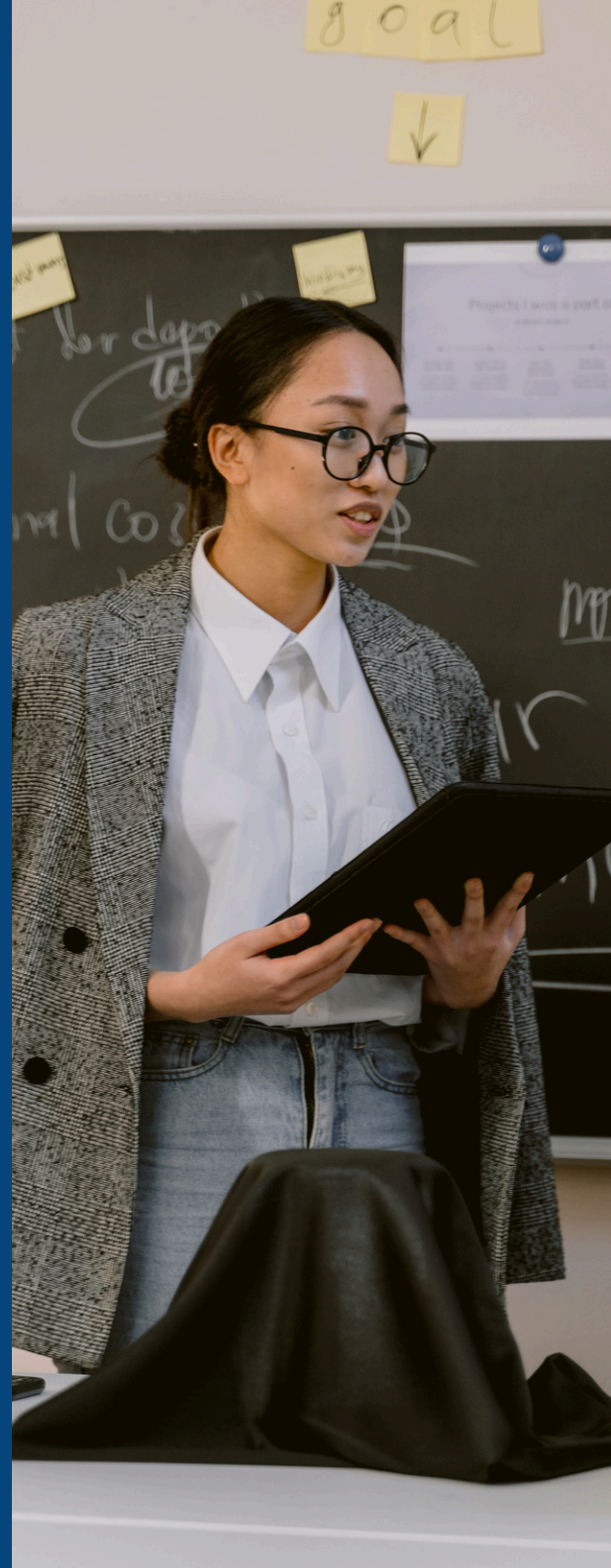




Substitute Employee Handbook



LIVONIAPUBLICSCHOOLS.ORG

SUBSTITUTE OFFICE
15125 FARMINGTON RD
LIVONIA, MI 48154

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Message from our Superintendent



Welcome to Livonia Public Schools! It is with great pleasure and tremendous pride that I welcome you to Livonia Public Schools on behalf of the Board of Education and the district's administrative staff. We are an organization that provides outstanding public education to more than 13,400 students in the cities of Livonia and Westland for grades preK-12 along with a variety of other educational opportunities, including post-secondary programs.

We are extraordinarily proud of the vital work that each of our nearly 2,000 staff do each day. We are glad that you have joined us as we continue to flourish as the 9th largest public school district in Michigan and 1st in the area of hometown pride!

Sincere regards,

Andrea L. Oquist, Superintendent

District Overview

Livonia Public Schools serves most of the city of Livonia and the northernmost portions of Westland. The district is the 9th largest district in the state of Michigan and currently employs almost 2000 employees.

Our History

The district was formed in 1944 and today serves over 13,000 students in grades K-12 and also provides care and instruction for newborns through pre-school ages at our Jackson Early Childhood Center.

Mission

To educate, challenge, and inspire every student to achieve personal success and become a confident contributor to society.

Our Goals

Livonia Public Schools has earned its reputation, through the decades, as a top school district in the state and you'll be happy to know that we are ever-changing with the times. Our goal is to teach and nurture LPS students to be well-rounded contributors to our global society.

Substitute Office Hours

The Substitute Office can be contacted by phone during the hours of 6am and 3pm. Office hours are during the hours of 7:00 a.m. – 3:00 p.m., you may reach the Sub Office at (734) 744-2540. You can leave a voicemail message if she is away from the desk.

Substitute Requirements

Teachers have high expectations of others coming into their classrooms. Always remember that you are a valued and important part of the educational system. Never diminish your role as a substitute. Teachers appreciate having a person come into their classroom who is caring and capable. By being prepared, poised, and professional, you will greatly reduce the stress on the teacher, the students and yourself.

All substitutes for Teacher, Paraprofessional and Secretary apply through EduStaff.org, apart from Retired Teachers. Retired teachers apply through the Livonia Public Schools website, LivoniaPublicSchools.org. A minimum of 60 credit hours and a minimum 2.0 GPA from regionally accredited colleges/universities are required to be a teacher substitute in the district.

Substitutes are required to have a substitute permit or current Michigan Teaching Certificate with Wayne RESA and Livescan Fingerprinting with the state of MI. The cost of both is the responsibility of the Substitute. A substitute permit costs \$45 and renewed annually. With a current Michigan Teaching Certificate, the Substitute permit is not required. Fingerprinting cost may vary on location printed. Between \$45 - \$80.



**Substitutes
Needed**

**APPLY
TODAY**

 **Edustaff.org**

Payment

Checks are issued every two weeks. Your paychecks are handled by EduStaff or you can have direct deposit. For payroll questions, please contact EduStaff at 1-877-974-6338. If your address changes, notify EduStaff immediately to prevent any delays in your paychecks/W-2's.

If you suspect your check is incorrect contact EduStaff at 1-877-974-6338. They will take the information and research the situation. They will contact you about the resolution.

Benefits are available with EduStaff. Please contact EduStaff for information and enrollment periods.

Livonia Public schools pays Substitutes with a half and full day rate.

Long-Term Sub Opportunities

Generally, long-term assignments are determined by the principal/supervisor and by Human Resources. If you are interested in such assignments, you can make this known to the principal/supervisor. Introduce yourself and ask to be observed. Show the principal that you are interested by covering a variety of areas and by being flexible. Due to the "No Child Left Behind"

legislation, core academic subjects must be taught by a highly qualified substitute during a long-term situation. New substitutes are asked to send a copy of their Resume to the Substitute Office for consideration.

Substitutes are required to work 10 days in the same long-term assignment before the long-term sub rate is applied. When working back-to-back long-term assignments the sub will be required to start the long-term pay schedule over. Starting with 10 days at the regular sub rate.

On rare occasions long-term teacher subs work more than 60 days. If this happens on the 61st day the long-term rate will increase till the end of the assignment.



Snow Days

When the entire district is closed, notification is posted on Channels 2, 4 and 7 and on WWJ and WJR. A district-wide cancellation will also be posted on the district web site: <https://www.livoniapublicschools.org/>.

Unfortunately, with the number of substitutes and hourly personnel used per day the sub office is unable to contact you personally. If notification is late, please go to the district website to get confirmation of the closure.

If you are scheduled to work and school is canceled----your job is canceled. You will not be paid if you report. In the case of an individual school shutdown, every effort will be made to call you. When in doubt, you can check the TV and radio stations, or the District's website.

DETROIT MEDIA SCHOOL CLOSINGS ALLIANCE



Attendance and Punctuality

If you are unable to work a scheduled assignment and are unable to remove yourself from the assignment, please provide the district with ample notice to ensure appropriate coverage. Please contact the Substitute Specialist at SubstituteOffice@livoniapublicschools.org. Please DO NOT reach out to the building directly or EduStaff. If you cancel within 3 hours of the start time the district reserves the ability to restrict your ability to see jobs for the day. No call/no show can result in being excluded from the Livonia Public School District. Substitutes are expected to work the full assignment. Please do not sign up for an assignment if you are unable to work the full assignment. If there is a multi-day assignment that you can assist with coverage a handful of days, please contact the sub office. Depending on the circumstances, arrangements could be made.

Substitutes may be expected to work during the Teacher's planning period in another classroom that is uncovered. If a daily substitute works during this time no further compensation is granted. If a Substitute is working in an assignment that is Long-Term they will be compensated for that hour of time. Long-Term Substitutes are expected to work on their planning and grading during that planning hour and would have to make other arrangements to complete the work.

If a teacher has a 6th hour planning period Substitutes are expected to check in with the building Secretary for classrooms/tasks that need assistance. Substitutes are expected to stay for the full amount of time scheduled. If a Substitute arrives late or leaves early the district can adjust the number of hours worked.



Professional Attire

Substitutes should maintain high standards of professional appearance, thereby reflecting the dignity of the education professional and serving as role models for students. Be mindful the assignment you are assigned to. If you are substituting in a PE class, wear comfortable clothing, no jeans, and bring a pair of gym shoes.

PERFORMANCE EXPECTATIONS

Use of Technology

Computers, systems, and software are provided to staff for activities directly related to teaching and learning. Substitute teachers are not provided with access to district technology and should not utilize equipment owned and operated by the Livonia Public Schools. At the high school level, a substitute teacher may need access to school technology to fulfill the lesson plan. In this situation, substitutes will be provided with a one-day access code from the Main Office. Substitutes are not allowed to use personal technology in the classroom (ex. computers, tablets, cell phones) during instructional time.

Use of Cell Phones

Cell phones should not be utilized by Substitutes during a classroom or instructional period.

Identification Badges

All substitutes will be issued an EduStaff badge from each Building's Main Office. Substitutes must bring their identification badge with them to their assignment and wear the badge at all times while on school property. Livonia Public School badges are provided for substitutes that are filling in assignments on a long-term basis. If a Livonia Public School badge is provided, the substitute is to leave it with the building they last subbed with at the end of the long-term assignment. If a Livonia Public School badge is broken or lost, please contact the Substitute Office at (734) 744-2540 to turn off the badge. A replacement of the badge is \$15 cash at the time the new badge is secured.

Smoking/Vaping

Smoking and/or vaping is not permitted in any school building or on any school property. School property are, by law, smoke free.

Alcohol and Drug Use

Employees shall not use, distribute, or possess controlled substances or alcoholic beverages in any school building or on any school grounds.

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) has afforded students the right and protection of confidentiality. All student records, any personally identifiable information and photos are confidential and may not be shared with others without expressed written permission. Expectations of all individuals include that knowledge about students and staff of a personal nature that is acquired through one's employment by the Livonia Public Schools is not to be shared outside of a professional context.

Student Safety

The Livonia Public Schools has an emergency management plan which is available in each school classroom. You should be aware of individual policies in each school regarding visitors and dismissing students.

Each classroom should have a posted Fire Drill Exit and Lock-Down Procedure. Please be sure to read this carefully and know which exit the classroom you are covering uses in case of an emergency evacuation.

Most classrooms and playground accidents should be handled with common sense. Please make yourself aware of the location of the school health office and the best way to contact a staff member in the case of an emergency situation. Refer all students with injury (even minor ones) to the office. NEVER give medication to a student.

If a student is sick or complains about an illness, contact the school office or the health office to find out the correct procedure. Elementary students should not be sent out of the classroom alone (another student may accompany them to their destination).

Never leave students unattended. Contact another staff member if you must leave the classroom for any reason.

Ethical Conduct Toward Students

- The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- The educator shall not engage in any romantic or sexual interactions or relationships with students, including dating, flirting, sexual contact, inappropriate physical displays of affection, or sexually suggestive comments between staff and students;
- The educator shall not provide alcohol or drugs (regardless of age) to students – either prescription or illegal (except for those provided in accordance with district policy on medication administration)
- The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- The educator shall not initiate or continue communications with students for reasons unrelated to any direct educational purpose, including oral or written communication, telephone calls, or electronic communication such as texting, instant messaging, email, chat rooms, social networking apps, webcams, or exchange of photographs;
- The educator shall not transport individual students for any purpose unrelated to a school function or event, when not related to a staff member's job duties, and without the permission of a parent/guardian and administration.
- The educator shall not foster, encourage, or participate in emotionally or socially intimate relationships with students through communication, in-person interaction, or gift giving

The District will take appropriate disciplinary action, up to and including dismissal, against any substitute found to have violated this policy in accordance with District policies, regulations and state/federal laws. A violation of this policy may also subject substitutes to referral for criminal and/or civil sanctions as required by law.

Duties of the Substitute Teacher

1. Report in at the school office. Each school will give the substitute further directions as to their check in procedures.
2. Observe the regular work hours, schedules, and responsibilities of the teacher. Substitute teachers are expected to remain in the building until the students are dismissed and notes for teachers are completed. Before leaving, check out in the office. NOTE: Each elementary school may have a slightly different schedule due to busing and/or other special circumstances. If you are not certain of the exact time schedule in the building, you should inquire of the person calling you or contact the individual school office.
3. Substitutes are expected to always remain with assigned classes. Classes should never be left unattended. Middle school and high school classroom doors should be kept locked and closed at all times during classes. The substitute should supervise the pupils in the hallways. Any information which may necessitate a search of lockers or pupils and/or seizure of personal property should be referred to the building administrator.
4. Examine the substitute teacher's folder for procedures for lunch and attendance counts, the teaching schedule and a seating chart as outlined under "Duties of the Classroom Teacher." If you collect money, place the collected money in an envelope with the teacher's name on it and leave the envelope with the office secretary. Be sure to note the source of the money. Do not leave purses, room keys, or other valuables unattended.
5. Follow the objectives and lesson plan sheets as closely as possible. If plan sheets are not available, make this known to the building administrator.
6. Write your name on the board as a manner of introduction.
7. Leave a note at the end of the day describing the work accomplished and/or assigned and listing any questions or difficulties which may have occurred. Include all information which will be important to the classroom teacher in resuming the instructional program and daily activities. Collect any homework and clip it together with notes on the classes. Correct and grade assignments as per the directions of the classroom teacher.
8. Leave the classroom in good order.
9. Report to the school office before leaving the building to determine if your services will be needed the following day.
10. Return any keys/folders/badges issued to you.

Under no condition is it permissible for the substitute teacher to use corporal punishment. This does not preclude the prudent use of physical force as a means of self-defense or to prevent injury to yourself, others, or the property of others. Substitute teachers should ask each building administrator for discipline procedures specific to his or her school.

Hints for Successful Classroom Management

- Report in at the school office. Start the day quickly, firmly, concisely. Be pleasant. Appear confident. Let the students know "anything doesn't go." The substitute's first words and actions go a long way towards setting the tone for the day. You will gain respect with your actions more than with your words.
- Get the students busy at the beginning of the day and at the beginning of each period. Keep them on appropriate learning tasks.
- Problems may be eliminated if questions are phrased so only one student will answer or so children will raise their hands. For example:
 - a. "Raise your hand if you can tell me where the attendance folder is."
 - b. "Raise your hand if you know the names of absent students."
 - c. "John, where is the handwriting paper?"
- Students are likely to say, "This is not the way our teacher does it." Tell them at the beginning, "Don't worry if I don't do things exactly the way your teacher does. There is usually more than one good way, and a change can be fun for you." Remember, students often feel more secure when they follow an established routine, so try to hold to the time schedule and other established routines.
- Compliment the students on the projects and displays in the room.
- Gear the instruction to the students' level. Involve the students.
- With any group, smile, be friendly, and show enthusiasm.
- Learn the students' names. Have students help you. Even the smallest task can keep them on your side.
- Remain calm and relaxed. Don't lose your "cool."
- Be positive. Attempt to see that every student has some success or praise each day. Just a pleasant remark or an appreciative smile works wonders.
- Firmness is important. Students need to know that you can and will command the situation. Rather than issuing an ultimatum, give the student a choice, e.g., meeting the needs of the classroom for the day, or not taking part in classroom activities by moving the desk to the back of the room. Give the pupil only one chance, and if he/she has made the wrong choice and cannot follow instructions, follow through.
- Deal with the individual student when corrections are necessary. Be sure to have all the facts. Listen to both sides of the story. Focus attention on the problem. Give the student the benefit of the doubt.
- Solve problems at the time they occur. Don't degrade any student in front of others, but do handle situations when they occur.

Important Terms to Know

Cognitive:

The ability to learn and gain knowledge. Cognition is the act or process of knowing.

Affective:

Pertaining to feelings or emotions.

Adaptive Behavior:

How a student adapts or adjusts to their environment. How they manage personal living skills, daily social skills and self-care

Types of Impairment

Autism (AI):

The student with autism may lack the ability to relate appropriately and may have language delays or deficits. The student may have an unusual or inconsistent response to one or more of the the following: sight, hearing, touch, pain, balance, smell, taste, the way a person holds his/her body, instance on sameness. Students with autism may also have a cognitive impairment.

Emotional Impairment (EI):

The student with an emotional impairment displays behavior problems in the affective area. Behavior is manifested by one or more of the following: inability to build or maintain interpersonal relationships, inappropriate behaviors or feelings, general prevalent mood of unhappiness or depression, tendency to develop physical symptoms or fears.

Hearing Impairment:

Students with a hearing impairment may be deaf or hard of hearing, and this impairment adversely affects their educational performance. Students with a hearing impairment may be found in general education as well as, special education classrooms.

Moderate Cognitive Impairment (MoCI):

This student has a lack of development in the cognitive area and may also be impaired in adaptive behavior. The student with MoCI is slightly more impaired than the student who is MiCI.

Mild Cognitive Impairment (MiCI):

This student has a lack of development in the cognitive area and may also be impaired in adaptive behavior. The student with MiCI is slightly less impaired than the student who is MoCI, but more impaired than the student who has a learning disability.

Specific Learning Disabled (SLD):

The student with SLD exhibits a large discrepancy between achievement and ability in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, math calculation or mathematics reasoning. An internal processing problem exists and the severe discrepancy is not a result of vision, hearing or motor impairment, emotional impairment, cognitive impairment or autism. Students with learning disabilities may be present in general education classroom settings, but may be supported by the Resource Room teachers.

Early Childhood Developmental Delay (ECDD):

This student may be preschool through age 5. At this level, the student may be impaired in one or more areas of development. The student's cognitive learning skills may be approximately half of that expected for their age.

Physical Impairment (PI) or Other Health Impairment (OHI):

Physical Impairment means severe orthopedic impairment. The student with other health impairments has chronic or acute health conditions. In both cases, the impairment adversely affects educational performance. PI and OHI students may be found in general education, as well as, special education classrooms.

Visual Impairment (VI):

This student's vision problem interferes with development or adversely affects their educational performance. The impairment may be in central vision acuity, peripheral field restriction or a progressively deteriorating eye condition.

Speech and Language Impairment (SLI)

This student has a language deficit that adversely affects educational performance. The student may exhibit one or more of the following: articulation impairment, voice impairment, and fluency impairment or language impairment.

Our Special Education Classroom Settings

A variety of special education classrooms exist within our district, with students of varying degrees of impairment. In general, most classrooms fall into the following structure.

Resource Rooms:

Designed to assist those students who need less than full-time support. Class size will vary throughout the day, due to the changing needs of the students. You may encounter a student who only needs assistance to pick up or return a hearing assistance unit or you may have a student who stays with you for most of the day because their learning disabilities require that they be given more time for tasks.

Basic Classrooms:

Special education classrooms are provided for students who need individualized instruction and an alternative curriculum. They will spend all or most of a portion of their instructional day with a special education teacher. Livonia Public Schools currently has AI, VI, MoCI, MiCI EI and cross categorical Basic Classrooms.

Center Based Preschools:

Designed for students ages 3 through 6 years with cognitive impairments. The primary rooms will have the younger aged students, though you will find varying cognitive levels with an group.

Middle School Special Education Rooms and High School Special Education Rooms:

Designed for students with education needs. General education subjects and study skills are taught in these settings. Some classes may be team-taught.

Franklin Transition Program (FTP):

This program is housed at Franklin High School and serves the student with a more moderate cognitive impairment. Curriculum in these rooms is focused more on life skills, personal care and early career training rather than on core curriculum subjects. Another similar program is Livonia Transition Program.

Livonia Transition Program (LTP):

This program is for 18-26 year-old special education students who have exited high school with a certificate of completion. It is a blended program where students spend half of their day in the classroom learning daily living skills, job readiness skills and transition goals. The other half of their day is spent at a job site where students have the opportunity to learn skills in a real-life situation. We have a relationship with more than 25 local businesses that provide work training for our students.

Western Wayne Skill Center:

This facility services the needs of special education students ranging 14 to 26 years of age. Courses include training in life and social skills. The student population is varied in the type and severity of impairments. The more severely impaired classes will have the greatest number of support staff to work with you.

Thank you for bringing your best self to our district and assisting our students on their journey through their educational career.

Without the professional services of people such as you, our district would find it difficult to operate efficiently. We hope this material will be of value in your assignment as a substitute with the Livonia Public Schools.

Livonia Public Schools

