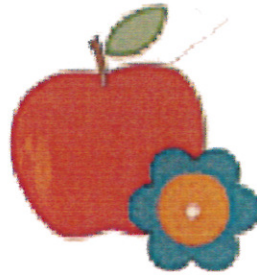


Substitute Teacher Reference Book

Contoocook Valley (ConVal)
School District



You know you're
a substitute
teacher when...
You are happy that the
phone rang at 6 a.m.

~ConVal School District~

Antrim Elementary School - Pierce School, Bennington -
Dublin Consolidated School - Frankestown Elementary School -
Greenfield Elementary School - Hancock Elementary School -
Peterborough Elementary School - Temple Elementary School -
Great Brook School, Antrim - South Meadow School, Peterborough -
ConVal High School

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Dear Substitute Teacher,

Welcome! The staff of the ConVal School District would like to express our thanks and appreciation for all you do for our teachers and children. There are few things more reassuring to a teacher than the knowledge that a caring and professional substitute teacher is on hand when he or she is absent from school.

Substitute teachers have the very important job of providing our classes with a sense of continuity during a teacher's absence. The substitute teacher is responsible for providing for the needs of the class, and for ensuring that established rules, procedures, and all assigned responsibilities are performed in an effective and professional manner.

To make sure your day at our schools goes smoothly, we have put together this booklet of information we think will be helpful to you. Remember, you can always ask any of us for help if questions come up during the day.

Don't forget to ask the school administrative assistant to sign you up for your free lunch! Thank you for being here, and have a great day!

Sincerely,

Kimberly Rizzo Saunders
Superintendent of Schools

The ConVal School District believes it is important to have capable, caring substitutes to stand in for our absent teachers and paraprofessionals, and we value your contributions to our programs. While the substitute teacher is there to ensure the education of each student, the first responsibility is to maintain the care, welfare, safety, and security of students in the classroom.

Our goal is to foster a quality school system that prepares students for a rapidly changing future. We count on you to keep the learning process flowing, and hope that this reference book will offer some tips to make the experience a positive one for all. Remember, the building principal is there to help you as well.

In the following pages you will find a description of the application process, information on applicable school district policies, and other pertinent material. The building administrator(s) will provide information relative to a particular school.

The ConVal School District covers classes with qualified and appropriate substitute teachers. The District may give preference to the employment of substitute teachers who hold a valid teaching certificate. A Highly Qualified Teacher (HQT) is required for any long-term substitute teacher positions.

The Application Process - Substitute applications are available on our website at: www.convalsd.net click on Careers and begin the application process. Once the completed application has been received and approved by Human Resources, you will be scheduled for an interview with a Building Administrator.

Once approved as a ConVal substitute, you will be given a Conditional Letter of Employment by the interviewing Building Administrator. You must contact the Human Resources Office at 924-3336 ext. 2033 to schedule an appointment to complete your paperwork to begin employment. In accordance with NH RSA 189:13a, you are required to have a Criminal Record check. Fingerprinting will take place at the SAU Office during your scheduled appointment. You will receive instructions on how to use AESOP (Automated Educational Substitute Operator), the automated system we use to track sub availability. AESOP allows staff to register their own absences using a web site or an Interactive Voice Response phone system. AESOP then finds substitute teachers to fill each vacancy and allows the substitute to view and accept jobs online. Unfilled jobs trigger automatic phone calls to qualified substitutes. In the AESOP system, you may select the days and locations you wish to work. You will also be photographed for your Employee ID Badge.

The ConVal School District cannot, and does not, guarantee that you will be employed any specific number of days as a substitute employee throughout the course of a year, or that you will earn a certain amount of money on a monthly basis.

Pay Rates

Levels 1-4 are for Teachers and Paraprofessionals

Level 1	1-25 Full Days* 1-25 Half Days*	\$ 75.00/Full Day \$ 37.50/Half Day	\$ 10.34/Hour
Level 2	26-75 Full Days* 26-75 Half Days*	\$ 80.00/Full Day \$ 40.00/Half Day	\$ 11.03/Hour
Level 3	76 or More Full Days* 76 or More Half Days*	\$ 85.00/Full Day \$ 42.50/Half Day	\$ 11.72/Hour
Level 4	ConVal Retired Teachers & Returning Prior Year Level 3	\$ 90.00/Full Day \$ 45.00/Half Day	\$ 12.41/Hour

Long Term Sub Positions – Upon 11 consecutive full days in the same assignment

Level 5	Paraprofessional Long-Term Sub	\$ 115.00/Full Day	\$ 15.86/Hour
Level 5	Teacher Long-Term Sub	\$ 191.00/Full Day	\$ 26.34/Hour
Level 5	Pre-School Paraprofessional Long-Term Sub (.6)	\$ 69.00/(.6) Day	

Pre-School Paraprofessionals (.6)

Level 1	1-25 Non-consecutive Days	\$ 45.00/(.6) Day
Level 2	26-75 Non-consecutive Days	\$ 48.00/(.6) Day
Level 3	76 or More Non-consecutive Days	\$ 51.00/(.6) Day
Level 4	ConVal Retired Teacher & Returning Prior Year Level 3	\$ 54.00/(.6) Day

Registered Nurse	\$ 180.00/Full Day \$ 90.00/Half Day	\$24.83/Hour
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Administrative Assistant Sub Rate

Level 1	\$12.50/Hour -- Long-Term Rate \$14.50
Level 2	\$12.50/Hour -- Long-Term Rate \$14.50
Level 3	\$12.50/Hour -- Long-Term Rate \$14.50
Level 4	\$12.50/Hour -- Long-Term Rate \$14.50

Maintenance/Custodial – No Sub Needed

\$20.00 More

We have a substantial need for substitutes in our District. While we appreciate all that you do throughout the week, there is a significant need for substitutes on Mondays and Fridays. Beginning February 1, 2017, we will start a pilot program where on Mondays and Fridays ONLY, substitutes working a full day will receive an additional \$20.00 per day (\$10.00 for a half day).

Congratulations! You are now a substitute teacher for the ConVal School District!

The following pages outline some general expectations, and offer some tips and techniques. We greatly appreciate the job you are about to undertake, and want your experience with the staff and students of the ConVal School District to be a positive one.

You have accepted an assignment on AESOP, now what do you do?

- The substitute teacher's position is regarded as an integral part of the school system. The substitute teacher is expected to be prepared to assist the teacher by following plans and performing all assigned duties.
- Respond to calls for your service through AESOP and keep your commitment. You may not cancel a job once any part of the job has begun or within an hour before the start time of the job. Please notify the school immediately if you are unable to complete the assignment. If you must cancel, please do so as early as possible to allow AESOP to call other substitutes.
- All employees will be issued an employee ID badge upon employment. The School District requires all employees to wear this badge during school/work hours in all school buildings and on school property.
- Dress professionally and respectable.
- Report to the school office for specific assignments, instructions, classroom location, explanations, etc.
- Become familiar with individual school procedures regarding student absences, student privileges, and staff duties (lunchtime, dismissal, and emergencies).
- After checking in, proceed to your designated classroom and review the plan book, daily schedule, procedures, seating charts, fire drill and other emergency instruction, the lunch procedures, etc.
- Establish a classroom environment that is respectful of learning and individuals. Seek support from administration if problems arise during the day that disrupt the students' education.
- If assistance is needed, see a neighboring teacher, a department head, or a building administrator.
- Report serious incidents or accidents to the office. As a substitute teacher you are responsible for reporting any injuries to the students or yourself. In the event of accident or injury, please be sure to contact the school nurse and the office immediately so the required accident reports can be completed.
- As a substitute, you are expected to be present in the classroom at all times during regularly scheduled periods. As a staff member, you are expected to help maintain order among students in the hallways, cafeteria, lobbies, and assemblies.
- Respect confidentiality. Do not discuss students, grades, or records with non-school personnel. In addition, the confidentiality of school situations must be respected. Since you are a professional, we expect any concerns will be discussed with an administrator and not the community at large. Remember that your input is appreciated.
- Check out with office personnel at the end of the day.

On Arrival

- Report to school office upon arrival.
- Arrive at school with sufficient time to organize your materials, familiarize yourself with building rules, bell times, and procedures.
- Take advantage of local resources, starting with the office.
- Check with administrators, counselors, and administrative assistants to get any general information you may need during the day.
- Obtain any keys that might be necessary.

- Ask about student passes and procedures, and whether there will be any extra duties associated with the assignment.
- Introduce yourself to the teachers on both sides of your classroom.
- Above all, be flexible, expect the unexpected, and have a sense of humor.

In the Classroom Before School

- Procure, and have ready, all needed materials for the day's instructional program.
- Review any special needs that children in the classroom might have, and be aware of any special education staff, Title 1 staff, and/or specialists who might be offering instruction to children in the classroom.
- Put your name on the board.
- Be in the classroom when students arrive. This helps establish good discipline and effective control. It also meets the legal responsibilities of insuring that students are always supervised.
- Reflect a positive relationship with the students by greeting them with a smile and pleasant "good morning." Create a friendly, yet firm, atmosphere. Follow the procedures for opening exercises.
- Review the expectations or rules, if any are posted.
- If there is a class seating chart, locate it and use it during the day to acknowledge students by name. Don't be afraid to ask a student to pronounce a name if you are unsure.
- You should typically find a lesson plan for the day. Just in case, be prepared with a generic plan that deals with appropriate subject material.
- Allow enough time to review either plan before students arrive, and locate any needed materials.
- Get ready to greet students as they come in.

Throughout the Day

- Classroom control is the most important single factor for a substitute. Composure, positive actions, and self-confidence are the keys to a successful day.
- Use a positive approach.
- Immediately get students involved in a learning activity.
- Carry out lesson plans and assigned duties, improvising when necessary, to fill extra time, enhance activities, or supplement sketchy lesson plans.
- Be fair, and be sure to carry out rewards and consequences you have established.
- Learn as many students' names as you can.
- Don't feel threatened when administrators visit the classroom.
- Expect interruptions such as fire drills, power outages, injuries, etc.

At the End of the Day

- Challenge students to recall topics learned that day.
- Remind students of assignments.
- Organize and label students' work, and leave notes regarding the day's lesson for the regular teacher.
- Make sure all classroom materials are accounted for.
- Close windows and lights, and make sure the room is in good order.
- Turn in keys.
- Jot down some notes about what was accomplished, and how things went.

General Information

(Refer to school packet for specific details regarding plans and procedures with a particular building)

Expectations - ConVal has high expectations for our students and staff members. Our culture is one that promotes innovation, healthy relationships, and success. It is our belief that all students have the right and ability to learn, and that all schools must provide a positive, safe, caring environment for teaching and learning. Negative behavior is never valued. The result is often damaging and can result in a sub developing a negative reputation and not being invited back.

It is our policy to set examples that are an important part of the educational process - we expect staff members to set exemplary standards, as well as provide exemplary instruction. Substitute teachers are considered staff members, and as such are expected to serve as role models.

Legal Responsibilities Of Substitute Teachers - Courts have held that schools have a special relationship with students and have a legal duty to protect students from foreseeable harm. The degree of foreseeable harm will often determine the extent to which staff members may be held liable if a student is injured. The key is to act within the scope of employment, if not, you may be held personally responsible for acts and omissions resulting in injury to students and others.

While students are in school, staff members serve in loco parentis (in place of the parents). Do not leave students unattended. You are responsible for all students under your charge, and are legally responsible for their welfare. If you observe a dangerous situation, report it immediately, and if possible, take immediate corrective action. Dangerous situations can include unsafe equipment, physical obstacles, and potential and/or actual student confrontations. Do not release students to anyone other than school personnel, without written authorization from either the parent/guardian or office staff. When in doubt, contact the Principal or administrator in charge.

Make sure you are familiar with school/district policies before taking any disciplinary measures against a student.

Handling Crises -

Handling Accidents, Illnesses and Injuries

- Do not touch a student where he/she is bleeding, even if you use gloves. Provide student with tissue or paper towels, instructing them to hold it on their wound.
- If appropriate, send the student to the office or nurse's station for further care.
- If the situation is an emergency, dial 911.
- Do not administer medicine of any kind to students. (No aspirin, cough medicine, prescription or non-prescription drugs.)
- If you or a student in your classroom is injured (no matter how insignificant the injury), then you **must report** the injury to the principal immediately.

Response to a Crisis - Each school has a comprehensive crisis, emergency management and medical emergency response plan.

Crisis in your Classroom

- Notify building principal immediately
- Get help from a neighboring teacher (if possible)

Crisis in the School

- Lockdown will be announced
- Check hallway and bring any student into your classroom
- Lock the classroom door
- Direct students to a place that cannot be seen from doorway glass
- Turn off the lights
- Everyone should remain silent
- Wait for Principal to announce "All Clear"

Safety/Evacuation Procedures

- If you are not provided with a copy of the school's emergency procedures when you arrive to substitute, then please request this information at the office.
- Familiarize yourself with your surroundings so that you know how to evacuate the class in the event of a fire drill or other emergency. Fire/weather drill routes are posted in all classrooms.
- Know where the nearest exits are located.
- Have a class roster to take with you as you evacuate building.

Emergency Plans & Exits - Each school within the ConVal District has a detailed **Emergency Plan**. Please take a moment to look at the plan for the building where you are substituting. Familiarize yourself with all procedures and exits in the event of an emergency. If you have any questions about what you are expected to do and where to go, ask any administrator or staff member for clarification. Be sure to identify emergency exits, routes, and procedures for student emergency, evacuation, and drills.

Medical Concerns - There are a number of students in the District with health concerns that can affect them during the school day. At the elementary level, teacher plans may include information regarding "students of concern" - please check with the administrator in that building.

Confidentiality - Confidentiality is not only a legal responsibility; it is essential for the protection of students and families. Discussing school matters outside of school should be avoided. If there is a serious concern, the school administrators **must** be notified immediately.

Collaboration - The ability to work successfully with others is essential. As noted earlier, our culture is such that we expect everyone be treated in a friendly, courteous, and respectful manner. Negativity, absence of a sense of humor, or an unwillingness to be flexible, cooperative, or helpful, may result in not being invited back as a substitute teacher.

Complaints about Substitute - If a significant complaint in regard to a substitute teacher's performance or behavior is received, then the substitute will be contacted by the Human Resources Department. If the behavior reported amounts to a serious breach of duties, the substitute will be removed or suspended from the Active Substitute List. The substitute will be notified of the action taken and the reason for the action. If the complaint/concern is less serious, then the substitute will be asked to come in for a conference. At this conference, the nature of the complaint will be discussed and appropriate actions to address the problem will be decided. If continued complaints are received, then the substitute teacher will be removed from the Active Substitute List. Reinstatement to the Active Substitute List will be made only upon the recommendation of the Superintendent.

An individual school may request that a substitute teacher be restricted from substituting at that school. If the basis for restricting a substitute from a school is reasonable, then the request will be honored. Depending on the circumstances and the nature of the reason for the restriction, the substitute may or may not be notified of the restriction. If several schools request restriction of the same substitute, the substitute is subject to being removed from the Active Substitute List.

Immediate Removal - The following list contains examples of some actions that may subject a substitute to immediate removal:

- Using profanity in the presence of students;
- Endangering students by leaving them unattended for inappropriate amounts of time or by falling asleep in the classroom;
- Making sexually or racially inappropriate oral/written comments or displaying inappropriate graphic or physical conduct, or subjecting students to racial or sexual harassment;
- Using alcohol or unlawful drugs on school premises;
- Insubordination;
- Willful violation of school rules/regulations;
- Willful refusal to follow instructions and/or lesson plans left by the classroom teacher; or
- Any other inappropriate behavior.

Assignment Preparation - In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. If additional learning materials are needed, the school or teacher should provide them. Plan on arriving early, and check in with the school office immediately upon arrival. The office staff will provide applicable information where necessary. You should become familiar with this information as soon as possible. Check with Department Heads where applicable.

Classroom Lesson Plans - If a lesson plan has been left for you, the expectation is that you follow the lesson plans closely.

Attendance - It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.

Language Barriers - In a case where the student and teacher cannot readily communicate due to a language barrier, a substitute teacher should identify an instructional aide or a student who can serve as an interpreter when possible.

Correcting Student Papers - Unless specifically directed, substitute teachers are not required to correct student papers. If applicable, follow specific grading instructions from the regular classroom teacher. As a minimum, student papers should be organized.

Use of Controversial Materials - Substitute teachers should obtain prior approval from school administration before showing private or commercial videos to students. Videos need to serve a legitimate educational purpose, and should be closely related to the school curriculum. Do not use personal material without administrative approval.

Student Use of Computers and the Internet - **Parent permission is required before students receive computer access.** Be sure that **permission levels** for students are **clear** before allowing access. All ConVal schools have Student Internet Acceptable Use policies. Make sure you are familiar with these agreements **prior** to allowing students to use the Internet. Close monitoring of student use of computers will ensure proper educational use.

Leaving A Comprehensive Report - Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher.

Checking Out - At the end of the day, leave the room in the same condition as when you arrived. Remember to turn your classroom keys in to the Administrative Assistant in the school office.

School District Policies

The following policies may be found in their entirety in each building, or at www.convalsd.net

Nondiscrimination - The School Board, in accordance with the requirements of the federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees and students, that there shall be no discrimination on the basis of age, sex, race, creed, color, marital status, physical or mental disability, national origin, sexual orientation, or on the basis of any other factor unrelated to one's basic qualification for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

Drug-Free Workplace Statement - The Contoocook Valley School District will provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988 and its implementing regulations.

Joint Loss Management Program - Every employee has a right to a workplace free from occupational safety and health hazards. A Joint Loss Management Program is designed to prevent accidents and illness and is established jointly between employees and management. This program provides a framework for safety to be managed like any other function through planning, education, organization, leadership, and control.

Communicable Disease Control - The Contoocook Valley School District will work cooperatively with the New Hampshire Division of Public Health Service to enforce and adhere to the Public Health Code (Chapter He-P 300 Diseases) for the prevention, control, and containment of communicable disease in schools. To insure adherence to current law and medical practices, these policies and administrative regulations will be reviewed annually by the school nurses.

Student Medication Policy - Always check with the school nurse or building administrator. Upon receiving request from the parent or physician relative to a particular student's need for medication during school hours, the school nurse should contact the parent and family physician and give due consideration to whether the student should remain at home, or whether the medication can be taken at home before and after school is in session.

Acceptable Use Policy - The Contoocook Valley School District has established this policy with regard to access and disclosure of electronic data composed, stored, sent, or received by employees and students using the District computer system. This policy is designed to protect the safety and security of the District's computer systems, including E-mail and Internet use. See page

Category: R

ACCEPTABLE USE POLICY: STAFF

1. For purposes of this policy, the term "staff" refers to Contoocook Valley School District employees, including administrative staff, teachers, paraprofessionals, maintenance personnel, food services employees, student teachers, methods students, interns, contracted service personnel, and any volunteers working within the school district.
2. It is the responsibility of the individual staff member to familiarize him/herself with and abide by the rules of this Acceptable Use Policy, any applicable Staff Handbook, and all other relevant school policies.

Introduction

1. Pursuant to New Hampshire Revised Statutes Annotated 194:3-d and the guidelines issued by the New Hampshire Department of Education, this Acceptable Use Policy shall serve as a statement on the appropriate use of the technology resources available to all staff of the school district.
2. These technology resources include, but are not limited to, the District network, including cabling, routers, and switches; the District's electronic e-mail and voice mail systems; computer hardware in the form of desktops, laptops, and other mobile devices; digital peripheral devices, such as printers, scanners, digital still and digital video cameras; projection devices, such as SmartBoards, LCD projectors, and VGA-compatible televisions; as well as all software applications and web access tools.
3. The primary purposes of these technology resources are:
 - to support the educational mission of the Contoocook Valley School District;
 - to provide improved avenues of communication between staff, and with parents and guardians;
 - to establish a web presence for the Contoocook Valley School District.
4. As such, the technology resources have a designated educational purpose and are not intended for recreational and entertainment use.

Privileges and Responsibilities

1. The use of the technology resources of the Contoocook Valley School District is a revocable privilege and not a right. All use of technology resources must be consistent with the District's contractual obligations, including limitations defined in software and other licensing agreements, including End User License Agreements (EULAs).

Category: R

ACCEPTABLE USE POLICY: STAFF
(continued)

2. Every member of the staff is responsible for appropriate and professional behavior when using technology resources, just as they are in the classroom, in offices, or at any District function.
3. Every member of the staff that will have school equipment loaned to them must sign and date an Agreement for Authorized Use of School Owned Materials (GBEF-F).

Expectations of Privacy

1. While the school district recognizes the importance of maintaining confidentiality and privacy of student records in accordance with the Family Educational Rights and Privacy Act (FERPA), staff members do not have any expectation of privacy of any information stored or transmitted through district-owned communication systems or other technology resources. Student identifying information should not be included in electronic communications.
2. District technology resources owned by the District are intended for educational purposes and District business at all times. Staff members shall have no expectation of privacy when using the internet or electronic communications. The District reserves the right to monitor, inspect, copy, review, and store (at any time and with and/or without prior notice) all usage of district technology resources, including all internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received or generated through district technology resources shall remain the property of the district.

Use of Technology Resources

1. The Contoocook Valley School District's technology resources are intended for staff to conduct research, gather information, and communicate with others for educational purposes. The specific uses of these technology resources are broadly categorized as acceptable, allowable, or prohibited.

Disciplinary Action

1. Engaging in prohibited use shall constitute a violation of this Acceptable Use Policy and result in appropriate disciplinary action.
2. Such discipline will be administered consistent with Board policies and/or all applicable provisions of the Master Agreement/Collective Bargaining Agreement.

Category: R

ACCEPTABLE USE POLICY: STAFF
(continued)

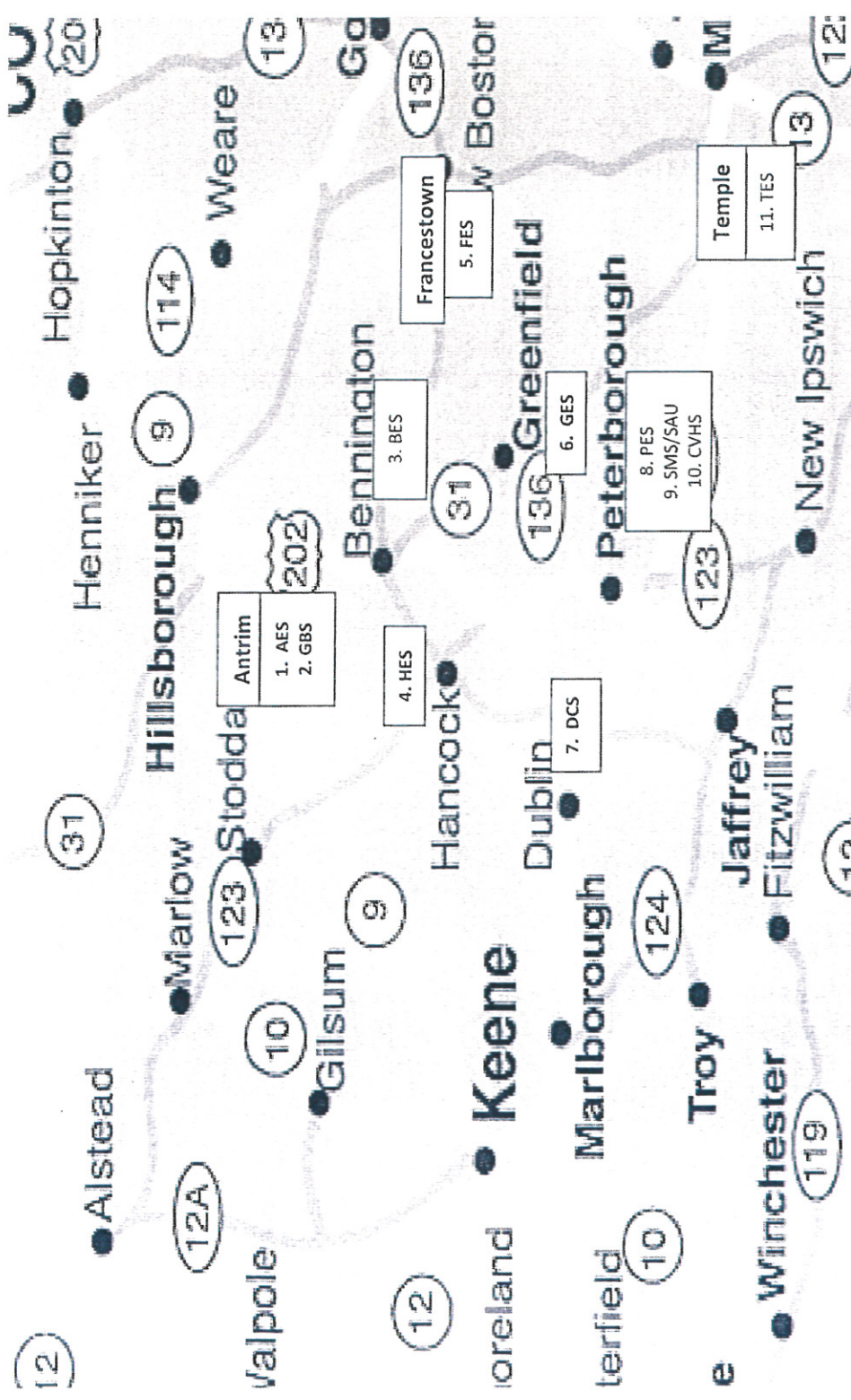
Disclaimer

1. The Contoocook Valley School District makes no warranties of any kind, whether expressed or implied, for the technology services it is providing. While the District will make every effort to preserve data, the responsibility for it lies with the staff, except in those cases where web-based services are employed (e.g. EasyIEP, Web2School, etc.) and/or data are stored externally.
2. The District will not be held responsible for any damages staff may suffer, including but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions.
3. The District will not be responsible for personal property used to access District computers or networks or for District-provided Internet access.

Legal References:

RSA 194:3-d, School District Computer Networks
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Adopted: March 31, 2009
Amended: January 7, 2014



1. Antrim Elementary School – 10 School St., Antrim NH 03440 – 603-588-6371
2. Great Brook School – 16 School St., Antrim NH 03440 – 603-588-6630
3. Pierce Elementary School – 19 Main St., Bennington NH 03442 -- 603-588-2131
4. Hancock Elementary School – 10 Elementary Lane, Hancock NH 03449 -- 603-525-3303
5. Francestown Elementary School – 325 2nd NH Turnpike South, Francestown NH 03043 -- 603-547-2976
6. Greenfield Elementary School – 860 Forest Rd., Greenfield NH 03047 -- 603-547-3334
7. Dublin Consolidated School – 1177 Main St., Dublin NH 03444 -- 603-563-8332
8. Peterborough Elementary School – 17 High St., Peterborough NH 03458 -- 603-924-3828
9. South Meadow School – 108 Hancock Rd., Peterborough NH 03458 -- 603-924-7105
10. ConVal High School – 184 Hancock Rd., Peterborough NH 03458 -- 603-924-3869
11. Temple Elementary School – 830 NH Route 45, Temple NH 03084 -- 603-878-1955

ConVal School District Substitute Teacher Guide

At Home

- Leave early enough to arrive at school on time.

Prior to Entering the Classroom

- **Report to the main office.**
- Locate the nearest kiosk for login.
- Ask about special procedures (arrival of students, the beginning of the day, lunch, recess, dismissal, emergency procedures).
- Locate:
 - closest restroom
 - teacher's lounge
 - specials classrooms (art, music, health, P.E., library)
- Introduce yourself to the teachers on both sides of your classroom.

In the Classroom

- Put your name on the board.
- Review the expectations for behavior or rules if any are posted.
- Locate the evacuation map (posted by the door to the classroom).
- Read the lesson plans left by the teacher.
- Locate the books, paper, and materials that will be needed throughout the day.
- Study the seating chart (if one is provided).

Arrival of Students

- Complete morning duties as assigned or explained in the substitute plans.
- Meet students (at morning recess or at the classroom door depending on the school you are assigned to).
- Greet the students, introduce yourself, and involve them in a learning activity or morning routine.
- Take attendance (lunch count if elementary) and send it to the office.
- Carry out the lesson plans and assigned duties to the best of your ability.
 - Ask questions of other teachers and of responsible students.
 - Be fair and carry out the rewards and consequences you establish.
- Be positive and respectful in your interactions with students and school personnel.

End of the Class Day or Period

- Challenge students to recall projects and topics they studied that day.
- Remind students of homework, if assigned.
- Have students straighten and clean the area around their desks.
- Collect and organize all papers the students completed.
- Write a note to the teacher about the lessons you accomplished, the names of students that were helpful or challenging.
- Turn off the lights and leave the classroom in good order.

Leaving the Building at the End of the Day

- Return to the school office to report that you are finished with your assignment.
- Logout at the nearest kiosk.

ConVal School District Substitute Teacher Guide

Classroom Management

Expectancies:

Assure students have a clear understanding of what is expected of them. Positive behavior is greatly enhanced when the teacher has instructed the students in what is expected of them. Students need to become familiar with the expectations of the teacher as quickly as possible. Getting students to engage in desired behavior is greatly enhanced when they know what is expected of them.

Expectations should be kept to a minimum of four or five.

Expectations should be stated in a positive and in instructional terms.

Particularly younger elementary students need to be reminded of the expectations within the context of each situation. Remind them of proper behavior when waiting in line, going from one location to another, bathroom behavior and working and on task behavior.

Importance of Task:

Getting students on task as quickly as possible makes it much easier to get and to keep students engaged in learning. When students are actively involved in learning, they will seldom have the time to get into trouble. The more free time students have, the greater the likelihood that they will create classroom disruptions.

Determining the Difference between Minor and Major Student Behavior Misbehavior:

Teachers need to distinguish between minor and major disruptive student behavior. If the student's behavior is just merely annoying or irritating, it is usually minor misbehavior.

Minor misbehavior can be best dealt with by ignoring the negative behavior and recognizing other students' positive behavior. Teachers should use caution in bringing attention to minor classroom behavior, since strengthening the unwanted behavior.

Major disruptive behavior occurs when a student or student interfere(s) with student learning. This cannot be permitted. Even with major disruptive behavior, correction should be done quickly and privately, whenever possible. Stopping the behavior quickly and getting the student to repeat what is expected of them is essential in getting students to be cooperative and to minimize classroom disruptions.

Extinction:

Purposely ignoring minor and insignificant student misbehavior and then recognizing positive student behavior is an essential tool for creating and maintaining a positive classroom environment.

Management by Wandering Around Proximity:

Walking around the classroom and being in close proximity to students is a good way to manage a positive classroom.

Teacher Behavior Maturity:

Teachers should remain professional, model positive behavior even when under stress, and maintain a calm and serene demeanor.

ConVal School District Substitute Teacher Guide

Maintaining a High Rate of Positive Interaction:

Research shows that 90% of the positive things that students do in the classroom go unrecognized.

Maintain a high rate of positive interactions with students. This will greatly enhance the probability of a positive classroom environment.

Acknowledge Positive Behavior at Irregular and Unexpected Intervals:

Acknowledge positive student behavior when it is not expected.

Verbal praise should be done in a casual manner.

Students should praise the value as well as the behavior. Values such as hard work, kindness, dependability should be recognized.

Continual Teacher Reflection:

Highly effective teachers reflect upon lessons, student learning, and classroom environment on a continual basis. Teachers carefully analyze situations and devise strategies in which the instruction can become more effective in the future.

Student Self-Reflection:

Help the class/individuals judge their own behavior. Discuss how they think they are behaving according to the classroom rules. If they feel that they can improve, ask them how?

Avoid Mass Punishment:

If a child misbehaves, she/he should bear the responsibility, not the entire class or group/row.

School Board Policies

Leaving Students Unattended: Teachers MUST not leave students in classrooms unattended without certified supervision. Teachers are responsible for all students under their charge, are legally responsible for all students under their charge, and are legally responsible for the welfare of these students.

Reporting Dangerous Situations: If an employee at the school observes the existence of a dangerous situation, it is imperative that it be reported to school officials as soon as possible so preventative and/or corrective measures can be taken. Dangerous situations can include unsafe equipment, physical obstacles, unknown objects, potential and actual student confrontation, etc.

Missing Students: Missing students should be reported to the school office immediately.

Injuries to Students: If any doubt exists in the mind of a teacher about moving an injured student, do not move the student. The school office should be notified immediately for medical assistance. An observing student may need to be sent to the office while you attend the injured student.

Release of Students: Students should not be released directly to anyone other than

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school personnel without the written permission from the office or parents. If you are unsure, check with the office about a situation.

Student use of Medications: Students are prohibited from taking medication in school without a written note from a doctor. The school nurse is the only person allowed to distribute that medication. Students who bring medication to the office should be referred to the nurse's office immediately.

School Visitors: Visitors are required to check in at the office and wear a volunteer or visitor badge. If you see someone who does not have a visitor badge, please direct him or her to the office to check in. If you feel this person is an intruder contact the principal immediately.

Use of force is prohibited.

Mandated Reporting Laws:

State law requires that all individuals involved in the care, treatment, or education of a child be classified as mandated reporters. Report a suspicion that a child may have been, or is being abused, or neglected physically, emotionally, or sexually to the principal.

Confidentiality/Data Privacy Laws:

Do not share information with parents, regarding students other than their own child. It is both unprofessional and unethical to discuss the needs of students outside or inside the school. Do not share papers and other information about students. Discussions regarding a specific student's behavior, academic, health, or related concerns must be conducted in a private area. Only personnel with a "need to know" should participate in this discussion.

Student Disciplinary Scenarios

Remember: It is important for substitute teachers to establish their classroom expectations and consequences as early as possible in the day.

Scenario 1: Students Who Interrupt learning (i.e. minor misbehavior)

Use extinction (refuse to recognize the student) until they raise their hand.

- Praise other students for raising their hands.
- Make eye contact with the student(s) and send a nonverbal message not to interrupt.
- Stand near the student.
- Privately, inform the student that you expect them to raise their hand and be recognized before they speak.

Scenario 2: Dealing With Students Who Refuse To Do Work

- Check with individual students to ensure they understand the assigned work, be prepared to re-teach and to adjust the level of difficulty of the work as necessary.
- Find out from the student if something is bothering them and if you can help them in some way.
- Contact other teachers who are familiar with this student to determine if this is

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- the student's normal behavior pattern.
- Try various strategies that might be effective in getting the student to work.
- Withhold a special activity or privilege if the student persists in not doing their work.
- The principal should handle discipline issues requiring a parent to be notified, not the substitute.

Scenario 3: Students Who Will Not Follow Instructions

- Repeat and clarify the instructions and then check with the student(s) for understanding.
- Have students repeat the instructions.
- Communicate with students regarding possible consequences if you do not follow instructions.
- Withhold a special activity or privilege if the behavior persists.
- Contact a nearby teacher or principal to enlist their support.

Scenario 4: The Class That Refuses To Be Quiet, Pay Attention, or Be Cooperative

- Remember the students who are doing what they are supposed to do.
- If the students just arrived at class, and they still refuse to be quiet, cooperative or to pay attention, determine why the class is reacting in that manner. If there has been an incident, which is upsetting the class, the teacher may need to discuss the incident with the class before academic instruction begins. If the incident has been particularly upsetting, the teacher may consider contacting the school counselor and/or principal for support.
- Clearly, state your expectations.
- Wait for students to be ready to learn (possibly set a timer to record the time taken away from learning).

Scenario 5: Student Activity Transitions

Teachers should be very precise about the directions they give students. Examples of precise directions include:

"Stop what you are doing; put away your English book; take out your math book and turn to page 356; take out a pencil and paper and write your first and last name in the top right-hand corner of your paper now," etc.

Keep the length of directions appropriate to the age of the students in the class (1-2 steps for lower elementary, 2-3 for upper elementary, etc.)

Scenario 6: Strategies for Working with Problem Student(s)

If you expect students to misbehave, they will usually live up to your expectation. Every student should be able to start each day with a "clean slate." However, when a student has been identified as a challenging student to work with, the substitute teacher may ask other teachers who have experience with this student about educational strategies that have been effective in the past.

Enlist a student's support by asking for their help or by assigning them a classroom responsibility.

Individual praise, recognition, or granting of an educational privilege often is effective in encouraging problem students to be more cooperative.

Short-term rewards are usually more effective than long-term rewards when working

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with challenging students. Usually, the younger the student, the shorter the time recognition needs to be.

Ask the student to restate what is expected of them.

If a student has a difficult time cooperating, moving the student closer to the teacher and/or isolating that student from the group may be appropriate (remember, students should remain in full view of the teacher so proper supervision can be provided).

Scenario 7: Students Switching Seats

The regular classroom teacher generally will leave a student seating chart. If there is no seating chart, the substitute teacher may want to consider making one.

If the substitute teacher suspects that students are not sitting in their assigned seats, the teacher should explain to the students that for safety reasons they must be seated in their assigned seats.

Students need to understand that if they are sitting in the wrong seats, they may also be wrongfully blamed for something they did not do.

Giving students the opportunity to sit in their assigned seats, immediately after sharing the expectation that students are to sit in their assigned seats, without disciplinary consequences, will usually solve the problem.

If students still refuse to sit in their assigned seats and appropriate disciplinary consequence should follow.

Scenario 8: Student Use of Profanity and "Put-Downs."

Substitute teachers should have established their expectations and consequences at the beginning of the day that deal with these issues. "Put-downs" of other students are not to be tolerated.

Students MUST immediately stop that behavior; a private correction needs to be given.

Scenario 9: Fights, Threats, Weapons, & Drugs

ConVal has zero tolerance with regard to weapons and drugs.

Students in possession of weapons or drugs or who are suspected to be under the influence of alcohol or drugs should be referred to school administrators immediately.

Schools must provide a safe and secure environment for students to learn, and threats and fighting are not acceptable. Students who are involved in fighting should be referred to school administrators immediately. Threats should be considered as legitimate threats to the welfare of others and should be dealt with immediately. If threats appear to be serious in nature, then the school administrators need to be notified immediately.

Scenario 10: Sexual Harassment

Student-to-student sexual harassment is not to be tolerated.

Students who subject other students to a pattern of unwelcome sexual jokes or comments are engaging in illegal sexual harassment and should be referred to school

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administrators. Whenever this type of behavior is observed or brought to the attention of the teacher, the teacher needs to intervene and stop the behavior from reoccurring. Students who touch other students in a sexual manner are also guilty of sexual harassment and need to be immediately referred to school administrators.

Working with Students with Special Needs

Students with Special Needs:

Substitute teachers should carefully read instructions left by the regular classroom teacher that pertain to students in their classrooms with identified needs. Consult with the EST (educational support teacher) if you need support understanding or implementing modified plans or accommodations.

Suggestions for Working with Students with Limited English Language Proficiency

Reinforce Instruction

- say things many ways, and repeat them
- post directions so students can refer back to them
- have students read, interpret, and put in their own words

Apply the Four S's

- slower - extend the timeline
- shorter - divide into shorter steps (use shorter paragraphs and sentences)
- simpler - change to more common words and sentence structures; no confusing idioms
- support - use groups to support independent work

Change the topic to something familiar, from student's background or life experience.

Change the Product

- from unfamiliar to familiar
- from impersonal to personal
- from written to oral or visual

Reduce distractions from noise, other students, activity, and clutter in the room.

Change the Setting

- Small group, or alone, or with more space
- Away from distracting stimuli
- Have interpreter during oral instruction
- Let student select best place to work