May I give students snacks in class?**

Many students have food allergies and other medical conditions associated with food. Please do not bring food from home and distribute it. This also includes any candy.

# **ACKNOWLEDGMENT OF RECEIPT OF: 2023-2024 SUBSTITUTE HANDBOOK**

**This acknowledgment must be signed, detached, and returned to the Human Resources Department upon receipt.**

Please print:

I, \_\_\_\_\_, have received a copy of the 2023-2024 Substitute Handbook. I understand that the contents of this substitute handbook are simply policies, procedures, and guidelines, not a contract or implied contract with employees. The contents of the substitute handbook may change at any time. I also understand that this is meant to be a guide and that it is my direct responsibility to request a meeting with a Building Administrator, Department Head, and/or Human Resources if additional training or clarification is needed if applicable to my position. I understand that after I have read, signed, and returned this acknowledgment, it will be placed in my personnel file.

---

Employee Signature

---

Date