



# SUBSTITUTE TEACHERS HANDBOOK

2008 -2009



*Children First*

Division of Human Resources  
SubCentral  
65 Court Street, 5<sup>th</sup> Floor, Room 504  
Brooklyn, N.Y. 11201  
(718) 935-4401  
[www.SubCentral.Nycenet.Edu](http://www.SubCentral.Nycenet.Edu)





**Department of  
Education**

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**Division of Human Resources**

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*Gary Barton, Chief Operating Officer*

**Office of Operational Support Services**

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**Office of School-Based Support Services**

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## Chief Executive Officer's Message



Welcome to the exciting challenge of becoming a substitute teacher in the New York City Department of Education. You have chosen a path that will be, at times, challenging but also highly rewarding. In addition, you are taking on a role that is being increasingly shaped to meet the rigor and expectations of the school system's "Children First" agenda.

The role of a substitute has evolved from being merely a coverage person to one that provides quality instruction on an ongoing basis. You are an integral part of student learning. As a result, just simply "covering a class" no longer describes the full expectations. The same high standards and accountability expected from permanently assigned teachers are also expected from you.

Some important understandings should guide you as you take on assignments:

- Continuation of student learning along a continuum established by the permanent teacher and school leaders is your primary focus.
- Students look to you to establish your authority and to exude self-confidence in your role.
- Effective instruction and classroom management emanates primarily from a well-planned agenda.
- Each classroom and school has norms that must be quickly grasped to achieve effective instruction.

The Division of Human Resources has created this handbook primarily

- To clarify processes associated with being a substitute.
- To describe instructional expectations for substitutes.
- To introduce best practices that will enable you to succeed in our schools.

Ultimately, our goal is to provide you with support so that you can help our schools to achieve the goal of improving learning for our students.

On behalf of the city of New York, the Department of Education, the parents and our children, we commend you and thank you for your interest and commitment to using your expertise and skills as a substitute teacher.

Lawrence Becker  
*Chief Executive Officer*  
*Division of Human Resources*



\*SubCentral SmartFindExpress Dial- In (718) 935-6740 \* [www.subcentral.nycenet.edu](http://www.subcentral.nycenet.edu) \*SubCentral HELP DESK – (718) 935-4401

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## Organization of the New York City Department of Education

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The New York City Public School system is the nation's largest. There are over 1.1 million children; more than 1,400 schools with new schools opening every year; 78,000 teacher and teacher-related positions; and 17,000 paraeducators. **WE ARE REQUIRED TO COVER EVERY TEACHER ABSENCE WITH AN APPROPRIATE SUBSTITUTE TEACHER.**

Effective July 1, 2007, the school system has reorganized. There are thirty-two Community School District Superintendents and nine High School Superintendents whose responsibilities include evaluation of principals. The Integrated Service Centers in each borough offers schools assistance with mandated and operational services. Each school has chosen one of three options for instructional support. Approximately 35% of the schools have joined the Empowerment Support Organization. Approximately 54% of the schools have chosen one of the four Learning Support Organizations which were developed by four leading DOE educators. The remaining schools have chosen from among the nine Partnership Support Organizations which are external not-for-profit providers with strong records of supporting city schools. Academic standard-setting, student placement, school funding and teacher recruitment will be among the vital system-wide services that are provided by the Central Department of Education.

SubCentral Help Desk – (718) 935-4401

SubCentral SmartFindExpress Dial-In (718) 935-6740

Web Page – [www.SubCentral.nycenet.edu](http://www.SubCentral.nycenet.edu)

SubCentral – <http://schools.nyc.gov/Offices/DHR/Employees/SubstituteTeachersPerDiem/>

SubCentral Help Desk E-Mail: [SubCentral@schools.nyc.gov](mailto:SubCentral@schools.nyc.gov)

NYCDOE – Division of Human Resources - <http://schools.nyc.gov/Offices/DHR/>

The New York City Department of Education - <http://schools.nyc.gov/>



## Qualifications

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Substitute teachers are required to have at minimum a baccalaureate degree from an accredited college or university

### Minimum Education Requirements

**A substitute teacher must have a  
Baccalaureate Degree from an Accredited College or University**

### Application Process

For an application, visit <http://schools.nyc.gov>. Click on 'Human Resources'. From the menu on the left side, click on 'Applicants'. Scroll down the page to the third section – 'Substitute Teachers/Per Diem'. You will find the links to download the necessary forms for application and for the Mantoux TB test. You will also find information regarding fingerprinting.

### Hiring Process for Substitute Teachers

- Once you have received notice that your fingerprints have cleared, you may accept teaching assignments prior to receiving your Smartcard.
- You must register to use SubCentral to begin accepting assignments.

### What is a Smartcard - how does it work?

Smartcards are used by substitute teachers and part-time teachers as a way to log attendance and gain access to participating Smartcard-based schools. The smart card will allow each school to verify your identity and eligibility when you log in for the day. To obtain a Smartcard please visit 65 Court Street-Room 102, Brooklyn, NY, between the hours of 9:00 a.m. and 4:30 p.m. Please be advised that you will not be issued your Smartcard until fingerprinting requirements have been met and a valid Photo ID has been presented with an official letter from your employer.



## Registration for SubCentral

### First Time Registrants

- When you become certified to serve as a substitute teacher, you will receive a **file number OR AN EIS NUMBER** that can be found on your **notification letter**. You will need this number in order to register to use the **SubCentral** system and create a **PIN**.
- Please memorize this number. You will use it regularly throughout your career with the Department of Education.
- For those who are registering for the first time, your file number or **EIS** number **is** your **Access ID** and **PIN** number. You ***must change your PIN*** as part of completing the registration process.

### All Registrants

- You must register with the SubCentral system to be called for substitute assignments.
- Your Access ID *and* PIN are used for all interactions with the system and should **never** be used by anyone else.
- You can register and change your PIN number by calling (718) 935-6740.
- **If you are not registered, you WILL NOT be able to be called and offered any job assignments.**

### SubCentral/SmartFindExpress System

SubCentral is the central operations division or “**home base**” for substitutes. The purpose of the system is to:

- Ensure the continuity of classroom instruction by assigning qualified substitute teachers to fill absences.
- Remove the responsibility currently placed on principals and school staff to locate suitable substitutes when teachers must be absent.
- Track and maintain information on absences and substitute usage.

### System Overview

*SubCentral SmartFindExpress* System is an electronic means for reporting absences and arranging for substitutes to fill vacancies created by the absences. The Substitute module of the *SubCentral SmartFindExpress* system allows quick and easy access to the information you need to review your profile, search for jobs, review or cancel assignments. This guide provides instructions for performing these tasks using an Internet browser or telephone.

*SubCentral SmartFindExpress* automates the absence entry process, your search for day to day assignments and the job assignment process. Telephone Interactive Voice



Response and computer Internet browser software (such as Internet Explorer or Netscape), both communicate with *SubCentral SmartFindExpress* to update information in the *SubCentral SmartFindExpress* database. You are strongly encouraged to use Internet access whenever possible as it is much easier to access job assignments visually.

*SubCentral SmartFindExpress* automates, prioritizes, assigns and dispatches available substitutes for the job. You have the ability to decline jobs, upon which the system repeats the process for the next selected substitute in sequence. *SubCentral SmartFindExpress* records the assignment and tracks the status through completion, for record keeping and management reports.

*SubCentral SmartFindExpress* selects you to fill absences and places calls to you during the specified call-out times. You can also call into the system or use their computer to search for available jobs. *SubCentral SmartFindExpress* can be accessed 24 hours a day, 7 days a week. SubCentral is the central operations division or your “**home base.**” When in doubt, contact SubCentral.

You can access SubCentral directly through the link: [www.SubCentral.nycenet.edu](http://www.SubCentral.nycenet.edu) or through the Division of Human Resources link that also includes detailed information on:

- Logging In
- Registration
- Using the SubCentral System
- Certification Workshops
- Salary
- Downloading an Application Packet
- Career Opportunities

**You must register with the SubCentral system to be called for substitute assignments.**



## **General Responsibilities of a Substitute**

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### **Accepting a Job**

- Whenever possible, you should use the *SubCentral SmartFindExpress* system to accept jobs you are offered.
- Once you have done so, please make a personal note of the **date, time, location, job number** and other information pertinent to the assignment.

### **Punctuality**

- You must report to duty before the official start of the school day.

- Many experienced substitutes recommend arriving at school at least one hour before the start of school in order **FOR SUBSTITUTE TEACHERS** to complete **THEIR** plan for the day.
- Schools have different starting times, so be sure to listen to the time given in your assignment information to know when to report.

### **Parking**

- Throughout our city finding an appropriate parking space, especially around a school, is often very difficult.
- You are strongly encouraged to use public transportation whenever possible to avoid difficulties in finding parking spaces.
- If you prefer to drive, give yourself plenty of extra time to find an appropriate parking space.

### **Work Hours**

The beginning and ending times for substitute teachers will vary from school to school.

- Be certain to listen carefully to the start times as indicated by the *SubCentral SmartFindExpress* system.
- When in doubt, call the school the day before to verify the start time and obtain the directions to the school if needed, or check on the website for the school's starting time and location.
- A map of each school is available on the Department of Education main website at [www.schools.nyc.gov](http://www.schools.nyc.gov). Go to the website and type in the name or number of the school in the lower right hand corner. The cover page has a map that gives you the specific location of the school along with the nearest subway stops.
- You may also call the Transit Authority at (718) 330-1234 or secure directions through [www.mapquest.com](http://www.mapquest.com) or through other online resources.

### **Canceling a Job**

- If after accepting a job, you find the need to cancel the job, you must do so at least 1½ hours before the start of the job.
- Cancellation can be done using the *SmartFindExpress* system and following the prompts to cancel a job.
- If you attempt to cancel the job after the deadline (approximately **6:00 a.m.** the morning of the assignment), you will not be allowed to do so in the system and you must call the school administrator to cancel the job.
- Once you accepted a job, it is critical that you either fulfill the commitment or cancel the job in a timely manner.
- Failure to do so may result in a principal excluding you from working at his/her school in the future. Repeated failure to do so will result in your being restricted from working anywhere in the school system.

## Photo ID

- All substitute teachers are required to have proper photo ID with them at all times and to present it upon request.
- Photo ID cards can be taken at 65 Court Street-Room **102**, Brooklyn, NY.
- Please be advised that you will not be issued your employee ID card until fingerprinting requirements have been met and a valid Photo ID has been presented.

## Orientation

- Once approved, you will be required to attend a **two** hour *SubCentral SmartFindExpress System* orientation that will answer many of your basic questions.
- Orientation will take place approximately two weeks prior to receiving assignments.
- Orientations are conducted by the Human Resources Division staff throughout the five boroughs.



## Overview of the School Day

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To begin with the end in mind means to start with a clear understanding of your destination. ---- Stephen R. Covey



### Preparing to Substitute Teach

The following are some best practices used by effective instructors to prepare to substitute teach:

- Review the teacher's lesson plan and seating chart to familiarize yourself with students' names.
- Anticipate classroom challenges and plan strategies to meet them.
- Walk around and familiarize yourself with the physical layout of the school including classrooms, department offices, labs, staff lounges, library, entrances, exits, gymnasium, cafeteria and auditorium.
- Obtain information regarding fire drill regulations and correct line of march for your classroom(s).
- Introduce yourself, if time permits, before class, to the teachers on either side of your classroom, or across the hall.

## Planning Your Lesson:

### Instructional Expectations OF THE SUBSTITUTE TEACHER

Your primary goal is to continue student learning along a continuum established by the permanent teacher. Teachers are supposed to leave emergency lesson plans in the event of their absence. If you have no lesson plan, contact your assigned supervisor. A suggestion might be to come prepared with an adaptable lesson plan that would be appropriate and beneficial to the population you are working with. Notify the

administrator at the end of the day that no lesson plan was available. Some classes that you teach may include students whose learning and instruction is supported by an Individualized Education Plan (IEP), or for whom their first language is not English. You may need to diversify your instructional strategies to meet their needs. A list of resources for lesson planning and what you should expect the absent teacher to provide are found in the Appendices to this handbook.

### **Promoting Positive Behavior: Classroom Management**

Though classroom management is often discussed separately from exemplary instruction, studies have shown that they are directly related. Therefore, the primary contributor to a well managed classroom is a well planned lesson. Regardless of the fact that you have a well planned lesson, you will encounter disruptive students. As a result, when disruptive behavior occurs, you should be prepared to act appropriately. In order to be prepared, you should familiarize yourself with the rules of the school. Most schools will provide this information to you when you are assigned to a classroom. Remember that despite the fact that disruptions will occur, other students are counting on you to create the atmosphere for learning to take place. You can be firm with students while still being respectful.

### **Strategies for Promoting Positive Behavior**

- Focus on instruction immediately after class begins.
- Familiarize yourself with the lesson plan for the day.
- Introduce, in as precise a manner as you can, what you want students to do and understand.
- Use your strengths/skills to motivate students - be positive and encouraging.
- Walk around the classroom to assess students' understanding and provide support - make sure they know you can see and hear everything that goes on in the room.
- Acknowledge and reinforce positive behavior: shouting at students and calling them names can be considered corporal punishment and is **NOT PERMITTED**.
- Use time limits to maintain the structure of the lesson.
- Encourage students to help you maintain order and discipline, to keep time, or other engaging behaviors.
- Ensure that instructions and information are also written, demonstrated or illustrated.
- Use the names of students whenever possible.
- Assess continually to ensure understanding-ask students to reinterpret instructions or key ideas.
- Consult with teachers next door to find out about effective strategies being used.
- Use positive feedback: verbal praise, a nod, a smile, a 'thumbs up', etc. Physically restraining, denying access to bathroom or nurse, name calling, sarcasm or confiscation of personal items is **NOT PERMITTED**.
- Remember that **YOU** are the adult in the room.

## Suggestions and Exemplary Practices

- **Learn the names of students** soon after the beginning of the class.
- **Issuing Classroom Pass:** Ask in the office before you begin what the school rules are on the use of an official hall pass and document each occurrence. Denying students use of the lavatory and/or visits to the nurse when warranted is prohibited.
- **Promoting Constructive Discussion:** Establish and remind class of protocol that will guide discussion among students. Rewards and incentives should prove effective since many schools incorporate class participation as part of a student's overall grade.
- **Don't take it personally:** Students will love you one day and test you the next.
- **Be friendly but remain professional:** Some students get confused about the fine line between a teacher/mentor and a buddy. You can be professional and friendly at the same time. Students are less likely to act out if they think you genuinely like the role you are playing for the day.
- **Remain flexible** - a day in a typical school may be filled with interruptions.
- **Assess levels of challenges** to chart the road ahead - assume there will be difficult students and don't be surprised when some misbehave.
- **Assess your personal style** to determine if there are distracting aspects to your delivery of instruction. The way you dress, the fact that you stay in only one part of the room, the rate at which you speak, etc.
- **Accept responsibilities:** You occupy the most effective level in the chain of command. Though you may disagree, school administrators will expect you to meet the challenges that come your way without overreacting.

## Important Questions for Substitute Teachers to Ask Upon Arrival

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- Are there unique classroom or school wide practices to be followed such as "Stop and Read, homeroom, or Special Announcements?"
- Who are the best staff members to consult if I encounter challenges during instruction?
- What are the procedures for issuing passes, admitting latecomers, and granting permission to leave class?
- How can I best determine names of students for accountability?
- What are the procedures for school dismissal and fire drills?
- What are the procedures for school attendance?
- Do I have students with medical and/or special education-Individualized Education Programs (IEP)?
- Do I have additional duties such as cafeteria, attendance, homeroom, and playground?
- Are there special events scheduled for the day or week-school performance, dress for success?



## Completing Administrative Tasks

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In an effective classroom students should not only know what they are doing, they should also know why and how ---Harry Wong

You will be required to maintain and at times share student information. As a result, you are expected to maintain proper documentation such as student absences, **TARDINESS** or other information asked of you in the plans of the absent teacher. The attendance sheets are perhaps the best reference for student data that you will need since they contain related data. You may want to use a copy of the attendance sheet to record student performances and student anecdotes. Be mindful that your records, in general, should have at least a name with an ID number, a time, and a location. Though the maintenance of records is necessary, it should not overshadow the instruction process. For example, teachers will use brief periods between classes to complete attendance records such as:

- Daily Attendance Forms.
- Subject Attendance Scan Sheets.
- Delaney Cards.

### Issuing Passes, Admitting Latecomers, and Granting Permission to Leave Class

- Always ask for documentation if students are being admitted to or pulled out of class.
- If you are issuing permission to allow students to leave class, be mindful that your records, in general, should have at least a first and last name, ID number, time, and a location.
- If you have an official pass, ensure that its use aligns with school policy.

### Facilitating Special Duties

- Ensure that you arrive on time.
- Ask supervisors about your assignment expectations.

If you reflect unsatisfactory performance at a school while working as a substitute, the school has the option of submitting a request to the SubCentral Office to not use your services in the future by submitting a **DO NOT USE FORM**. The form allows the school to describe whether the nature of the unsatisfactory performance warrants removal from returning to an individual school or returning to any school within the Department of Education. The SubCentral Office will notify you of the “do not use” requests received. After several requests further disciplinary action may occur which may prompt your removal from the substitute rosters.



## End of Day Reflections

- Leave an account of the day for returning teacher.
- Share student related feedback. Discuss actual strategies mastered and performance observed. Include name, ID number, time, and location in your reports.
- Include your contact information.

- Reflect on your day- assess to determine what worked and determine what challenges remain.
- Use and build upon successful strategies.
- Begin a journal to chart your development.

- Return materials. Verify and maintain your attendance records.
- Thank colleagues and obtain feedback.
- Verify if you are needed for future dates.



## Employee Information

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### Payroll

- Substitute Teachers are paid semi-monthly; usually on the 1st and 16th of every month.
- **Direct Deposit:** You must apply for direct deposit by downloading a **Direct Deposit Form** and submitting it to any school’s payroll secretary or to the **Payroll Office, 10<sup>th</sup> floor at 65 Court Street, Brooklyn, when you register to become a substitute teacher.** Since substitute teachers are assigned to so many different buildings, it is critical that the Payroll Office is able to deposit correctly to your bank.
- **Direct Deposit** forms may be downloaded from the Department of Education Website: <http://schools.nyc.gov>. Click on Human Resources. Then look for Direct Deposit in ‘Most Popular Clicks’ on the left side of the page.

### Substitute Teacher Payroll – Data Sheet

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Type	Payroll Status	Sick Leave Earned	Health and Welfare Benefits	Vacation Pay	Check Distribution
Occasional Day-to-Day Substitute Assignment	<b>O</b>	None	No	None	Semi – Monthly
Long-Term status after 30 days or more in the same position covering the same absentee	<b>Z</b>	One (1) day for each month worked plus holidays, equal 20 days. Sick leave usage requires a doctor’s note	No	After 60 full days, 3 vacation days and 1 day for every 20 days thereafter	Semi – Monthly

[www.nycenet.edu/Offices/DFO/PayrollAdministration](http://www.nycenet.edu/Offices/DFO/PayrollAdministration)

### Additional Support

- Substitute Teacher Payroll Office - (718) 935-2236

### Smartcards

- You may use your Smartcard to log attendance and gain access to participating Smartcard-based schools.
- To obtain a Smartcard, follow the photo ID card procedures.
- New substitute teachers will automatically be issued a Smartcard at the time of initial employment. **Smartcard/ID Unit: (718) 935-2635**





## Long Term Substitute Teaching

- Long term substitute teaching is defined as 30 or more consecutive days substituting for the same teacher in the same set of classrooms, without interruption.
- Long term substitutes are required either to be eligible for New York state certification or to be working towards certification.
- If you are not eligible for New York State Teacher Certification, you are limited to a maximum of 40 working days per year unless you are taking courses yearly to become certified. If you are not a certified teacher and plan to work more than 40 days per school year, you are required to submit *documentation of completion of at least six (6) professional education credits, due by the end of August of each school year*. This annual submission of transcripts validating professional education credits is required until you complete all required professional education credits for New York State teacher certification.
- Therefore, if you accept more than 40 days of employment during the school year, you must submit transcripts in August validating completion of a minimum of 6 professional education credits per year. Transcripts are to be submitted to:

Office of Applicant Processing  
65 Court Street – Room 403  
Brooklyn, New York 11201  
718-935-2465

**Long-Term Substitute Teaching  
Long-Term Per Diem  
Z-Status**

**You Provide Coverage  
for the same teacher  
for more than  
30 Consecutive Days**

**You are Eligible for  
Higher Pay Status,  
Limited Vacation  
and Sick Days**

**New York State Certification Workshop**

- The Office of Operational Support Services offers “The Road to New York State Certification Workshop”.
- The two hour workshop provides an overview of New York State certification requirements, various pathways to meet those requirements, inter-state reciprocity, foreign credentials evaluation and alternative certification programs.
- In addition, counselors discuss employment procedures, scholarship programs and opportunities available for individuals seeking to become certified teachers. A brief question and answer period follows each presentation.
- Visit: <http://schools.nyc.gov/Offices/DHR/Employees/SubstituteTeachersPerDiem/> for dates, location and registration information.

**The New York City Teaching Fellows**

Should you wish to become a certified teacher through an alternative certification pathway, you may be eligible for the Teaching Fellows Program which provides:

- A subsidized Master’s Degree program.
- A regular teacher's salary and benefits.
- Ongoing support at the school level.
- A network of like-minded professionals committed to educational excellence for New York City students.

For application and qualifications visit <http://nycteachingfellows.org>

If you are already progressing towards certification or are already a certified teacher, even in another state, you may be eligible for long-term substitute teaching as defined below:

### **Substitute Teachers Employed More Than 40 Days in a School Year**

#### **Vacation, Holidays and Sick Leave**

##### **Sick Leave**

- Substitute teachers are occasional (day-to-day) employees and normally do not earn sick days.
- In order for you earn or accumulate sick days, you must work 20 consecutive days within the month covering for the same teacher, in the same class, to earn one sick day.
- If you have obtained long-term status, and worked in that status for 60 consecutive days, you will earn 3 sick days. An additional sick day will be added for each 20 consecutive days worked thereafter.
- Once you have achieved long-term status, you must provide medical documentation to the payroll secretary at your school when using sick days.



## Grievances and Evaluations

### **Grievances**

- The New York City Department of Education recognizes the United Federation of Teachers (UFT) as the exclusive bargaining representative for all substitute teachers.
- The Department of Education provides you with the opportunity to discuss circumstances which give rise to complaints against you.
- Union representation is recommended if complaints could lead to your being permanently excluded from assignment as a day-to-day substitute.
- It is the policy of the Department to encourage discussion on an informal basis between supervisor and a substitute teacher to resolve a complaint.
- Such discussion should be held with a view to reaching an understanding which will dispose of the matter in a manner satisfactory to the employee, without need for recourse to the formal grievance procedure.
- An employee's complaint should be presented and handled promptly and should be disposed of at the lowest level of supervision consistent with the authority of the supervisor.

### **Evaluations**

- If you are working in the same school for more than 40 days, your performance may be assessed on an ongoing basis to determine your performance level and your continued employment eligibility.
- Substitutes who receive consistently negative performance reviews will no longer be allowed to work in the school system.

# Appendices



## The School Year Calendar

For a current calendar: [schools.nyc.gov/Calendar](https://schools.nyc.gov/Calendar)

The School Calendar meets State Education Department requirement of a minimum of 180 days in all schools in the City School District

Our School Year Calendar begins in late August for staff and in early September for students and ends in late June for both. The school year calendar incorporates the following understandings:

- The School Year Calendar meets the State Education Department requirement of a minimum of **180** days in all schools in the City School District.
- In part, the school calendar takes into account the following citywide centrally scheduled shortened sessions: To be designated by the Deputy Chancellor for Operations, two Parent-Teacher Conference shortened sessions (one in the Fall Term and one in the Spring Term), and other shortened sessions approved by the Deputy Chancellor for Operations.
- For Non-District 75 Kindergarten, there are 187 days (188 in “longer day” special education kindergarten level grades), 186 of which are instructional.
- For District 75 Kindergarten and All Grades 1 through 6, there are 189 days (190 for all District 75 and for some “longer day” special education K-6 grades), 186 of which are instructional.
- For Grades 7 and 8 Citywide, and Grade 9 in Middle Schools, there are 188 days, 186 are instructional.
- For High School Level Grades 9 through 12, there are 185 days, 180 of which are instructional (in District 75, there are 188 days, 186 of which are instructional).
- Staff development activities must meet needs that are mandated or of high priority, including implementation of the new comprehensive, system-wide instructional approach to literacy and mathematics under the Children First initiative, school violence prevention and intervention, the implementation of the Continuum for Students with Disabilities, performance standards, science education, assessments, etc., as they relate to general, special and bilingual education.
- Schools will not be in session on Labor Day, Yom Kippur, Columbus Day Observed, Thanksgiving Day and the day after Thanksgiving, Winter Recess (December 25 through and including January 1, including Christmas and New Year's Day), Dr. Martin Luther King, Jr. Day, Mid-Winter Recess (including Washington’s Birthday), Spring Recess (including Good Friday, Easter and Passover), and Memorial Day.

*Our Calendar is adhered to without exception, unless notifications of subsequent changes are received pursuant to collective bargaining agreements or for other reasons, provided these other reasons are not inconsistent with collective bargaining or legal obligations.*



## Resources

### [www.disciplinehelp.com](http://www.disciplinehelp.com)

The Discipline Help website provides substitutes and parents with access to information and assistance in dealing with a wide range of student misbehaviors in the classroom. This amazing website lists the causes, effects, appropriate actions to take and frequent mistakes made when dealing with 117 different student misbehaviors.

### [www.subed.usu.edu](http://www.subed.usu.edu)

This site is created and maintained by the Substitute Teacher Training Institute at Utah University. It contains many articles and resources for substitute teachers and managers. Also, a self-assessment test to assess your readiness and effectiveness as a substitute teacher is included.

### [www.suite101.com](http://www.suite101.com)

Numerous articles and links to other sources useful to substitute teachers. Type in "Guest Teacher" in the search bar

### [www.proteacher.com](http://www.proteacher.com)

Select "Substitute Teacher" from the main menu on the left. This site serves as a bulletin board for substitute teachers. In addition to lots of helpful hints and success stories, you will be able to relate to the challenges colleagues face.

## **Books**

- *Classroom Management for Substitute Teachers*, S. Harold Collins, Kathy Kifer (Illustrator), 1982, Garlic Press, ISBN 0931993032
- *The Acting-Out Child, Coping with Classroom Disruption*, Hill M. Walker, 1995, 420 pages. Sopris West, 1140 Boston Avenue, Longmont, CO 80501, ISBN 1570350477
- *Antisocial Behavior in School: Strategies and Best Practices*, Hill M. Walker, Geoff Colvin, Elizabeth Ramsey, 1994. Brooks/Cole Publishing, A division of International Thomson Publishing Inc., ISBN 0534256449
- *Bringing Out the Best in People, How to Apply the Astonishing Power of Positive Reinforcement*, Aubrey C. Daniels, 2000. McGraw-Hill, Inc., ISBN 0071364099
- *Coercion and its Fallout*, Murray Sidman, 1989. Authors Cooperative, Inc., Publishers, P.O. Box 53, Boston, MA 02199, ISBN 0962331112
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## Important Contacts and Links

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- SubCentral Help Desk - (718) 935-4401
- SubCentral E-Mail address: [SubCentral@schools.nyc.gov](mailto:SubCentral@schools.nyc.gov)
- SubCentral *SmartFindExpress* Dial-In (718) 935-6740
- Web Page – [www.SubCentral.nycenet.edu](http://www.SubCentral.nycenet.edu)
- SubCentral –  
<http://schools.nyc.gov/Offices/DHR/Employees/SubstituteTeachersPerDiem/>
- UFT - <http://www.uft.org/member/>
- New York State learning standards -  
<http://usny.nysed.gov/parents/nyslearningstandards.html>
- New York City Department of Education- <http://schools.nyc.gov/>
- NYCDOE – Division of Human Resources - <http://schools.nyc.gov/Offices/DHR/>
- New York State Education Department - [www.nysed.gov](http://www.nysed.gov)
- Teachers Exams - <http://www.nystce.nesinc.com/>
- Child Abuse Identification/School Violence Prevention and Intervention Workshops  
<http://www.highered.nysed.gov/tcert/certificate/ca.htm> &  
<http://www.highered.nysed.gov/tcert/certificate/save.htm>
- Chancellor’s Regulations -  
<http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>
- Citywide Standards of Discipline and Intervention Measures (The Discipline Code)  
<http://schools.nyc.gov/Parents/Essentials/School+Safety/default.htm>
- Association for Supervision and Curriculum Development (ASCD) –  
<https://www.ascd.org>



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