

NORTH ADAMS COMMUNITY SCHOOLS

Excellence: Teach It, Model It, Inspire It, Achieve It!



Substitute Teacher Training Handbook

NACS

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Section 1

Introduction

Thank you for being a substitute teacher!

Welcome to North Adams Community Schools! We thank you for working with the students of our community as a substitute teacher. Being a substitute can be a difficult task without the proper information and training. This manual will provide you with important information, tips, and strategies that will help make your role as a substitute more rewarding and more productive.

The Substitute Teacher page on the NACS website also has links to additional information and training that you will need to view.

The Icon Key below identifies the symbols you will see throughout the manual to alert you to key items.



Teacher Tip



Important Information to Review



STOP! Safety Issue

Section 2


General Responsibilities of Substitute Teachers

Substitute teachers have the responsibility to conduct themselves in a professional manner at all times when carrying out their duties. The following items are general responsibilities. The building administrator of the school in which you are subbing may require additional responsibilities.

- Substitute teachers are expected to be on duty the same length of time as the regular classroom teacher (unless specified by the building administrator). You should arrive at least 15 minutes prior to the beginning of the student day to check in at the office, review lesson plans, and prepare instructional materials.
 - Beginning and Ending Times for Schools
 - BHS 7:55 a.m.- 3:01 p.m.
 - BMS 8:00 a.m.- 3:00 p.m.
 - Northwest 8:00 a.m.- 2:45 p.m.
 - Southeast 8:00 a.m.- 2:45 p.m.
- Sign-in upon arrival and sign-out at the end of each day (make sure to return any keys, folders/binders, etc. you may have been given).
- Ask the office staff if there are any changes to the daily schedule (e.g. programs, field trips, early dismissal, testing, etc.)
- ✎ Lesson plans should be provided by the regular classroom teacher for you to follow. You are responsible for following the lesson plans as specified. The duty of a substitute teacher is to provide continuity of instruction for the students. Deviating from provided lesson plans creates confusion and reduces the learning of students. If lesson plans are not clear, a teacher or teacher aide may be able to help clarify the plans. If there are no plans, check with the school office for instructions about what you are to do.
- Substitute teachers should remain on campus during the school day unless authorized to leave.
- Substitute teachers may be asked to perform duties in addition to those of the regular classroom teacher. Substitute teachers are expected to demonstrate flexibility and cooperation with the


school administration in its attempts to meet the instructional and safety needs of the students. Substitutes may be assigned an additional duty during the regular classroom teacher's preparation time.



- Tobacco use is prohibited on school grounds.
- Appropriate dress (you may have outdoor duty) and professional behavior is expected of substitute teachers at all times.
- Seek help and advice from other teachers or staff when needed.

 Subbing in Special Education Classrooms and Classrooms with Special Education Students:

- You may be called to substitute for students who have an emotional disability, a learning disability, or a physical disability. Many children so identified will be found in regular classrooms. Remember that students with physical or learning difficulties are more like their nondisabled peers than not. When working with students who have a disability, it may be helpful to remember:
 - Keep ALL information regarding students' disabilities, IEPs, 504 plans, accommodations, behavior plans, etc. **CONFIDENTIAL!**
 - Follow notes left by the teacher. Most students need continuity and structure in order to be successful. Check for specific notes regarding individual students.
 - Students in any one classroom may be working at different levels and different rates. Do not draw attention to the fact that one student's work may seem "easier" or "different" than another's. Don't embarrass students.
 - Students may require tests and/or assignments read aloud to them. Check with other teachers regarding how this is to be handled if the teacher for whom you are subbing did not disclose the procedure.
 - If there is an instructional aide in the class, they will be able to help you with routines, instructions, handling certain situations, etc.
 - Maintain the seating chart left by the classroom teacher. He/she may have specific reasons for pairing or separating students.

- If you have a complaint or concern, see a building administrator before you leave. If he/she is unavailable, leave a message for him/her to contact you. Remember that student discipline and education is confidential and should not be shared in public!









 ***Read and periodically review all emergency plans***

 ***Upon entering a classroom, locate and read the fire and tornado plans. Find out if you are responsible for any student(s) with an emergency evacuation plan. ***

Section 3

Classroom Management and Instruction

Substitute teachers are expected to model and reinforce the expectations of the regular classroom teacher. Classroom rules are posted in most classrooms and, except for the first few days of school, students know what the expectations are for behavior and the consequences for not following those expectations.

-  Students are to treat substitute teachers with respect. Do not allow students to call you by your first name, as this allows the students to treat you as a peer instead of as an authority figure.
-  Demonstrate an understanding and respect of school policies by refraining from the excessive use of cell phones, sleeping, using foul language, or other unprofessional behaviors during class time.
-  Review and follow the behavior expectations and student code of conduct found in each school's Student Handbook located on the NACS website 
-  Review and enforce the individual school's student discipline policy. 
-  Review and enforce the individual classroom teacher's expectations for student behavior. 
- Students should have assigned seats and the teacher should have provided a seating chart. Require students to sit in their assigned seats. This reduces the number of behavior incidents and allows you to identify the students.

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- Take attendance each class period, or whenever students arrive in the classroom (e.g. beginning of the day, after specials and recess for elementary classes, after lunch, etc.) This will allow you to make sure all students are accounted for and will let the regular classroom teacher know who was absent. If you find that a child is not accounted for, notify the office IMMEDIATELY! 🖐
- Maintain a firm, fair, and consistent policy for dealing with students. Fairness and consistency are key issues with students.
- Many discipline issues can be avoided by maintaining your focus on the students and not elsewhere.
- Do NOT place a student in the hall unsupervised for punishment. This will lead to further disruptions. If a student needs to be removed from class, notify the office.
- ✎ If you allow a student to leave class for any reason, keep track of the time he/she has been gone. If the student has been gone longer than a reasonable amount of time, notify the office to have someone check on the student.
- ✎ Establish acceptable behaviors early in the class, especially for noise level.
- ✎ Talk to individual students who are being disruptive instead of “lecturing” the whole class. If the majority of the class is being disruptive, have students stop and listen instead of trying to yell over them.
- If students in the class tell you “our teacher lets us...”, you can assume the opposite is true! Emphasize that school/classroom rules will apply while you are their teacher.
- Be friendly without undermining the teacher-student relationship. Allowing students to treat you as a peer (especially in the upper grades) deteriorates your authority in the classroom.
- If you have questions about how to handle a student or a situation, ask a teacher nearby for help.
- 🖐 If a student becomes belligerent or violent, call the office or send another student to a next door teacher for help. Do NOT become embroiled in a confrontation that may escalate an already difficult situation.

Ensuring continuity of instruction involves active participation by the substitute teacher. The following strategies and techniques will allow you to assist students and will create a productive day for everyone!

- Keeping students on task will reduce the number of disruptions. The successful substitute is actively involved in instruction by moving around the classroom often, checking student work, and assisting with assignments.
- Before the day begins, review the lesson plans and assignments. Become familiar with what is being asked of students. Even if you are not familiar with the material, you can assist students with understanding the assignment and the requirements.
- Have an “emergency plan” in the event that lesson plans are not immediately available or do not fill the class time. This can be an age-appropriate lesson from a reputable lesson planning website. (See Appendix A: Resources) Also, some classroom teachers have a file of activities that have review or other activities appropriate for their class.
- If the classroom teacher has an instructional aide, discuss the day’s plans with him/her. This is a good practice if you are not familiar with the students or are substituting for a special education class.
- Review the teacher’s edition of textbooks that are being used in a lesson for ideas on how to present the information to be taught. The side bars of teacher’s editions also have main ideas, discussion questions, and other useful items to help you help the students.
- ✏ At the end of the day, leave a note for the regular classroom teacher regarding student behavior (including individual names of students who misbehaved, if any, and what actions you have already taken to deal with the behavior), how the lessons went that day, and any deviations from the lesson plans.

Section 4

Emergency Information

✎ Check the information that the classroom teacher has left for a critical illness list. This list includes students with medical conditions that you need to be aware of. *Remember this list is CONFIDENTIAL and should not be shared with anyone else!*

✎ First Aid:

- In the classroom, there should be band-aids and latex or vinyl gloves. It is your responsibility to determine the level of assistance a student requires. For minor scrapes, you may clean them (or have older students clean themselves) with soap and water and apply band-aids.
- In the event that a student is bleeding or becomes ill, wear the disposable latex or vinyl gloves before assisting the child.
- Should you come into contact with blood or bodily fluids, throw away your gloves in a lined garbage can. Wash your hands with soap in warm water after removing the gloves.
- If a student complains of not feeling well, determine what is wrong. Use your professional judgment to decide if the student needs to see the nurse or can just put his/her head down for a moment. You may always get assistance from the office.
- You should NEVER distribute medications. Students must take all medications to the school nurse.
- If a student is severely injured, do not move the student. Send a trustworthy student to get assistance and call the office.
- If a student injury does occur during your day, check with the office to find out what forms need to be filed.
- Should a medical emergency occur, always stay with your class and send a trustworthy student to get assistance. Have another teacher monitor your room should you have to leave your students for some reason

**Communicable Disease Information**

- All employees are directed to utilize the universal precautions outlined to prevent the transmission of dangerous communicable diseases through blood or other bodily fluids.
- In the event of a bodily fluid spill:
 - Immediately send for the custodial staff for cleanup and the nurse to aid the student.
 - Keep all students away from any furniture or area that has been soiled with blood or other bodily fluid until the custodial staff has completed the cleaning process of the area.
 - Wear gloves when in contact with blood or other bodily fluids. To protect yourself, consider every student's body fluids as potentially infectious. A good rule of thumb is "if it's wet, wear gloves".
 - Take measures to ensure that any clothing or objects soiled with an individual's blood or other bodily fluids do not continue to come in contact with other individuals.
 - If an individual's blood or other bodily fluids come in contact with your skin, or that of other individuals, clean the skin immediately with alcohol or scrub the area with soap and water, then wash with alcohol.
 - Place all materials used in the cleanup in plastic bags and close tightly.
- After above steps have been taken, wash hands using the following procedures:
 - Wet both hands using a generous amount of soap and work up a lather.
 - Wash for a minimum of ten (10) seconds. A greater degree of contamination will require a longer washing time. Be sure to clean carefully under and around your fingernails.
 - Keep your hands down. Rinse them well with warm running water.
 - Dry your hands with paper towels. Use a towel to turn off the water. This protects your now clean hands from being contaminated by the potentially dirty fixtures.

Appendix A

Resources

The following resources are useful references on the subjects of classroom management, lesson planning, and substitute teaching in general.

Education World www.educationworld.com

Edutopia www.edutopia.com

Teachers Net www.teachers.net

The Teacher's Guide www.theteachersguide.com

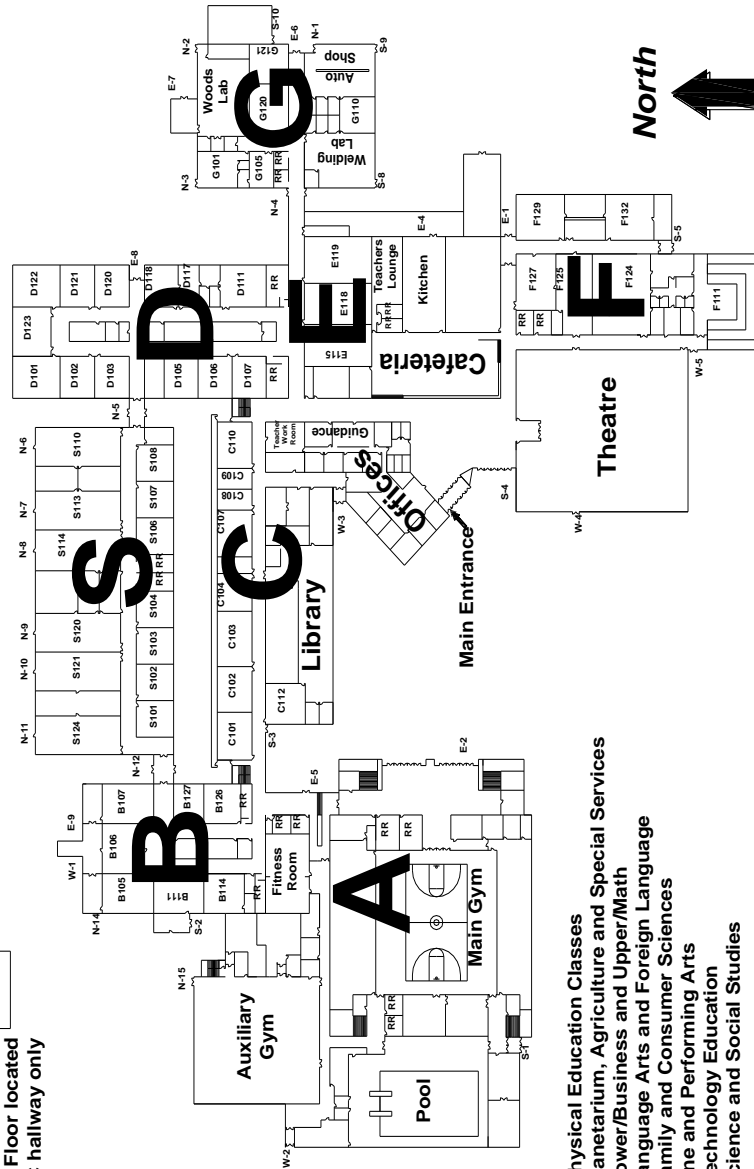
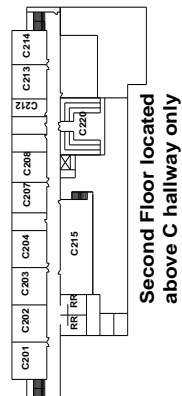
A Sub's Bag of Tricks www.teacherneedhelp.com/students/subtch.htm

There are also many great books on these topics available at our local library!

Appendix B: School Maps

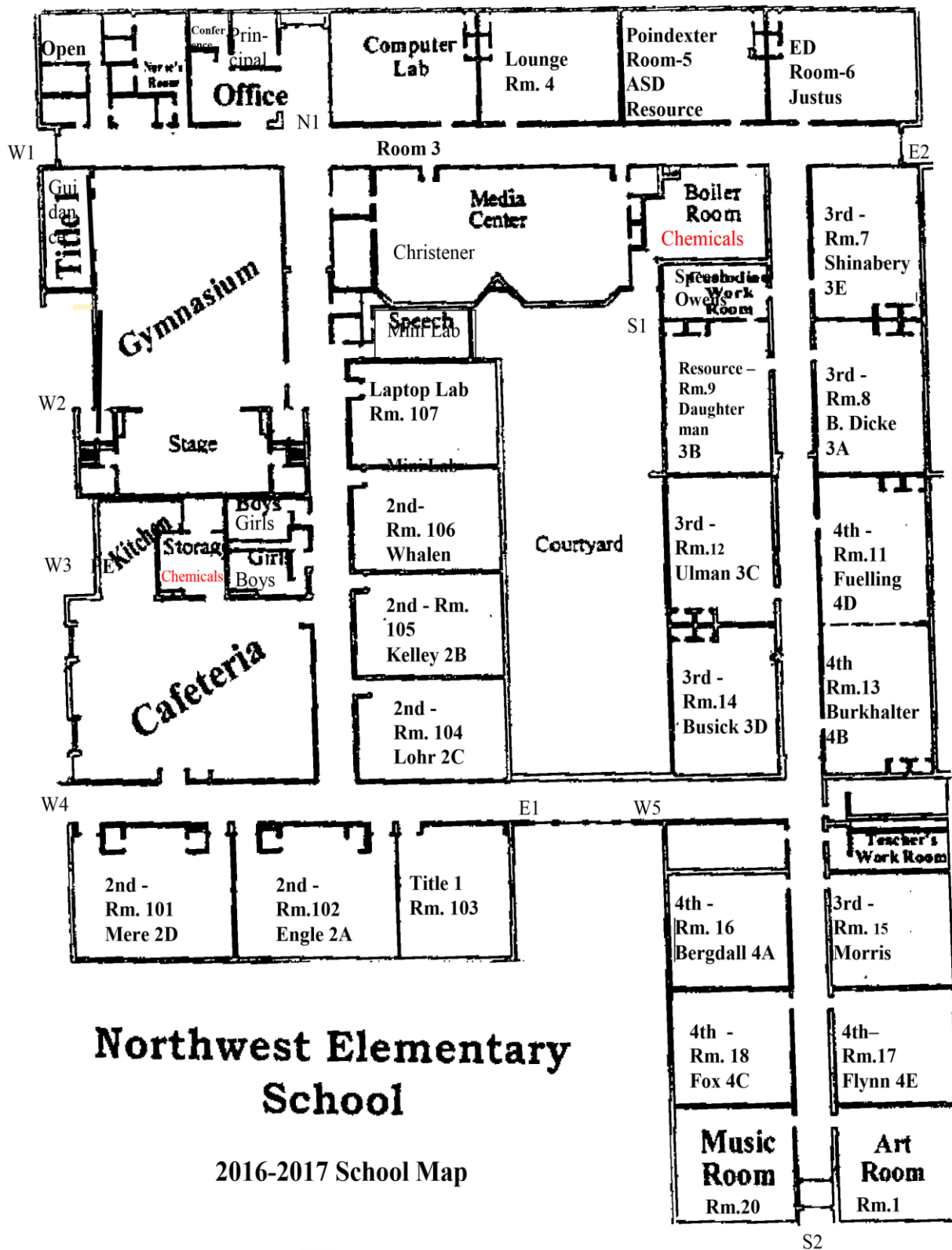
Bellmont High School

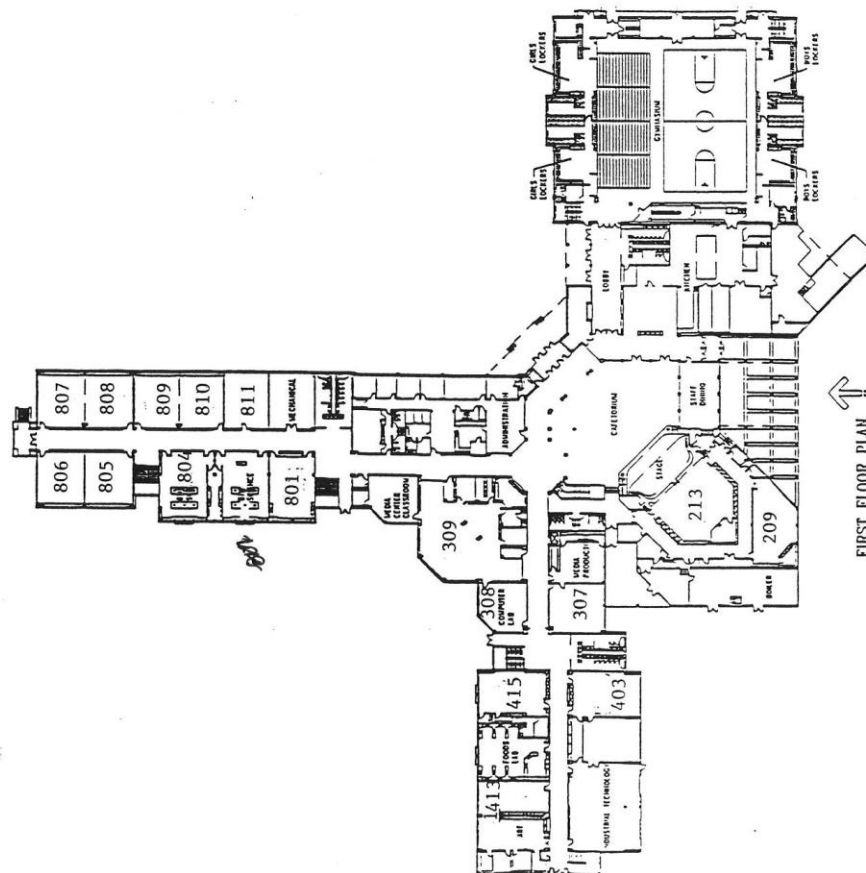
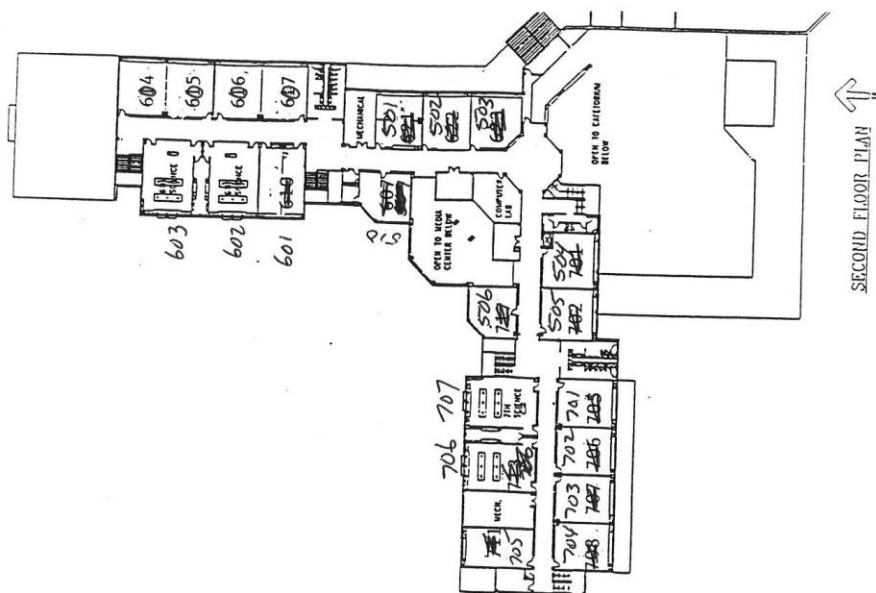
1000 E North Adams Drive
Decatur, Indiana 46733



- A wing = Physical Education Classes
- B wing = Planetarium, Agriculture and Special Services
- C wing = Lower/Business and Upper/Math
- D wing = Language Arts and Foreign Language
- E wing = Family and Consumer Sciences
- F wing = Fine and Performing Arts
- G wing = Technology Education
- S wing = Science and Social Studies

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Bellmont Middle School Map

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