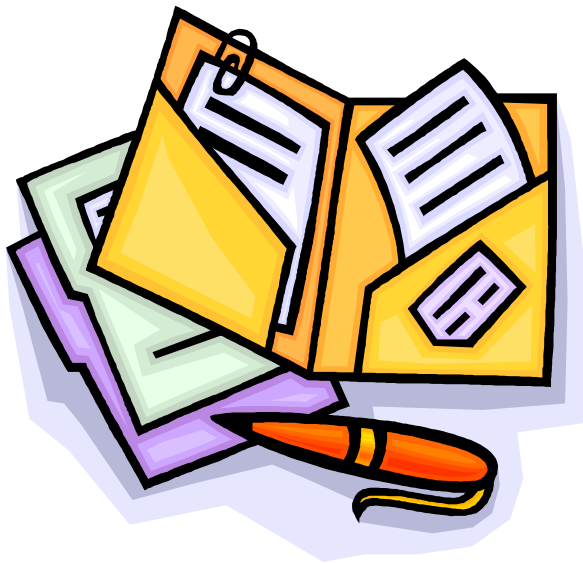


# DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

## SUBSTITUTE TEACHER HANDBOOK



“...to advance the knowledge and well being of our children and our community.”

Updated on 3/1/11

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## SUPERINTENDENT'S MESSAGE

### DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT



Welcome to the Dudley-Charlton Regional School District. We are fortunate to live and work in an outstanding school district where children truly do come first. Our teachers, administrators and support staff are committed to providing students the best possible education. To that end, your role as a substitute teacher is vital to the instructional program offered to the students in our district and your availability and willingness to serve enables quality teaching to continue.

This Handbook was developed to provide you with the expectations and qualifications necessary to be a substitute teacher. The Dudley-Charlton Regional School Committee and our building administrators recognize the important role that our substitute teachers play to ensure quality instruction on an ongoing basis. You are indeed an integral part of student learning; simply “covering a class” no longer describes the full expectation. The same high standards and accountability expected from permanently assigned teachers are also expected from you.

Ultimately, our goal is to provide each “teacher” with support so that you can help our schools to achieve the goal of improving learning for our students. In the role of a substitute teacher, our expectation is that there will be a continuation of student learning along the continuum established by the permanent teacher and that appropriate classroom management will be maintained at all times. As with all things in life, effective instruction emanates primarily from a well-planned and organized agenda.

On behalf of the Dudley-Charlton Regional School Committee, our teachers, administrators and support staff, I thank you for your interest in and commitment to our children and our communities.

Sean M. Gilrein  
Superintendent of Schools  
Dudley-Charlton Regional School District

**SCHOOL CALENDAR**

Available at: <http://www.dcrsd.org/uploads/district/dcrsd%20cal.pdf>

## **SUBSTITUTE TEACHER SALARY SCHEDULE**

### **Substitute Teacher Compensation**

We are most fortunate in the Dudley-Charlton Regional School District to have an excellent pool of reliable, highly qualified substitute teachers available to assume the duties and responsibilities of our teaching staff when they are absent from school. We remain competitive with area school districts with regard to daily substitute rates, as outlined in the following table:

	<b>Substitute Teacher Rates</b>
<b>Base Rate</b>	\$70/day without a 4-year degree \$75/day with a BA/BS \$80/day with teacher certification
<b>Long Term Rate<sup>^</sup></b>	\$80/day without a 4-year degree \$90/day with BA/BS \$95/day with teacher certification

<sup>^</sup> The district substitute rate currently increases to \$80/day when at least one of the following criteria is met:

1. The individual has been assigned to substitute for the same teacher for more than 10 consecutive days.
2. The individual has substituted for more than 45 days in the school year.

## **SUBSTITUTE TEACHERS AND PROFESSIONAL ETHICS**

Dudley-Charlton Regional School District believes that substitutes are critical to the continuation of student learning, achievement and success in the classroom. We are committed to selecting substitutes who will help students learn, achieve, and be successful.

The teacher's absence reflects an unusual condition which cannot be judged fairly on brief acquaintance. Furthermore, school regulations usually take on new meaning as the reasons for them become clear. Knowing this, substitute teachers should concern themselves with their own contribution to the situation in which they were called upon to help. A substitute teacher should avoid criticism of the regular teacher, other staff members, or students, except when formally presented to the principal in the interest of the school. Confidentiality is a reasonable expectation and a legal responsibility; substitutes should refrain from discussing school matters with the general public.

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## **DUTIES AND RESPONSIBILITIES**

### **Professional Attire**

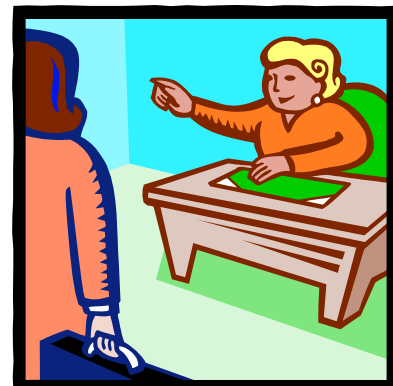
It is important for substitute teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one means of projecting a professional image. Substitute teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, substitute teachers are expected to be aware of the standard to be maintained.

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### **Reporting to Schools: Arrival**

Plan to arrive at your assigned room at least 30 minutes prior to arrival of students. This will afford an opportunity to become familiar with the physical setup of the room and to locate material necessary for carrying out the assignment in a successful manner.

Upon entering a building, the substitute teacher should check in with the school office for information regarding his/her assignment. The substitute should introduce himself/herself to the office staff. A designated person will show the substitute to his/her classroom and help locate lesson plans. This person will also direct the substitute to other teachers on the teaching team and point out the teachers' lounge and restroom.



## **Lesson Plans**

The substitute teacher should follow the lesson plans left by the regular teacher as closely as possible. If this is not possible, do the contingency lesson plan in the substitute folder. If there are not lesson plans available, consult the principal, department chair or an assisting teacher. If unable to implement the teacher's lesson plans, the substitute teacher should leave information about why the lesson was not followed and what specifically was done in the place of the specified lesson.

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## **Additional Duties**

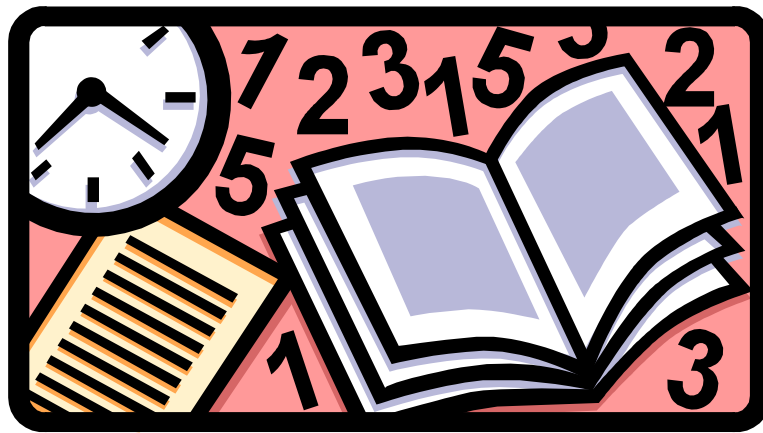
Unless otherwise directed by the principal, the substitute teacher should perform all the work of the teacher who is absent, including playground, hall and lunch duties and other similar school-related tasks.

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## **Substitute's Report**

The substitute teacher should report to the office before leaving at the end of the day. Be sure to return keys and any other materials that you received upon your arrival. Inquire if you are to return the following day.

Substitute teachers are expected to leave sufficient notes on each class taught so as to fully advise the classroom teacher and/or another substitute teacher of materials covered. This allows for better continuity and flow of student learning outcomes. The substitute teacher should explain exactly what was accomplished during the day by leaving a communication to the regular teacher. It should include comments on the work, progress made by the class, absences, and any other information of value. If you have concerns about the day, these should be expressed to the administration before you leave.



## GENERAL SAFETY AND CRISIS INFORMATION

Familiarize yourself with the rules and regulations pertaining to fire, safety and crisis drills in any building to which you are assigned.

- Treat all threats seriously. Report any threat immediately to the main office. Every school has a written emergency or crisis plan. This should be included in the substitute folder or on/in the teacher's room/desk. Generally, we urge staff and teachers to do the following:
  - Remain calm and in control of the classroom.
  - Contact school administrators or fellow teachers.
  - Protect the students and yourself.
- Refer students in need of conflict management to administrators or counselors.
- Fire/emergency procedures are posted in every classroom for visual review.
- **NEVER LEAVE STUDENTS UNATTENDED.**
- If you feel, for whatever reason, something happened during the day that was dangerous, uncomfortable, or questionable, please document it and inform administration as soon as possible.

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## ACCIDENT, INJURY, AND HEALTH INFORMATION

Every accident which results in a personal injury must be reported to the administration immediately. In the event the injury involves a student, the substitute teacher responsible for the student is responsible for making the report.

- **NEVER GIVE MEDICINE OF ANY KIND, INCLUDING ASPIRIN, TO STUDENTS.** Refer them to the office or nurse for supervision taking medications.
- If a student becomes ill, call for help. Send student to the nurse's office and call to verify that the student is coming. You may need to have someone accompany that student.
- Use latex gloves provided by the school if you must contact any blood or other bodily fluid.



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## STUDENT RIGHTS

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school activities. Further, students have the right to have their school records kept confidential. Student records maintained by the school may include, but are not necessarily limited to:

- identifying data
- report cards and transcripts of academic work completed
- standardized achievement test scores
- attendance data
- reports of psychological testing
- health data
- teacher or counselor observations
- disciplinary records, and
- reports of recurrent behavior patterns.

Such information should be shared only with other school staff with a need to know the information to perform their duties.

## CONFIDENTIAL STUDENT INFORMATION

### Child Abuse

Substitute teachers must report suspected cases of child abuse or neglect to a teacher, counselor, assistant/associate principal or principal. Document the person to whom you have reported it. It is vital that the report be made as accurately and as soon as possible. Abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- Placed in a situation that endangers his/her life or physical or mental health
- Cruelly confined or cruelly punished
- Deprived of necessary food, clothing, shelter, or care
- Left unattended in a motor vehicle if such minor child is six years of age or younger
- Sexually abused
- Sexually exploited

### Do's and Don'ts of Responding to Disclosures by Students

#### Do's

- Do get the basic information (ask as few questions as possible).
- Do make the report as quickly as possible (preferably before the end of the day or before the student goes home).
- Do consult with the administrator/department chair/counselor before the student leaves.
- Do remember that our first obligation is to the safety and well being of our students.
- Do only talk about the information disclosed to you with the people who "need to know" (administrators or department chairs/counselors - in the absence of an administrator). Involving other people or sharing the information with a parent that a report has been made may place the student at risk. This may also undermine the investigation. DO NOT CONTACT PARENTS. The investigator will do that.

#### Don'ts

- Don't cut the student's statement off in order to ask questions, get someone else there, etc. Just listen.
- Don't assume what happened.
- Don't ask leading questions (never suggest/offer a perpetrator or behavior(s) the perpetrator may have done).
- Don't take photographs. It is not your job to collect evidence.

## HARASSMENT

Do not tolerate any form of harassment: sexual, racial, verbal, ability, etc.

- Don't ignore student to student conversation. Tell the student initiating the harassing conversation that what he/she said is inappropriate and that he/she must stop immediately. Report to a teacher, counselor, assistant/associate principal, or principal. Document the person to whom you have reported the incident.
- Don't joke about these issues.
- Remember that harassment may be student to student, student to staff, staff to staff, staff to student. None is acceptable. (Refer to the attached policy statements.)

## STUDENT DISCIPLINE

Discipline is everyone's responsibility. The substitute teacher is responsible for articulating classroom expectations and implementing the classroom expectations on a consistent basis.



- DO NOT USE PHYSICAL PUNISHMENT OF ANY KIND WITH STUDENTS.
- Substitute teachers and administrators may use force only for safety of self or others if it is necessary to protect self, student(s), others or property and if it is used in a manner not designed to cause or create a risk of death or serious bodily harm, pain or distress.
- Substitute teachers shall be responsible for using reasonable measures necessary to maintain control in the classroom, in the school building and on school grounds.
- Contact the office administration immediately for assistance when a situation exists which could cause injury to students or others.

Examples include:

- Student fight
- Student health problem (fainting, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
- A report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- Presence of an intruder (a non-student or staff member who refuses to go to the office)

**It is the goal of the Dudley-Charlton Regional School District to promote an environment that is free from discrimination and affirmatively provides access to employment and equal educational opportunity.**

## RESPONDING TO BEHAVIOR CHALLENGES

Occasionally, students will be involved in situations which require that you respond in a way that defuses anger and avoids additional problems. The ability of each student to control his/her behavior will differ. The manner in which you respond to students will need to vary, depending on the situation. It is imperative that all students are treated fairly and with respect; this does not mean however, that all students will receive the same consequence all the time for what appears on the surface to be similar behavior. Be sure that you do not play favorites as you work with students.

Students study you. Your body language and facial expressions can be more powerful in conveying a message to students than the words that you use. Sarcasm and anger may silence a student, but rarely resolve the problem.

### **Please consider the following points:**

1. Be sure that your students know the rules and expectations in your classroom.
2. Avoid public confrontations if possible. Know your students. Students will respond differently in front of a group than they would when alone. Leave the student a way out of a difficult situation. If a student loses face in front of friends, he/she will have a strong tendency to provide a further challenge.
3. Do not scold, preach, or argue. As simply and calmly as possible, state the problem, rules/policies that the student needs to follow. Listen to the student and try not to interrupt, even though you may be upset about the student's behavior(s). Students may not always be able to express themselves, particularly if they are angry or upset. Remember that your goal is to defuse a potentially volatile situation.
4. Ask the student what a fair solution/consequence would be, if appropriate. Students sometimes have acceptable ways of resolving problems. If the student's response is not acceptable, tell him/her so with your reason(s) and ask if the student can generate any other alternatives. Search for mutually acceptable solutions whenever possible. Students need to clearly and consistently know the limits of their behavior in your classroom.
5. **ALWAYS TREAT STUDENTS WITH RESPECT.**
6. Do not threaten students with a consequence unless you intend to or have the authority to follow through. It is probably a better idea not to threaten students at all. Some students like to take on a challenge.
7. Document the student's and witness's name(s), location, date and time of classroom or hallway problems. This information will be necessary for follow-up conference with building administrators. Do not rely on your memory.
8. Advise the building administrator (immediately in an emergency or as soon as possible in non-emergency situations) of problems that have occurred in your classroom as well as any other building problems with students in which you intervene.

## HELPFUL TIPS FOR THE SUBSTITUTE

- Keep this handbook in a notebook.
- Plan to arrive at your assigned room well in advance of the pupils whenever possible. This will afford an opportunity to become familiar with the physical setup of the room and to locate materials necessary for carrying out the assignment in a successful manner.
- Write your name on the chalkboard. Introduce yourself to each new group of pupils with whom you come in contact throughout the day.
- Be an informed substitute; know the school rules.
- Expect respect and cooperation; be respectful of student opinions.
- Have a positive, enthusiastic attitude toward the assignment.
- Physical conditions in a room may affect the behavior of pupils. Watch ventilation, temperature and light. Keep the room neat and orderly. Supervise pupils as they enter and leave the classroom. Stand at the door and meet them in a friendly manner (smile).
- Be organized!!
- Be innovative and flexible. Have alternative plans in case the lesson plan fails. Be prepared with a "bag of tricks".
- Immediately establish your behavior expectations. Whenever possible, avoid an open clash with the student(s). Kindness and sympathy, tempered with firmness is a far better way to maintain class control.
- Keep the students busy!
- Change the seating arrangements of disruptive students.
- Class morale can be kept high with praise from the teacher. Walk around the room. Stand next to a noisy person or group.
- Model the behavior you want from the students.
- Try to talk to each of the students on a personal level.
- Try to have a current seating chart for the classes. Call the students by name.
- Ask questions of other teachers and the school administrators in unsure situations.
- When an obvious classroom procedure has been established with which the students are familiar, work with it. Do not try to impose an entirely new system for one or two days.
- When you sense that students are willing to be helpful in terms of clarifying procedures, use them.



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## WEBSITES HELPFUL FOR SUBSTITUTES

<http://www.funbrain.com/math/index.html>

Baseball game based on math facts.

<http://www.aplusmath.com/>



Features links to create flashcards, play in the game room, use the homework helper, and create math worksheets. Interactive addition and multiplication tables that allow students to type in the numbers they would like to add or multiply and it shows them how to find the answer on the table.

**<http://www.factmonster.com/mathmoney.html>**

Full of math activities

**<http://www.edu4kids.com/>**

Educational games, mostly math, some reading and science

**<http://abcteach.com/index.html>**

Good site with hodgepodge of stuff! Easy to find what you're looking for. Includes research forms, reading comprehension, maps, book reports forms, writing, word searches, crossword puzzles... and more!

**<http://www.edhelper.com/>**

This site has thousands of links. You can make your own print worksheets and puzzles on the site. Includes lesson plans in math, reading, social studies, science writing, and language arts. Vocabulary lessons include words with definitions and multiple-choice tests.

**<http://www.internet4classrooms.com/>**

Links for K-12 Teachers. Standardized Testing Practice Links!

**[http://www.superkids.com/awe\]/tools/](http://www.superkids.com/awe]/tools/)**

Check out the Education Tools links. Teachers can create Math worksheets. There is also a Vocabulary Builder link.

**<http://www.teachervision.com/>**

This site has links for lesson plans on all subjects. It also has a link to ideas for class management and report card comments.

**<http://www.schoolexpress.com>**

You can choose lesson plans, worksheets, make awards to print off for your students. The Math on-line feature allows you to make math activities for the children to complete and have graded on-line.

**<http://www.bookadventure.org/>**

Book Adventure is a FREE reading motivation program for children in grades K-8. Children create their own book lists from over 5,400 recommended titles, take multiple-choice quizzes on the books they've read offline, and earn points and prizes for their literacy successes.

**[http://www.riverdeep.net/products/downloads/play\\_online.html](http://www.riverdeep.net/products/downloads/play_online.html)**

Play some of Edmark user's favorite software games online.

**<http://www.surfnetkids.com/abc.htm>**

Alphabet activities for early learning.

**<http://www.wordcentral.com/home.html>**

A kids' dictionary online.

**<http://bard.huensd.k12.ca.us/html/writingrubrics.html>**

Find assessment rubrics here. Appropriately tailored to early elementary writing assignments.

**<http://www.csrnet.org/csrnet/substitute/>**

This site offers great "survival" tips for substitute teachers.

**<http://www.aaronshep.com/rt/RTE.html>**

This site offers great reader's theatre scripts. They can be used in elementary and intermediate grades. They can easily be done in one class period and when you don't have adequate lesson plans left for you. This is one terrific activity.

**<http://www.hoadworks.com/gamemenu.htm>**

This site is a repository of word games.

**<http://www.puzzability.com/puzzles/index.shtml>**

The site offers an interesting variety of weekly puzzles by former editors for Games magazine.

**<http://thinks.com/index.htm>**

This site features anagrams, trivia, puzzles, etc.

**<http://www.csrnet.org/csrnet/substitute/rdgjournals.html>**

These reading journal activities require no more than the overhead. The ones at the front are a good way to begin using these. Most can be done by the teacher reading the selection out loud.

**<http://www.promo.net/pg/>**

Universal Library Gutenberg Books is an incredible resource for your class! The Project Gutenberg Philosophy is to make information, books and other materials available to the general public in forms a vast majority of the computers, programs and people can easily read, use, quote, and search.

**<http://www.eduplace.com>**

This is the Houghton Mifflin Company website. It offers K-8 resources for teachers, students, and parents. Includes Reading/Language Arts, Math, Science, Social Studies, activities, and games.

**<http://www.bartleby.com/>**

This website offers unlimited access to literature (fiction, nonfiction, verse, reference books) online. Primarily for Language Arts/English teachers.

**<http://www.mcrel.org/lesson-plans/index.asp>**

A virtual one stop for lesson plans! This site includes something for everyone.

## SUBSTITUTE TEACHER CHECKLIST



### At home:

- Dress appropriately for the teaching assignment.

### At the front office:

- Sign in.
- Determine the location and schedule of the class you will be working with.
- Determine the names of the teachers who might help in case you have questions regarding the lesson plan.
- Inquire about school rules and procedures.
- Find the locations of restrooms and teacher's lounge.
- Ask about student passes, special duties, and special events.

### Upon arrival in the classroom:

- Keep the classroom key(s) on your person so you won't get locked out, you won't lose them and no one can take them.
- Put your things (including your food and drinks) in a place where you won't forget them at the end of the day and where students won't have access to them.
- Secure your valuables. Turn your cell phone off.
- Put classroom assignments (teacher edition, tests, answer keys, etc.) in a safe place where students won't have access to them.
- If money is to be collected, record the amount, the student's name and the purpose for the collection on a sheet to be turned in to the office.

### Before students arrive:

- Review all of lesson plan(s), noting important portions and things you should do right away. Find and set up materials.
- Locate textbooks and necessary supplies (tests, worksheets, paper, markers, etc.)
- Review items in the substitute teacher folder.
- Determine the methods of taking attendance (seating chart) and record keeping.
- Write your name on the board.
- Be prepared to have the students begin to work immediately when they enter the room; have an assignment on the board or the overhead.

### At the beginning of class:

- Stand at the door and greet students when they enter or pick students up from the designated location.
- If applicable, have students sit in their assigned seats.
- Introduce yourself briefly and establish expectations regarding student behavior.
- Provide students with an overview of the work for the day or class period, read applicable portions of regular teacher's lesson plan or instructions.
- Take attendance.

### During class:

- Circulate throughout the classroom, monitoring students and keeping them on task.

- Have activities ready if students complete the assignment(s) early.
- Consistently enforce classroom rules/expectations.
- If a student uses the hall pass, note his/her name.

**Before students leave:**

- Collect assignments from the students and remind students of homework assignments, including due dates.
- Dismiss students only at the scheduled time, unless specifically directed otherwise.

**After students leave each period (if in Middle/High School):**

- Write down notes about that class, whether everything was completed, behavior of students (positive and negative) and behavior of class as a whole.

**At dismissal:**

- Stand at the door and monitor students in the hallway or walk students to the designated dismissal location.

**Before leaving the classroom at the end of day:**

- Complete your summary report for the teacher.
- Leave the report, teacher materials, and student work on the desk
- Return materials (textbooks, lesson plans, roll sheets) to where you found them.
- Leave an orderly desk and room.
- Close windows and secure door (if applicable).

**Before leaving the campus:**

- Report to the office to check out.
- Turn in any monies collected.
- Return keys (if applicable).
- Confirm whether or not you are needed for the next day.

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## **Responsibility of the Students**

The students are expected to share the responsibility of making the day's work effective despite the absence of the regular teacher. A substitute teacher should expect the full cooperation of all students in the room and should help ensure such cooperation by planning to make the day worthwhile and productive.

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## **Responsibilities of the Regular Teacher**

Even though they may never meet, the substitute and the regular teacher have a real responsibility to each other. The regular teacher is responsible to an important degree for the attitude that his/her pupils display toward the substitute teacher. The attitude should be one of helpfulness and courtesy such as would be accorded any invited guest of the school. The regular teacher also needs to make as much current information available to the substitute as possible. This will help the substitute to successfully maintain the

continuity of the program. The regular teacher, whenever possible, should indicate any special circumstances to the substitute such as:

- Field trips requiring certain apparel
- Long outdoor recess duty
- Optional periods to which the regular teacher is assigned
- Optional periods or duties which take the place of lunch

The regular teacher is required to maintain all of the information a substitute would need in taking over his/her work. Complete lesson plans containing an up-to-date record of the work of the class and outline of the lessons to be covered during the current week are to be kept in the teacher's plan book. Lesson plans should include due dates for assignments and homework procedures.

**The following items of information with all necessary explanations should be available in the substitute folder:**

- Attendance procedures and where to place absentee folder/list for pick-up
- Class lists according to reading/math groups and/or various classes and/or homeroom
- Current daily schedule, which should include: individual student schedules, e.g., library, speech, resource room
- Fire/crisis drill procedures for passage to/from classroom
- Guidelines for lunch, recess, hall duty, phone usage by students, student work groups meeting outside of the classroom, passes and student assistants' names/schedules/responsibilities
- Up-to-date seating charts
- Individual classroom information sheet listing the following:
  - Student helpers
  - Special needs students and information pertinent to their needs
  - Updated notes on students temporarily needing special attention because of school or home concerns
  - Pertinent student health information
  - University/college field placement students
  - Special Education staff, paraeducators, or other staff present during instruction
- Any additional responsibilities of the individual teacher, e.g., grading and distribution of papers, supervision duties, breaks and special disciplinary measures
- Teaching plans for the day's classes which include titles of resources and an explanation of any abbreviations used
- Contingency lesson plan (when a lesson plan cannot be followed)
- Building characteristics should be outlined including the location of the lunchroom, lounge, restroom and media equipment
- Map of the school
- School or team discipline plan/rules

- Names and rooms of other members of the teaching team
- Who to call or report to if there are problems

## LOGISTICAL INFORMATION ABOUT DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

### DIRECTIONS TO THE SCHOOLS OF THE DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT:

Available at [www.dcrsd.org](http://www.dcrsd.org)

### SUPERINTENDENTS' OFFICE:

**68 Dudley-Oxford Road  
Dudley, MA 01571  
(508)-943-6888**



School	Address	Phone (508)	Principal	*Start/End Time (for students)
<b>Mason Road School</b>	20 Mason Road Dudley, MA 01571	943-4312	Mrs. Theodora Dono	8:45 - 3:00
Substitute Coordinator: Mrs. Janet Richardson				
<b>Charlton Elementary School</b>	9 Burlingame Road Charlton, MA 01507	248-7774	Mrs. Lori Pacheco	8:50 - 3:05
Substitute Coordinator: Mrs. Jackie LeBlanc				
<b>Dudley Elementary School</b>	16 School Street Dudley, MA 01571	943-3351	Mrs. Terri Caffelle	8:45 - 3:00
Substitute Coordinator: Mrs. Cindy Grzyb				
<b>Heritage School</b>	34 Oxford Road Charlton, MA 01507	248-4884	Mrs. Kathleen Pastore	8:50 - 3:05
Substitute Coordinator: Mrs. Selina Boria				
<b>Dudley Middle School</b>	70 Dudley-Oxford Rd. Dudley, MA 01571	943-2224	Mr. Gregg Desto	7:50 - 2:20
Substitute Coordinator: Mrs. Lesa Patrock				
<b>Charlton Middle School</b>	2 Oxford Road Charlton, MA 01507	248-1423	Mr. Dean Packard	7:40 - 2:10
Substitute Coordinator: Mr. Jay Kast				
<b>Shepherd Hill Regional High School</b>	68 Dudley-Oxford Rd. Dudley, MA 01571	943-6700	Mrs. Mary Pierangeli	7:40 - 2:10
Substitute Coordinator: Term 1: Mrs. Pierangeli Term 2: Mr. Andrew Leach Term 3: Mrs. Suzanne Cabral Term 4: Mrs. Lynn Spahl				

**\*Please plan to arrive at your assigned room at least 30 minutes prior to the students' start time, and allow time after student dismissal to report to the office before leaving at the end of the day.**

Links to policies referenced in this handbook:

- **Drug-Free Workplace Policy**

<http://www.dcrsd.org/uploads/district/4116-6.pdf>

- **Non-Discrimination Policy**

<http://www.dcrsd.org/uploads/district/1316.pdf>

- **Harassment Policy**

<http://www.dcrsd.org/uploads/district/4116-6.2.pdf>

- **Sexual Harassment Policy**

<http://www.dcrsd.org/uploads/district/4116-6.4.pdf>

- **Bullying Policy**

<http://www.dcrsd.org/uploads/district/1349.pdf>