



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

WELCOME! As a support staff substitute in the North St. Paul-Maplewood-Oakdale School District, you are a very important person. Each time you enter a classroom you affect the most important part of this district--- our children.

This substitute handbook is designed to help you in your efforts to learn as much as you can about our schools and our students. Your responsibility is to replace the regular staff member. We trust that each time you substitute, you and the students will have a meaningful and productive educational experience.

You will be responsible for knowing the information outlined in this handbook. It should make your own personal experience as a substitute more rewarding.

Please read this handbook completely and thoroughly. It can be your guide to a more successful year within our district. Best wishes for a good school year!

BUILDING INFORMATION

<u>ELEMENTARY</u>	<u>ADDRESS</u>	<u>SCHOOL PHONE</u>	<u>PRINCIPAL</u>	<u>CONTACT PERSON FOR SUB QUESTIONS</u>	<u>PHONE</u>
Carver 9:15 AM - 3:45 PM	2680 Upper Afton Rd Maplewood, MN 55119	702-8200	Gena Abrahamson	Laura Anderson	702-8201
Castle 8:45 AM - 3:15 PM	6675 50th St. N. Oakdale, MN 55128	748-6700	Bridget Bruner	Karla Lawinger	748-6701
Cowern 8:45 AM - 3:15 PM	2131 N. Margaret St. N. St. Paul, MN 55109	748-6800	Jennifer Wilson	Lori Murphy	748-6801
Eagle Point 8:45 AM - 3:15 PM	7850 15 th St. N. Oakdale, MN 55128	702-8300	Shawn Bromeland	Christine Kass	702-8301
Oakdale 8:45 AM - 3:15 PM	821 Glenbrook Ave. N. Oakdale, MN 55128	702-8500	Tracy Buhl	Amy Boris	702-8501
Richardson 9:15 AM - 3:45 PM	2615 First St. N. St. Paul, MN 55109	748-6900	Jenna Peters	Susi Weldon	748-6901
Skyview 9:15 AM - 3:45 PM	1100 Heron Ave. N. Oakdale, MN 55128	702-8100	Travis Barringer	Trisha Weldon	702-8101
Weaver 9:15 AM - 3:45 PM	2135 Birmingham Maplewood, MN 55109	748-7000	Pangjua Xiong	Glenda Kryzer	748-7001
Webster 8:45 AM - 3:15 PM	2170 E. 7 th Ave. N. St. Paul, MN 55109	748-7100	Mona Perkins	Lori Smoyer	748-7101
<u>MIDDLE SCHOOL</u>					
John Glenn 7:45 AM - 2:15 PM	1560 E. Co. Rd. B Maplewood, MN 55109	748-6300	Jill Miklausich	Cheryl Conklin	748-6301
Maplewood 7:45 AM - 2:15 PM	2410 Holloway Ave. Maplewood, MN 55109	748-6500	Kevin Wolff	Nita Bruun	748-6501
Skyview 7:45 AM - 2:15 PM	1100 Heron Ave. N. Oakdale, MN 55128	702-8000	Joe Slavin	Kari Reubish	702-8001
<u>SENIOR HIGH</u>					
North 8:15 AM - 2:45 PM	2520 E. 12 th Ave. N. St. Paul, MN 55109	748-6000	Greg Nelson	Mary Kay Evans	748-6001
Tartan 8:15 AM - 2:45 PM	828 Greenway Ave. N. Oakdale, MN 55128	702-8600	Ty Thompson	Christy Hayes	702-8601
<u>OTHER FACILITIES</u>					
Beaver Lake	1060 Sterling Ave. N Maplewood, MN 55119	702-8450	Dana Maney	Lois Swanberg	702-8401
Next Step	2586 E 7 th Ave. North St. Paul, MN 55109	621-1900	Heather Kosec	Colleen Wergin	621-1900

QUALIFICATIONS AND REQUIREMENTS FOR SUBSTITUTING

There are four general requirements for support staff substituting in our school district.

First, a Substitute Support Staff Sign-Up Form must be completed and submitted to the Human Resources Department. This form may be obtained from the district website at www.isd622.org or by visiting the Human Resources office.

Second, a W-4 federal tax withholding form must be completed. It will be kept on file with the District's Payroll Department.

Third, the informed consent form and background check must be completed through the Human Resources Department. There is a \$24.00 charge for the background check, which must be paid by cash or check.

Fourth, the I-9 form must be completed. It is required by the Federal government that each new employee of the district submit documents to verify their identity and eligibility to work in the United States. Please bring the original or certified document(s) to the Human Resources Department, as federal law prohibits the acceptance of copied documents.

AESOP

District 622 uses an automated service that greatly simplifies and streamlines the process of notifying you when your services are needed in our district. This service, called AESOP (**A**utomated **E**ducational **S**ubstitute **O**perator), utilizes both the telephone and the Internet to assist you in locating jobs in our schools.

After you have submitted all of the required documents to the Human Resources Department and successfully completed the background check process (see above section "Qualifications and Requirements for Substituting"), a welcome letter will be e-mailed to your e-mail address. The welcome letter will include detailed information about AESOP, including your ID number and Pin number. The correspondence will also include the "AESOP QuickStart Guide for Substitutes" and the "AESOP Phone System Instructions for Substitutes". Once you receive the welcome letter and read through the attached documents, you may interact with the system either on the Internet at www.aesoponline.com or by way of a toll-free, automated voice instruction menu system at 1-800-942-3767 (1-800-94-AESOP).

By visiting AESOP, you can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times.

SCHOOL CLOSING INFORMATION

In addition to listing school closing information on its website, www.isd622.org, District 622 provides timely information to local radio stations when bad weather or school emergencies require the closing of school. If the weather and road conditions are questionable, you can tune to one of the following stations for information on whether our schools are closed:

WCCO- 830 AM

KSTP- 1500 AM

WHAT TO DO WHEN YOU ARRIVE AT SCHOOL

Unless you receive a late morning call, you are expected to arrive at your assigned school as AESOP instructs you. Go directly to the principal's office and sign in with the Office Coordinator or the Receptionist. You will receive a substitute badge.

Find out where your assignment is and go there immediately to familiarize yourself. The classroom teacher or other support staff might answer many of your questions for you.

SPECIAL EDUCATION

Special education paraprofessionals, under the direct supervision of a licensed teacher, facilitate the educational progress of students by providing training, support, and guidance to students in various academic, personal and vocational subject matters in structured educational programs. There are two main types of special education paraprofessionals within ISD 622; building and program. Program paraprofessionals exist in a variety of programs. The following descriptions of special education programs and types of special education paraprofessionals will be helpful to you as you consider which assignments you would like to accept:

Building Paraprofessional: When assigned as a special education building paraprofessional, you will be working with individual and small groups of students, most often alongside a special education teacher in a separate resource room or in the students' mainstream classroom. The student(s) may need support in reading, note-taking, math or in developing social or organizational skills. Students working through behavioral challenges may need guidance when transitioning from one task to another or navigating between areas of the school. Paraprofessionals reinforce the use of strategies that will increase the students' ability to learn. They may be asked to record student data, prepare modifications to learning materials or clean up areas after learning activities.

Program Paraprofessional: When assigned as a special education program paraprofessional, you will be asked to work with individual and small groups of students in a separate classroom and at times, in the mainstream environment. Our most successful paraprofessionals are so because as far as their approach with students, they “meet them where they’re at”. The programs you may choose to work in as a substitute special education paraprofessional include:

Early Childhood Special Education Programs (ECSE):

Paraprofessionals work with toddlers through five-year-olds who have been identified with a disability. Classrooms are broken down, mainly by age groups and typically have from five to ten children in them. Children in one of our autism programs have limited communication skills and are rather rigid in their behaviors. Sensory processing may be compromised and lead to anxiety, agitation, and at times, a shutting off from their environment. They learn best with consistent routines, schedules and visual cues. Work in any of our early childhood programs may include lifting up to 30 pounds, diapering and toileting children and “messy” learning activities. For those children who come on a school bus, paraprofessionals assist in getting them on and off the bus and at times, in and out of car seats.

Functional Academic Needs (FAN) and Developmental Cognitive Disorders (DCD) and Life and Career Transition Skills (LCTS) Programs:

Paraprofessionals work with students who perform at a low to low-average range in academic and functional tasks. Paraprofessionals may assist students with learning strategies that encourage their independence and prepare them for transitioning to post secondary activities such as school, work and home living. The regular curriculum is used whenever possible and adapted to the student’s level of understanding.

Emotional Behavioral Development (EBD) Program (a.k.a. CREED):

Paraprofessionals work with students who perform academic tasks at a low average to superior range. They may provide students with assistance in learning academic content and in carrying out individualized programs that assist them in developing positive interactions with adults and peers. They typically focus on helping the student develop work habits that lead to academic and social success. Training in the use of positive behavior intervention approaches is helpful for paraprofessionals who would like to work students in our EBD programs. A positive, calm, steady approach is a requirement of this position.

Communication Interaction Development (CID) and Autism Spectrum Disorders (ASD) Programs:

Students in these programs have limited communication skills and are rather rigid in their behaviors. Students’ sensory processing may be compromised and lead to anxiety, agitation, and at times, a shutting off from their environment. Their learning is compartmentalized, meaning they cannot easily multi-task or quickly shift their attention from listening to performing an activity. They learn best with consistent routines, schedules and visual cues. Their cognitive abilities may range from low to superior. Often times, paraprofessionals assist students to understand socially acceptable physical (spatial) and verbal boundaries among their peers. Training in the use of positive behavior intervention approaches is helpful. A steady, consistent approach is a helpful to students who are in these programs.

Multiple Needs Programs:

Students in our multiple needs programs have a combination of disabilities that challenge their learning. While each has limited cognitive functioning, there is variability in their verbal, behavioral and social skills and at times, their motor coordination. Some individuals may not be independent in toileting and hygiene activities and paraprofessionals may be required to assist students. Students’ sensory processing may be compromised and lead to anxiety, agitation, and at times, a shutting off from their environment. A calm, patient and nurturing approach is helpful to students who are in these programs.

Some overall tips for success in working with students include:

- Allow students to be as independent as possible.
- Spend most of your time asking questions, listening, writing, and helping students think for themselves.
- Be sensitive to the existence of emotional or psychological problems which may be affecting the performance of the student.
- Avoid assuming the role and responsibilities of the teachers and parents; your role is to assist these people.
- Don’t be judgmental or stereotype students; each student is different.
- When students need assistance, encourage them to try first, and then ask for help.
- Encourage students to be responsible for listening to directions. Ask questions to find out what they understand.
- Have fun and help students to have fun.

A dignified, business-like, sensitive, warm, and respectful attitude toward students usually merits the respect a paraprofessional deserves.

SCHOOL POLICIES

These policies are general, but very important, and they pertain to all school buildings. Individual schools will also have more specific and detailed policies that you should know if you continue substituting.

Classroom materials and supplies should be used with discretion, properly cared for during the day, and left in orderly fashion at the end of the day.

All money collected in the classroom (for any reason) should be removed from the classroom at the end of the teaching day and turned into the principal's office in accordance with building procedures.

If a person not connected with the school wants information about a child or permission to take a child from the room, refer that person to the principal's office and alert the office. Under no circumstances should a child be released without the permission of the principal.

In the event of major discipline problems, call the assistant principal or principal immediately. At no time are you to administer corporal punishment.

Students are not to be kept after school by a substitute without the principal's approval.

All cases of accident or illness are to be reported immediately to the school office.

Information concerning students that may be confidential in nature should be kept confidential by the substitute.

The substitute is responsible for learning the instructions for all emergency procedures in each building where he/she is teaching.

WHAT TO DO AT THE END OF THE SCHOOL DAY

When you complete your work, check out with the Office Coordinator and turn in your substitute badge.

Find out from this person, if possible, if your services will be required again for the following day.

Return to the school secretary any packets or forms that were given to you during the period of your substituting.

GENERAL EMPLOYMENT INFORMATION

Assignment to the health office substitute list is completed annually. If you do not substitute during a school year, or are excluded from more than three (3) buildings as a substitute, your employment as a substitute will be discontinued for the following school year.

The rate of pay for the 2016-17 school year is as follows: Special Education Paraprofessional: \$14.51/hour; Preschool Education Assistant: \$13.33/hour; Paraprofessional Monitor: \$13.70/hour. Substitutes are paid on the 15th and last business day of each month. Pay stubs are available for viewing online through Skyward's Employee Access. Login information for this system will be emailed to you by the Payroll department. A time lapse of roughly two weeks is necessary to allow for transfer of records from the school to the Payroll Department.

Length of assignment will vary. You are advised to talk to the supervising teacher or building secretary to clarify break schedules.

A timesheet should be completed for each substitute assignment. Both the school and substitute should retain a copy of each form. The school will forward copies to the Payroll Department.

Federal and state taxes, social security, and other necessary withholdings are withheld from the substitute's wages. A substitute is covered under Worker's Compensation and the district's liability insurance.

The possibility of permanent employment with District 622 makes it important for you to take your responsibilities as a substitute seriously and do the best job possible each day. When vacancies arise in the district, substitutes who have shown outstanding performance are likely to be prime candidates for employment.

PROFESSIONAL ETHICS

In your role as a substitute, you may have access to student records and reports. These should be handled with extreme care. Many records are of a confidential nature and are maintained in order to provide information for the professional staff on child development. Such materials should be handled in a confidential manner.

Although it is a prerogative seldom used, we reserve the right to terminate the employment of a substitute. Reasons for such action might include lack of initiative, unsatisfactory work, or inability to arrive at work on time. Please note that if a principal feels a substitute exhibits/displays inappropriate and/or unprofessional behavior during their time at the building, they have the right to "exclude" (or remove) a substitute from their building's sub list and notify Human Resources accordingly. **If a substitute is excluded from more than three (3) buildings in ISD 622, the substitute will be removed from the district's substitute list and employment will be terminated by Human Resources.**