

Springfield Township School District Substitute Employee Handbook



Springfield Township School District

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2146 Jacksonville-Jobstown Road
Jobstown, NJ 08041
609-723-2479

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Supervisor of Curriculum	Mrs. Mahe Zaidi	x100
School Business Administrator	Mrs. Danielle Tarvin	x103
Dean of Students	Mr. Jon Luyber	x100
Educational Facilities Director	Mr. Matthew Carney	x102
Administrative Asst. to the Superintendent	Ms. Brielle Neroda	x101
Administrative Asst. to the Principal	Mrs. Corinne Cervino	x100
Administrative Asst. to the BA	Mrs. Lisa Vrettos	x112

SUBSTITUTE EMPLOYEE HANDBOOK

This Substitute Employee Handbook has been developed as a resource for all substitute employees in the school district. Included are sections to assist substitutes who may be unfamiliar with district procedures as well as to serve as helpful refreshers for veteran substitute employees.

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Springfield Township Elementary School

2146 Jacksonville Jobstown Road

Jobstown, NJ 08041

Telephone (609) 723-2479

Facsimile (609) 723-8213

www.springfieldschool.org

Dear Substitute Employee:

Welcome to the Springfield Township School District! We are pleased that you have agreed to serve as a substitute employee in one or more of the following capacities: teacher, nurse, secretary, instructional assistant, and/or cafeteria aide. Despite your temporary employment status, you play an important role in ensuring the safety and in meeting the instructional needs of students while serving as a substitute employee.

This handbook, plus the accompanying slide shows, policies and district practices provide helpful information and tips about making your substitute experience successful and satisfying. Please read the portions related to your assigned position/s. Should you need any further information, please contact a building administrator or other staff members.

I wish you a successful and enjoyable year as a district substitute and thank you in advance for the important role you will play this school year.

Sincerely yours,

Craig Vaughn

Craig Vaughn

Superintendent / Principal

Springfield Township Elementary School

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Jobstown, NJ 08041

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Dear Substitute Employee:

Congratulations on your appointment as a substitute employee for the Springfield Township Elementary School. We hope you have a successful year.

Our substitute fulfillment is managed by Miss Brielle Neroda, Confidential Administrative Assistant to the Superintendent. Miss Neroda ensures that substitute coverage is provided for the following:

- Professional Staff (Teachers, Nurses, etc.)
- Instructional Assistants
- Secretaries
- Lunch Aides
- Bus Attendants

Miss Neroda will provide, to the greatest extent possible, advanced notification when requesting you to fulfill a substitute position. At times a vacancy may not be known until the day of need, so you may from time to time receive an early morning call or text message seeking your availability. I would encourage you to work closely with Miss Neroda to establish substitute coverage parameters.

Getting Started

Prior to beginning your role as a substitute employee here at Springfield Elementary School, please visit our website (www.springfieldschool.org) and select the "Substitute Employee Information" tab under the Human Resources section. There you will find the following information that must be completed:

- Under "Required Reading" review the following required readings and slideshows:
 - o Substitute Employee Handbook
 - o File Code 3281 - Inappropriate Staff Conduct
 - o File Code 3282 – Use of Social Networking Sites
 - o File Code 3321 - Acceptable Use Policy for Teaching Staff Members
 - o File Code 3322 – Staff Member's Use of Cellular Telephones
 - o File Code 5530 & 5533 - Drugs, Alcohol, Tobacco
 - o File Code 5600 - Student Conduct
 - o File Code 7440.01 - School Safety
 - o File Code 8601 - Student Supervision After School Dismissal
 - o Slideshow: Expectations and Responsibilities for Substitute Employees
 - o Slideshow: Anti-Bullying
- When you have completed the required readings and slideshow viewings, you must electronically acknowledge that you have read and viewed the aforementioned materials. This acknowledgement can be found by scrolling to the bottom of the "Required Readings" page.

Additional Information

Substitute Rates

Substitute rates for the 2024-2025 school year are as follows:

- \$112 per day for substitute teachers
- \$125 per day for substitute nurses
- \$15.13 per hour for substitute instructional assistants
- \$18 per hour for substitute custodians
- \$16 per hour for substitute secretaries
- Per diem rates for long-term substitutes may vary according to the certificate held by the substitute teacher.

Salary Paycheck Schedule

All substitute employees are paid on the 15th of each month for substitute coverage in the previous month. So that your paycheck reflects the correct amount of substitute pay earned, it is advisable that you maintain a record of the dates and hours worked, and for whom you substituted. If you have any questions about your paycheck, please call Lisa Vrettos at 609-723-2479 ext. 112.

Voluntary Workshop

The district offers an annual training session for most types of substitute employees at the beginning of each school year. All substitutes with less than one year of substitute experience in the district are strongly urged to attend this voluntary workshop. More information about the training session will be shared by Miss Neroda via email in July.

Please Note

The school calendar as well as a listing of school locations, contacts, and hours appear on the next few pages of this handbook (this information is also available on the district's website).

Substitute Procedures For Signing Into School

Upon arrival, please report to the Main Office where Miss Neroda will present you with an identification card for the day. Please follow the substitute procedures as established by the school administrator.

Wearing your ID Badge

It is **MANDATORY** that every district substitute wears his/her issued ID badge on his/her outermost garment at all times.

Returning Your Substitute ID Badge

At the end of the day you will return the identification badge to the security monitor, even if you are scheduled to work for multiple days at the same location.

Lost Identification Card

In the event you do not return the identification card, or lose the identification card, you are subject to paying \$20.00 to replace the card and access control chip.

I trust you enjoy your experience as a substitute employee in our district.

Sincerely,

Mahe Zaidi

Mahe Zaidi, Supervisor of Curriculum

SPRINGFIELD TOWNSHIP PUBLIC SCHOOL

JOB DESCRIPTION

TITLE: **SUBSTITUTE TEACHER**

QUALIFICATIONS:

1. Valid and appropriate New Jersey Substitute or Instructional Certificate.
2. Meets, as required, Federal Highly Qualified Teacher Standard.
3. Ability to create a positive learning environment.
4. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.
5. Meets mandated health requirements.

REPORTS TO: Principal

SUPERVISES: Pupils, and when assigned, instructional assistants.

JOB GOAL: To provide, in the absence of the regularly assigned teacher, and effective instructional program to pupils.

PERFORMANCE RESPONSIBILITIES:

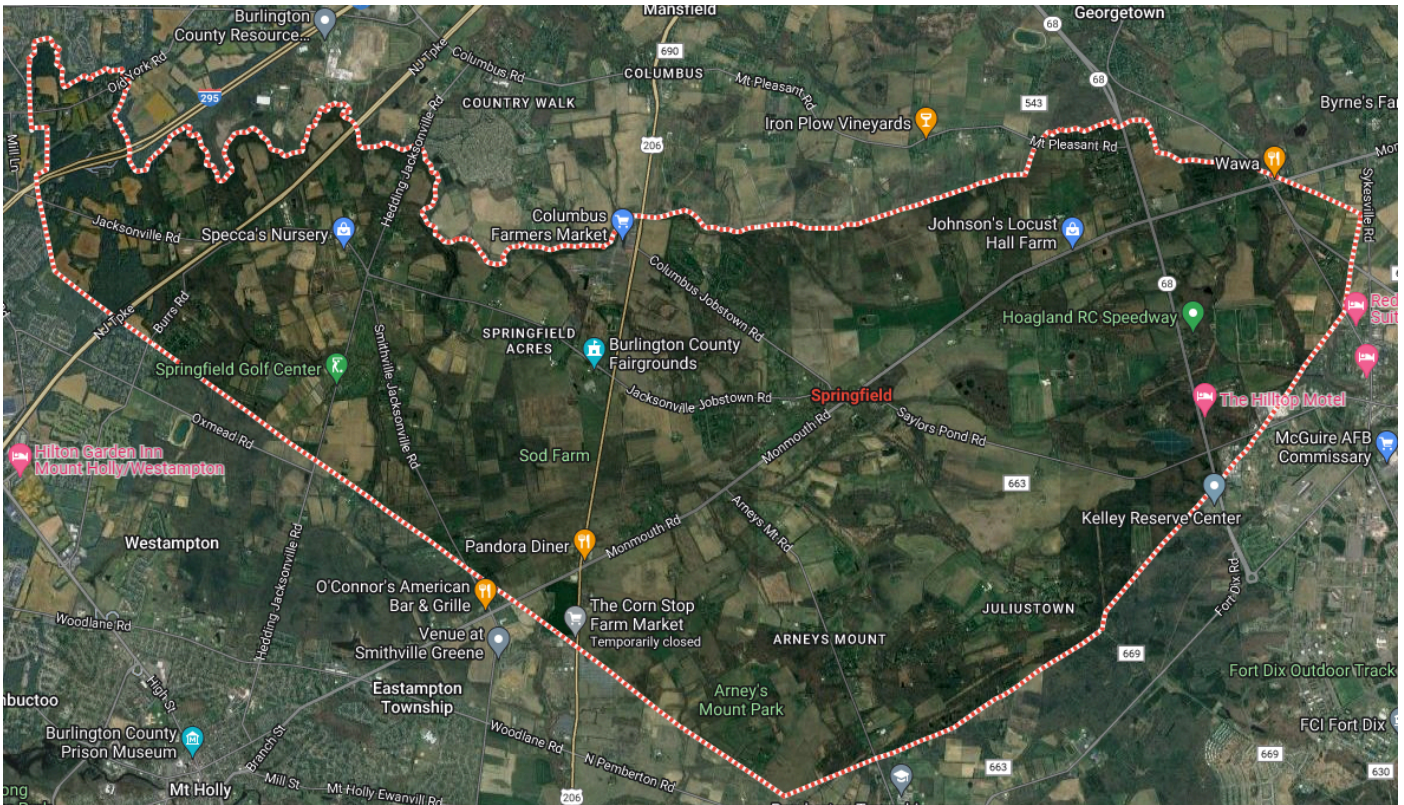
1. Follows lesson plans, uses instructional materials and provides individualized and small group instruction as directed by the absent teacher.
2. Fulfills all responsibilities as set forth in district's "Substitute Employee Handbook" and those identified in "Annual Substitute Employee Mandated on-line In-Service," including all pertinent school district policies and regulations.
3. Monitors and assesses pupil academic progress and personal growth toward stated objectives of instruction, if serving in a long- term assignment.
4. Monitors the hallways before, after and between class periods, where appropriate.
5. Takes accurate attendance on each day and/ or period.
6. Is punctual and dependable. (Report by time designated by the substitute caller)
7. Supervises students at all times.
8. Observes and enforces all school rules and procedures.
9. Performs other duties as assigned by the Administration and/or listed in the teacher's plans.

ADOPTED BY: Springfield Township Board of Education.

APPROVED: December 18, 2012

Please visit www.springfieldschool.org to access and view the current district calendar. There you will be able to view district events per month, as well as the printable version of the district calendar. This information can be found under the quick links section on the main page of the website.

SPRINGFIELD TOWNSHIP MAP



Bell Schedules

2023-2024 Schedule

Homeroom 8:30 - 8:40
Academic Success Block 8:45 - 9:10
Period 1 9:10 - 9:55
Period 2 9:55 - 10:40
Period 3 10:40 - 11:25
Period 4 11:25 - 12:10
Period 5 12:15 - 1:00
Period 6 1:00 - 1:45
Period 7 1:45 - 2:30
Period 8 2:30 - 3:15
Homeroom 3:15 - 3:20

2023-2024 Early Dismissal Schedule

Time	Period
8:30-9:00	Homeroom & Academic Success
9:00-9:30	Period 1
9:30-10:00	Period 2
10:00-10:30	Period 3
10:30-11:00	Period 8
11:00-11:30	Period 4
11:30-12:00	Period 5
12:00-12:30	Period 6
12:30-1:00	Period 7
1:00-1:20	PM Homeroom

Early Dismissal Lunch Schedule

TIME	Period
11:00 - 11:25	Period 4 Lunch: Grades Kindergarten, 1, & MD Supervision - A. Capra, A. Gonzalez, Cassidy, Pollack, Foster
11:30 - 11:55	Period 5 Lunch: Grades 4 & 5 Supervision - A. Gonzalez, Hill, Sindora, Foster
12:00 - 12:25	Period 6 Lunch: Grades 2 & 3 Supervision - A. Gonzalez, Sindora, Foster
12:30 - 12:55	Period 7 Lunch: Grade 6 Supervision - M. Gonzalez, Sindora

2023-2024 Delayed Opening Schedule

TIME	Period
10:00-10:30	Homeroom & Academic Success
10:30-11:05	Period 1
11:05-11:40	Period 2
11:40-12:15	Period 3
12:15-12:50	Period 4
12:50-1:25	Period 5
1:25-2:00	Period 6
2:00-2:35	Period 7
2:35-3:10	Period 8
3:10-3:20	PM Homeroom

Delayed Opening Lunch Schedule

TIME	Period
11:30-11:55	Period 3* Lunch: Grade 6 Supervision - M. Gonzalez
12:00 - 12:25	Period 4A* Lunch: Grades 2, 3, & MD Supervision - A. Capra, Fennessy, A. Gonzalez, Pollack
12:30 - 12:55	Period 4B* Lunch: Grades K & 1 Supervision - Cassidy, Sindora
1:00-1:25	Period 5* Lunch: Grades 4 & 5 Supervision - A. Gonzalez, Hill

*note change for period start & end times

- Breakfast is not served on delayed openings.
- In order to facilitate 4 hours of instruction please follow the schedule above. Please meet your students in the cafeteria at the exact time lunch ends. All cafeteria and playground staff should remain inside to supervise.
- There will be no recess on delayed openings.

GENERAL GUIDELINES FOR SUBSTITUTE EMPLOYEES

Appropriate Contact Between Adults and Children

The Springfield Township School District expects that all employees, volunteers, interns, student teachers, and other school personnel or members of the school community who are in our school buildings for any reason maintain a professional level of interaction with all students. The following are guidelines to help ensure that contact between adults and children is appropriate.

- Adults must use faculty or main office restrooms only. Under no circumstances should children's restroom facilities be utilized.
- Adults should not engage in physical contact with a child for any reason, except in cases of medical necessity or if a child is in imminent danger of being harmed.
- Adults should not exchange personal information with students, including but not limited to cell/home phone numbers, e-mail address, home address, etc. Further, adults should not correspond with students outside of school unless the direct supervisor has knowledge of the communication and has given his/her approval.

Chain of Command and Following Directions

All employees, volunteers, interns, student teachers, school/cafeteria aides, and others temporarily working in some capacity in our schools are expected to follow all instructions issued by their supervisor, who is either a staff member and/or building administrator. For example, procedures for fire drills, lockdown drills, an emergency response to an unexpected event, dismissals, etc., that may be announced over the public address system or delivered face-to-face must be followed in order to insure the safe operation of the school.

Changing Address/Telephone/Availability, Etc.

Please contact Miss Brielle Neroda at 609-723-2479 ext. 101 for any of the following reasons:

- you no longer wish to substitute
- the days or hours you are available to work change
- your telephone number changes
- your email address changes
- your preference in grade/subject area/school changes
- your address changes [also call the Payroll Department at 609-723-2479 ext. 112]

District Website

The Springfield Township website allows the public to access a variety of information about the school district in addition to the school calendar, board agendas, synopsis of past board meetings, teacher pages, job openings and more. Visit the Internet site at www.springfieldschool.org.

Emergency Closings and Inclement Weather Procedures

Delayed Openings or School Closings

When inclement weather is severe enough to cause a delayed opening or the closing of school for the day, the district will utilize several redundant forms of communication in order to contact parents/guardians as quickly as possible about any changes to the normal school day. The primary forms of communication include automated phone messages, email messages, and notices posted on the district's website.

Early Closings

Occasionally, it becomes necessary, once school is in session, to close before the regular dismissal time. Announcements about early closings will be made utilizing the aforementioned communication systems. Circumstances for which early dismissal may be required include flooding, lack of heat or water, extremely high temperatures, and sudden or worsening storms.

Fire Drills

The possibility exists that you will be substituting during a fire drill. Please note that a drill is intended to simulate an actual fire taking place in the building. You must familiarize yourself with the building plan, including the evacuation route for the students in your charge. (Please check your substitute teacher folder.)

Identification Badges

All employees must wear photo identification badges while working in the schools or on school property. An identification badge is issued to you upon sign-in for your daily assignment.

Lockdown Procedures

Please make sure to read the "Lockdown Procedures" in each teacher's substitute folder. The information contained therein will give you specific instructions to follow in that school.

Notification and Disposition of Arrest or Indictment for a Crime or Offense

Certificated substitute employees only: If you are arrested or indicted for any crime or offense, you must report the incident to the superintendent of schools within fourteen (14) calendar days. You also must report the disposition of any charges to the superintendent within seven (7) calendar days of disposition. Failure to comply with the requirement could be deemed as just cause for revoking or suspending your certificate.

Payroll

The substitute payroll is issued once each month, usually on the 15th of that month, and includes payment for all work performed during the previous month. Your check will be mailed to your home.

Prohibited Activity

Corporal punishment is expressly prohibited by law. Also prohibited by law are the following: any form of sexual harassment (verbal or physical) toward students or staff, smoking on school property, and the possession, use or distribution of illegal substances and alcoholic beverages.

Signing In And Out Of Each Building

You are responsible for signing in when you begin your work day and for signing out when your work day ends. If you leave the building for any reason during the day, with the approval of your immediate supervisor, you must sign out and then sign in again upon your return.

Student Supervision

Your most important responsibility is the proper supervision of students. Never leave a student or class unattended. Should an emergency arise, and you must leave your class, immediately make arrangements to have another adult assume supervision of your students.

Use of School Property

School property is to be used for the direct benefit of the students. School supplies such as paper, pencils, books, tape, etc. cannot be used for personal projects. An overabundance of these supplies cannot be donated to outside organizations.

School equipment, such as computers, printers, copiers, laminators, binding machines, etc., cannot be used to create or complete personal projects. Equipment also cannot be used to assist outside organizations in the creation or completion of their projects.

Telephones may only be used to make school-related calls. Personal calls are not permitted.

Voluntary Workshops

The district offers an annual training session for most types of substitute employees at the beginning of the school year. All substitutes with less than one year of substitute experience in the district are strongly urged to attend these voluntary workshops.

SUMMARY OF KEY BOARD POLICIES **REGULATIONS AND DISTRICT PRACTICE**

NOTE: Policies may be found in their entirety on the district website home page – www.springfieldschool.org – under “Board of Education” in the top navigation bar.

Section 504 of the Rehabilitation Act of 1973: File Code 1510

The Springfield Township School District is subject to the provisions of Section 504. Board policy states that, “No otherwise qualified person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the Board.”

The district’s Affirmative Action Plan and Section 504 policy and regulations may be reviewed at the board administration offices at 2146 Jacksonville-Jobstown Road or on the district’s website. Complaints regarding alleged discrimination must be made in writing on forms available at the board office. For more information, call (609)-723-2479.

Following is a list of Affirmative Action Officers for the district.

Affirmative Action Officer – School and Classroom Practices

Mahe Zaidi, Supervisor of Curriculum and Instruction

Affirmative Action Officer – Employment Practices

Craig Vaughn, Chief School Administrator

Section 504 Coordinator for Employment

and Educational Accommodations Programs: Americans with Disabilities Act (ADA) Coordinator

Jon Luyber, Dean of Students

Public Agency Compliance Officer

Danielle Tarvin-Griffith, Business Administrator/Board Secretary

Affirmative Action Practices: File Codes 1550, 5750, 2260

Affirmative Action (Educational and Curriculum Matters)

This policy ensures that the district complies with federal and state law to avoid, or if necessary, to identify and correct any biases evident in curriculum content, staff training, pupil access, level of district support, and pupil evaluation.

Affirmative Action – School and Classroom Practices

The Springfield Township Board of Education declares it to be the policy of this district to provide an equal opportunity for all children to achieve their maximum potential through the programs offered in the district regardless of race, creed, color, religion, national origin, ancestry, age, gender, affectional or sexual orientation, marital status, liability for service in the armed forces of the United States, nationality, place of residence within the district, social or economic condition, or disability.

Affirmative Action/Sexual Harassment

The board of education guarantees to all persons equal access to all categories of employment, retention and advancement in this district, regardless of race, creed, color, religion, national origin, nationality, ancestry, age, gender, domestic partnership status, civil unions, gender, identity or expression, affectional or sexual orientation, marital status, familial status, liability for service in the armed forces of the United States, atypical hereditary cellular or blood trait of any individual, disability, or because of genetic information or refusal to submit to or make available the results of a genetic test.

The board of education further holds all its employees responsible for maintaining a working environment free from all discriminatory practices. Harassment or favoritism on any basis, including employment, retention, and advancement, is prohibited.

This policy and its accompanying regulations also define sexual harassment to include unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by a staff member to a pupil, or a staff member to another staff member, or a pupil to a pupil, or a pupil to a staff member. It further gives examples of forms of sexual harassment, including but not limited to verbal harassment or abuse; request for sexual favors; repeated remarks to a person with sexual or demeaning implications; unwelcome touching; suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's evaluation, promotion or working environment; and displaying sexually graphic material.

Recognition of Religious Beliefs and Customs: File Code 2270

This policy provides important guidance to teachers, including substitutes, regarding the way in which subjects involving religious beliefs and customs should be addressed in the classroom. Since this may be a sensitive subject to students and their parents/guardians, you are urged to read this policy in its entirety and to seek advice from your building administrator should you have any questions.

Homework/Makeup Work: File Code 2330

Required reading for all new and current employees, this policy and its accompanying regulations explain the purpose of homework, guidelines for the length of daily homework assignments, and procedures, including timelines, for missed homework and for obtaining homework assignments for pupils who are absent.

Acceptable Use Policy: File Code 2361

This policy includes guidelines and supporting documents intended to familiarize employees with their responsibilities and obligations related to the use of the district's educational computer network. Violations of this policy will result in disciplinary action.

Student Assessment: File code 2622

This policy requires the school district to identify and determine the needs of gifted and talented students, disruptive students, disaffected students, potential dropouts, pupils who require basic skills improvement programs, pupils with limited English proficiency, and pupils who may require formal referral to the child study team for possible classification.

Assignment; Transfer: File Codes: 3130

Should the occasional need arise to place a teacher or substitute employee in the same school as his/her child or children, stepchild or stepchildren, grandchild or grandchildren or step-grandchild or step-grandchildren, every effort should be made to avoid the employee being placed in an assignment in which the employee is supervising these students.

Conflict of Interest: File code 3214

This policy states that an employee may be faced with situations that are or have the potential to be a conflict of interest. These could place the employee in a position that may raise serious concerns about his or her professional and personal behavior.

Conduct and Dress: File codes 3216 and 3281

This policy gives a general outline for employees to follow regarding appropriate conduct & dress.

Employee Substance Abuse: File Codes 3218

This policy and accompanying regulations prohibit alcoholic beverages, unlawful drugs and other controlled dangerous substances, illegal gambling, etc. in any school building, on any school premises, in any school-owned vehicles or in any other school approved vehicle used to transport pupils to and from school or school activities.

Liability for Pupil Welfare: File Code 3280

This policy and its accompanying regulations require employees, volunteers and others who interact with students to report immediately any suspicions of child abuse or neglect to Child Protection and Permanency (CP&P, formerly known as the Division of Youth and Family Services). Employees, volunteers and others who interact with students must also contact the building administration as well as the school guidance counselor. The Springfield Township Police Department shall further be informed by the school building administration whenever CP&P is notified of any suspicion of child abuse or neglect.

Child Protection & Permanency (CP&P) 24/7 Child Abuse Hotline:

1-877-NJ-ABUSE (1-877-652-2873)

Definition of Child Abuse or Neglect

A child who is under the age of 18 is considered to be abused or neglected when a parent or caregiver:

- Inflicts or allows to be inflicted physical injury by other than accidental means that creates substantial harm or risk of substantial harm.
- Fails to provide proper supervision or adequate food, clothing, shelter, education, or medical care, although financially able or assisted to do so.
- Commits or allows to be committed an act of sexual abuse against a child.

Child abuse and neglect can take many forms. In general, abuse refers to acts of commission such as beating, inflicting physical injury, creating a substantial or ongoing risk of physical injury, or inappropriate sexual activity. Neglect refers to acts of omission such as failure to provide adequate physical or emotional care, failure to do or permit to be done any act necessary for the child's physical or moral well-being, or to refuse to send the child to school, thereby creating a pattern of absenteeism. These acts may be committed by parents/guardians, babysitters or others. If an employee abuses or neglects a pupil, it is referred to as institutional abuse.

Possible Signs of Child Abuse or Neglect

The suspicion of child abuse/neglect, including institutional child abuse, should be based on complaints from a child or observation of the child or both. An employee should be suspicious if:

- The pupil exhibits a physical injury not likely to have been caused by an accident regardless of the explanation

- The pupil complains or exhibits behavior indicative of the infliction of pain, sexual molestation, threats or emotional abuse
- The pupil appears to exhibit malnourishment, a persistent want of care such as clothing, hygiene, sleep, teeth, etc.
- An adult admits having abused the child
- A staff member inappropriately restrains or otherwise inflicts injury upon a pupil

Requirement to Report

By state law (N.J.S.A. 9:6-8.10 and 18A:36-25) and NJDOE regulations (NJAC 6A:16-11.1), any person having reasonable cause to believe that a child has been abused or neglected is required to notify DYFS as soon as possible when signs of abuse or neglect are seen.

Institutional abuse - abuse alleged to have taken place in the school or other institutional setting by paid school staff or an intern or volunteer - must be reported on the same basis as non-institutional abuse.

In compliance with NJDOE regulations, after reporting to CP&P, any school district employee, volunteer, or intern must inform the principal or other designated school official so that law enforcement authorities can be notified. If the reporter of the abuse believes that he/she may be endangering the welfare of the child or himself/herself or causing retaliation or discrimination against the child or himself/herself by such notice to the building principal, then the reporter should inform an alternate school official.

Reporting Information

- Who – name, age, and grade of the child; name, address, and phone number(s) of the child's parents/guardians; and the alleged perpetrator and relationship to child, parents, siblings, others in the home
- What – type of abuse/neglect is suspected? Describe the incident. What happened that caused your concern? What is the child's nature and extent of his/her possible injuries?
- Where – did the incident take place? Where is the child now? Does the alleged perpetrator have access to the child?
- When – did the incident happen? When did you learn about it?
- How – urgent is the need for intervention? How did you learn of the suspected abuse?

School personnel also should let CP&P know **when** and **how** the child will be released from school to ensure the child's safety.

Due Process

The board assures all school personnel, interns, student teachers, and volunteers that no one will be discharged from employment or discriminated against in any way as a result of making in good faith reports of child abuse and neglect.

Use of Social Networking Sites: File Code 3282

This policy provides employees with professional expectations regarding how to effectively use social network forums and electronic communication devices, protect their personal and professional reputation, and follow federal and state laws and regulations, and District policies and procedures. Inappropriate professional and personal use of social networking sites, websites, or blogs may adversely affect an employee's professional career. If inappropriate use of computers, websites, or other electronic communication devices is discovered

or reported, that misconduct will be promptly brought to the attention of the employee's immediate supervisor for further investigation which may result in disciplinary action.

Absences and Excuses: File code 5200

The Board of Education is concerned with the problem of missing children. Any apparent incident or unexplained or unauthorized absence of a pupil from the school building or the site of a school-related activity shall be a grave matter requiring immediate investigative action. A staff member is expected to notify his/her supervisor immediately should he/she believe that a student may be missing. This policy and regulation also review the standards for determining the validity of student absences and cover other important matters related to student attendance.

Regular student attendance is a critical component of a successful educational experience. This policy defines the following terms: "Attendance," "Excused Absences," "Unexcused Absences," and "Truancy and Tardiness." It also discusses the process to address 'persistent and unexcused student absences.' Reviewed as well are important matters such as disciplinary consequences for unexcused absences and excessive tardiness, absences for students with disabilities, legal custody of students, potentially missing children, late and early dismissal of students, and release of students before the end of the regular school day.

School district employees serve as *in loco parentis* (in the place of a parent) and as such, are responsible for the health, safety, and overall well-being of students while under their care. Part of that responsibility is to be aware of the whereabouts of each student. Should a student be given permission to leave the classroom and not return; become separated from a group on a class trip; or suddenly not accounted for during lunch, recess, or various school drills (i.e., fire drill, evacuation drill), an employee, volunteer, intern, or student teacher must immediately report the child as missing to his/her direct supervisor at the school.

Administering Medication: File Code 5330

The implementation of the policy and regulations generally falls within the purview of the school nurse. In general, school employees, other than the school nurse, are not permitted to administer medication to pupils. For more information, please contact the school nurse.

Management of Life-Threatening Allergies in Schools: File Code 5331

It is imperative that the school nurse and/or school administrator be contacted immediately if you suspect that a child may be suffering an allergic reaction. (Please check your substitute teacher folder.)

What is Anaphylaxis?

Anaphylaxis is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body. These symptoms may include one or more of the following:

Mouth:	Itching, tingling, or swelling of the lips, tongue or mouth
Skin:	Hives, itchy rash, swelling of the face or extremities
Gut:	Nausea, abdominal cramps, vomiting, diarrhea
Throat:	Tightening of the throat, hoarseness, hacking cough
Lung:	Shortness of breath, repetitive cough, wheezing
Heart:	Thready pulse, low blood pressure, fainting, pale skin, blueness

The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. Common examples of potentially life-threatening allergies are those to foods and stinging

insects. Life-threatening allergic reactions may also occur from medications or latex rubber and in association with exercise.

Anaphylaxis can occur immediately or up to two hours following allergen exposure. Therefore, it is imperative that the school nurse and/or school administrator be contacted immediately if you suspect that a child may be suffering an allergic reaction so that an epi-pen or other medication can be administered ASAP. Fatalities can occur when epinephrine is withheld or delayed.

How a Child Might Describe a Reaction

Food Allergy News, Vol. 13, No. 2 © 2003 The Food Allergy & Anaphylaxis Network

- This food is too spicy
- My tongue is hot (or burning)
- It feels like something is poking my tongue
- My tongue (or mouth) is tingling (or burning)
- My tongue (or mouth) itches
- It (my tongue) feels like there is hair on it
- My mouth feels funny
- There's a frog in my throat
- There's something stuck in my throat
- My tongue feels full (or heavy)
- My lips feel tight
- It feels like there are bugs in there (to describe itchy ears)
- It (my throat) feels thick
- It feels like a bump on the back of my tongue (throat)

Identification of Allergic Children

Teachers will ensure that all volunteers, student teachers, substitute teachers and other appropriate individuals in their classrooms are informed of a student's food allergies and preventative safeguards.

Use of Food as a Reward

Food should not be used as a reward for good behavior and/or good work.

Birthday and other Celebrations in School

The Springfield Township School District strongly supports and encourages the recognition of a child's birthday during the school day. It is an annual milestone in every child's life that should be celebrated not just at home, but in school as well, where children spend one-third of their day with teachers, classmates, and peers. However, while there are many wonderful and creative ways to celebrate a child's birthday in school, birthday celebrations shall not include food treats.

There are several compelling reasons for the school district to eliminate the practice of parents/guardians providing food treats in school as part of their child's birthday celebration.

1. Conflict with healthy eating messages taught in health and physical education classes
2. Collectively, time taken to distribute and consume birthday food treats significantly reduces instruction time in the classroom
3. Regardless of care taken, prevalence of food allergies district-wide could result in a student having a severe allergic reaction to an ingredient used in preparation of a birthday food treat

Instead, the focus should be on recognizing the day in a variety of special ways that do not include food treats, including:

- Class sings “Happy Birthday”
- Morning “Happy Birthday” PA announcement
- Principal/VP visits classroom with birthday certificate and token non-food gift
- Donation of book to class library/read to class
- Student reads favorite book to class
- Parent/special someone reads story to class
- Class creates crown or card that everyone signs
- Student leads class in game

Under no circumstances will peanut butter or tree nut products be used in classrooms that are designated as peanut-free. Unsafe food that is clearly visible will be removed from students, if necessary.

Sharing of Food

Sharing of food is discouraged in all schools. This is the case in all classes – not just classes with food-allergic children.

Hygiene

All elementary students will receive instruction on the necessity for proper hand-washing before and after eating snacks and lunch.

Lunchroom

A peanut-free table will be designated in the cafeteria for students with allergies. The table will be washed before and after lunch with a separate disposable cloth and cleaner.

Emergency Administration of Epinephrine (Epi-Pen)

In emergency situations, a trained and designated staff member may be assigned to administer epinephrine to students with allergies.

Field Trips

- Parents of students at risk for anaphylaxis are encouraged to accompany their children on class trips in addition to the other parent chaperones.
- All students at risk for anaphylaxis are grouped together and travel with one teacher/class, including on the bus. Teachers may trade off other students when appropriate.
- Ensure a trained staff person is assigned to chaperone student(s) with allergies.

Dress and Grooming: File Code 5511

Board policy recognizes the right of students and their parents and guardians to exercise personal judgment in matters of student dress within certain guidelines. Clothing should be neat and clean and not be hazardous to the health and safety of the student wearing it, nor should it detract from or interfere with the educational environment. Some examples of inappropriate clothing include: short shorts, tank tops, tube tops, halters, beach or shower type of footwear, and graphics that are provocative or have sexually explicit, obscene, vulgar or profane words or renderings. Specific guidelines regarding appropriate attire may be obtained from the school administration.

Harassment, Intimidation And Bullying: File Code 5512

This policy embodies the principles and requirements of a state law mandating that school districts strictly enforce a harassment, intimidation and bullying-free environment. The policy is highly prescriptive, detailing specific procedures involved in the investigation of HIB allegations: defining the roles of designated staff members who will be serving as each school's Anti-Bullying specialists; and broadening the definition of HIB to include all types of behavior, including those engaged in through the use of electronic equipment, that may also occur during non-school hours, and off school premises. The reach of the policy extends to not only student behavior but also to that of employees, parents/guardians school board members, contracted employees, visitors and volunteers. This summary will remain in bold this school year to emphasize the policy's newness and importance.

Definition of Harassment, Intimidation, and Bullying

Any gesture or written, verbal, or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, affectional or sexual orientation, gender identity and expression, or a mental, physical, or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus and that:

- A reasonable person should know, under the circumstances, will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
- Has the effect of insulting or demeaning any student or group of students; or
- Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

"Electronic communication" means a communication that is transmitted by means of an electronic device including, but not limited to, a telephone, cellular phone, computer, or pager.

Responsibility to Report

The chief school administrator, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

- A. All acts of harassment, intimidation or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

Determination of Consequences

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the chief school administrator consistent with district policies, procedures and agreements after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined consistent with this policy and in accordance with other district policies, procedures and agreements and may include, but not limited to, suspension or dismissal from service.

Drugs, Alcohol, Tobacco: File Code 5230 and 5533

This policy and its accompanying regulations focus attention on the unlawful possession, use, sale, or transfer on school property or at any school function of any controlled dangerous substances by pupils. They go on to describe the procedures by which employees must report such pupils about whom there is a suspicion of substance abuse. The regulations also identify procedures for appropriate school officials to follow in addressing the health/emotional needs of affected pupils, in notifying law enforcement officials, and in administering discipline.

Definitions

Substance – Alcoholic beverages, controlled dangerous substances as defined in section 2 of P.L. 1970, c.266 N.J.S.A. 24:21-2, anabolic steroids, or any chemical compound that releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined in section 1 of P.L. 1965, c.41 N.J.S.A. 2A:170-25.9.

Substance abuse – The consumption or use of any substance as defined herein for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick or injured human beings.

Smoking – All uses of tobacco, including cigars, cigarettes, pipes, and chewing tobacco. This includes holding a lighted or unlighted cigarette or other substances intended to be smoked, exhaling smoke, etc.

Requirement to Report

Any of the following observations must be immediately reported to the school nurse and to the building principal/designee:

- If it appears that a staff member or a pupil may be under the influence of a substance as defined herein
- The sighting of any controlled dangerous substances, including drug paraphernalia
- Suspicion of substance abuse or the distribution or sale of controlled dangerous substances, including drug paraphernalia by pupils or other staff members

Immunity for Reporting Suspicion of Pupil Substance Abuse

Anyone who in good faith reports a pupil to the principal or his/her designee in compliance with the provisions of this policy and these regulations shall not be liable in civil damages as a result of making such a report as specified by N.J.S.A. 2A:62A-4 and as provided for under N.J.S.A. 18A:40A-14.

Medical Issues: File Code # 5310 and 5330

Emergency Care

Students who become ill, present with signs and symptoms of an allergic reaction or asthma attack, or who are injured should immediately be sent to the school nurse for further care. If a sick or injured student is unable to be escorted to the nurse's office, the nurse should be immediately contacted so that he/she can come to the student's location.

Administration of Medication

When it is necessary for children to receive either prescription or over-the-counter medication during the school day, this medication must be given to, and will be administered by, the school nurse as prescribed by the child's physician.

Self-Medication by Students

Students may be permitted to self-medicate on school premises or at school functions off school property for asthma or other potentially life threatening illnesses or a life threatening allergic reaction.

Suicide Awareness and Prevention Programs: File Code 5350

This policy and its accompanying regulations require that all employees, including substitutes, be aware of noticeable changes in pupil behavior that may suggest that the pupil could be at risk. These could include a marked decrease in academic performance; diminished attention span; lack of interest in friends and family; unexplained impulsive behavior; unusual fatigue or insomnia; loss/gain of weight; change in eating habits; increase in substance abuse; giving away of possessions; talk of suicide, self-harm; essays, poems or other written work, which reflect thoughts such as "life holds no hope." Staff members noticing such changes should immediately bring these to the attention of the school administration and school counselor.

Conduct/Discipline: File Code 5600

This policy and regulations address a wide range of prohibited behaviors that could result in disciplinary action against students. Please pay special attention to the sections of the policy that require any school employee to respond to incidents of student harassment, intimidation or bullying of any student or students while in school, on school property, including a school bus, or at a school-sponsored activity. Students using electronic equipment, including but not limited to cell phones and computers, when school is or is not in session, to harass, intimidate or bully students are also subject to discipline depending on the particular

circumstances. The policy further contains a process for reporting and investigating such incidents and for taking appropriate disciplinary action against any student found to have violated the policy.

It is imperative that you familiarize yourself with the policy and regulations and the form used to report such incidents. Major excerpts of the policy and the regulations appear in the School Calendar and Information Guide.

Suspension and Expulsion/Pupil Due Process: File Code 5610

This policy details the criteria and procedures regarding the types of student misbehavior that may result in suspension or other disciplinary action.

Equal Educational Opportunity: File Code 5750

This policy reinforces the legal requirement that all enrolled students shall have an equal opportunity to achieve their maximum potential through the programs offered in the district regardless of race, creed, color, religion, national origin, ancestry, age, gender, affectional or sexual orientation, marital status, liability for service in the armed forces of the United States, nationality, place of residence within the district, social or economic condition, or disability.

The policy clearly prohibits all forms of harassment, defined as a repeated pattern of unprovoked aggressive behaviors of a physical and/or psychological nature carried out by an individual or a group against an individual or group with the effect of causing harm or hurt. Harassing behaviors are all those behaviors that are unwelcome, unwanted and uncomfortable in the view of the recipient. They all have the effect of creating a hostile environment.

Confidentiality and Protection of Pupil Privacy: File Codes 5770

It is imperative that student and staff privacy be respected at all times. To that end, all employees, volunteers, interns, student teachers, and others temporarily working in some capacity in our schools are expected to adhere to rules of confidentiality as required by law, and refrain from discussing school-related incidents, about which they have knowledge and/or involvement, with anyone other than appropriate school personnel or law enforcement officials. Some examples that require confidentiality include:

- Nature of and information involved in on-going law enforcement investigations
- Information concerning a pupil's or staff member's involvement in a school intervention or treatment program
- Nature of and information involved in school incidents that may result in in-school or out-of-school suspensions or other disciplinary action as determined by school personnel
- If it is necessary to correspond to another employee about a student via email, that student should be referred to by initials only
- Student records, including but not limited to name, address, phone number, siblings, medical information, class placement/classification, and grade
- Taking and publishing a photograph, video, or digital images of any school pupil in a district or non-district publication or website or on the Internet, and/or identifying pupils by name in a district or non-district publication or website or on the Internet, without written approval of the pupil's parent/guardian

Hygienic Management: File Codes 7420

Definition of Blood Borne Pathogen

A blood borne pathogen is a microorganism such as a virus or bacteria that is transmitted by blood to blood contact and causes disease in humans. The most common diseases are hepatitis B virus (HBV), hepatitis C virus, and the human immunodeficiency virus (HIV).

Transmission

Blood borne pathogens can cause infection by entering your body in a variety of ways, including open cuts, nicks, skin abrasions, dermatitis, acne, and the mucous membranes of your nose, mouth, and eyes.

Universal Precautions

Universal precautions require that you consider every person and all blood and most body fluids to be a potential carrier of infectious disease.

Hand washing is one of the most effective ways to keep from transferring contaminations. If hand washing facilities are not readily available, use antiseptic hand cleansers or antiseptic wipes. Use these as temporary measures until you can wash vigorously with soap and running water for at least 15-20 seconds.

Use personal protective equipment in the appropriate setting – gloves, face shields, protective eye wear, masks and gowns. Disposable gloves are supplied in the first week of each school year and replaced as needed thereafter. Do not use gloves that are torn or punctured. Do not reuse gloves. All gloves should be latex-free vinyl gloves.

Clean Up and Disposal of Contaminated Materials

Any vomit, blood, or body fluids must be cleaned up by the custodial staff with the appropriate solutions and supplies.

Gloves, paper towels, and other materials that you may have used for clean-up purposes must be disposed of in an appropriate container, i.e., waste containers in the school nurse's office.

Reporting Exposures

Even when you play it safe, accidents can happen. If you are exposed, immediately report the incident to the school nurse.

Additional Information

Any questions can be directed to the school nurse in your building. Not every educator is occupationally exposed to blood borne pathogens while performing his/her job. However, it is important for everyone in an educational setting to understand the dangers of infection and the safe procedures to minimize risk.

Smoking On School Property: File Code 7434

Smoking is prohibited by all persons in any district building or anywhere else on school grounds at any time except as part of a classroom instruction or theatrical presentation, in which case the use of smoking shall be approved by the principal. There shall also be no smoking at any time by any person on any board owned and operated vehicle used to transport pupils, or within the view of pupils by staff and volunteer chaperones responsible for pupil welfare during board-sponsored events when pupils are present. These events shall include but not be limited to field trips, overnight trips, school dances, pupil performances, and co-curricular and extracurricular activities.

Pupils are not to carry cigarettes or other smoking materials such as tobacco, pipes, cigarette rolling papers, lighters, or matches while on school property.

Electronic Surveillance: File Code 7441

In order to enhance the safety and security of students, district employees, parents/guardians, visitors and others, electronic surveillance equipment has been installed in school buildings and on school property. It is the intent of the board not to place surveillance devices in locations where individuals normally expect their privacy to be protected (i.e., bathrooms, classrooms).

Vandalism/ Violence: File Code 7610

This policy requires the administration, with the assistance of staff, to take steps necessary to identify the students involved in actual or threatened acts of vandalism or violence, to properly follow through with others, including parents/guardians and law enforcement officials, and to take appropriate action including seeking restitution, if appropriate.

Emergencies and Crisis Situations: File Code 8420

The policy and regulations establish plans for the evacuation of buildings and for the safeguarding of human life and property in case of civil or other emergencies. They further address fire and school security drills, emergency school closings and delayed openings, and procedures to mitigate the effects of possible emergencies and disasters.

Weapons and Dangerous Instruments: File Code 8467

This policy prohibits the possession and/or use of firearms, imitation firearms, other weapons or instruments which can be used as weapons on school property, on a school bus, at any school function or while going to or from school or any school function.

Pupil Supervision After School Dismissal: File Code 8601

As a result of a New Jersey Supreme Court decision, the district has adopted a policy and school-specific procedures to address the dismissal of students under various circumstances. To ensure the health and safety of students during this critical time, it is essential that all substitutes acquaint themselves with the procedures of the schools in which they work.

Under no circumstances may any district employees, volunteers, student teachers, and interns release students directly into the custody of adults other than certified school personnel.

All adults wishing to pick up a student from school must follow school district procedure, which includes signing out the student in the main office and waiting there for the student to be called out of his/her classroom. It is the responsibility of main office staff to check the identification of the adult and verify that the adult:

- is in fact the parent/guardian of the child
- has permission from the parent/guardian (as indicated on emergency card) to remove the child from the school building
- has permission from the parent/guardian (as indicated on a note that may have been sent to school that day) to remove the child from the school building
- is the custodial parent, as indicated in a separation or divorce decree on file in the office
- does not have any court orders on file prohibiting contact with the child
- does not appear to be drug or alcohol impaired

- does not exhibit behavior that questions the adult's competence to assume responsibility for the student

Parents/guardians or other adults 18 years or older are not permitted to walk through the school to pick up a child from a classroom in order to leave the building, or remove a child from a school activity taking place inside or outside of the building, or remove a child during a class trip.

Opening Exercises: File Code 8820

This policy restates the legal requirement that each student, as part of opening day exercises, pledge allegiance to the flag (there are some exceptions to this requirement). It also lists the days during the school year for which appropriate exercises should be conducted. Some of the better-known holidays on this list include Columbus Day, Veterans' Day, Thanksgiving Day, Martin Luther King's Birthday, Lincoln's Birthday, Washington's Birthday, and Memorial Day. Suitable exercises are also required in observance of Flag Day, Arbor Day and Commodore John Barry Day. Federal law requires the observance of the Constitution and Citizenship Day each September. Holidays and special events may be recognized so long as such recognition respects the rights and feelings of others and is consistent with law.

Public Relations Program: File Code 9120

Federal and state law as well as board policy controls the kinds of materials that may be sent home with pupils. Employees may not distribute any non-instructional or potentially controversial materials on school property or through the district's e-mail system without prior approval of the school administrator.

Given the technical and complex nature of this policy, employees in need of further guidance should contact their immediate supervisor.

Visitors in the Building: File Code 9150

Springfield Township Elementary School welcomes visits by parents/guardians, board of education members, and all other adult residents of the community. When these visits are made, however, it is important that the educational program in the school is not disturbed and that the security of the building is maintained.

- Upon visiting the school, parents/guardians and other visitors shall be notified of proper procedures, which include:
- Entry to the school is via the main entrance.
- When school is in session, visitors will report to the main office to sign in and receive a visitor's pass. The pass shall be prominently displayed and dated. Visitors shall sign out at the main office when they leave the building. There are no exceptions.
- Visitors will never be alone with children. The teacher will always be present in the room and the visitor will always work under teacher direction.
- Visitors will use faculty bathroom facilities only; use of student facilities is prohibited.

Cooperation Between Parents and School: File Codes 9200

The district expects all employees to treat parents/guardians and other members of the public with respect and, likewise, the district expects its staff to receive the same treatment in return. This policy sets forth circumstances under which a parent/guardian or other members of the public may be cited for disruptive behavior and the kinds of responses that may be taken by school officials to this behavior.

Media: File Code 9400

*Efforts will be made to assist all communications media in the community to gain complete and adequate coverage of programs, problems, planning, and activities of the school system. **Staff members are required to contact their immediate supervisor to request media coverage.***

Photographs of Pupils: File Code 9400.1

This policy provides general but important cautionary advice to all employees about posting photographs, video or digital images or other personally identifiable information about a student including, but not limited to student names, student addresses, student email addresses, student telephone numbers, and location and times of class trips on the district's website without written permission from parents/guardians. For example, group photographs may identify the group, but not the individuals in the group. An exception to identifying a group of students or even individuals in that group occurs in the case of classes predominately made up of students with disabilities. This policy is intended to protect the safety and privacy of students. Whenever in doubt, please check with your building administrator.

Workers' Compensation

- District substitutes are covered by workers' compensation insurance and district-wide liability insurance when a work injury occurs and medical treatment is required.
- If a work injury occurs, substitutes should see the school nurse immediately.
- The school nurse will provide the substitute with an employee report form, which must be completed and returned to the nurse. Upon completion, the substitute employee will return it to the school nurse and will be provided with a copy.
- The school nurse will complete an incident report.
- After completing the employee report, the substitute will meet with a representative from the Business Office who will provide the following information:
 - Participating urgent care providers (do not use emergency rooms unless emergency treatment is required)
 - A claim number once Qualinx has been notified and provided with the incident report (unless an emergency, employee should try to wait for the claim number before going to urgent care)
- After treatment, the substitute employee will remain in contact with the Business Office to ensure proper documentation and completion of follow up protocols for workers' compensation claims.

PROCEDURES FOR SUBSTITUTE TEACHERS

1. Arrive at your building assignment **at least ten minutes before classes** begin, except in the case of emergencies or a late call. Follow the established procedures for signing into the school described on page 6 of the substitute handbook.
2. Make sure you are wearing your ID Badge.
3. Report to the office immediately upon arrival and identify yourself. Sign in on the substitute sign-in sheet. A member of the office staff will provide you with the teacher's schedule, emergency lesson plans for the day, and the key to the classroom. In the event of a previously scheduled absence, the teacher's schedule and lesson plans for the day will be in the teacher's mailbox or on her/his desk.
4. Obtain the regular teacher's materials, mail, and notices, before meeting the class. Don't be afraid to ask questions of grade level colleagues or team leaders. Be certain to check the teacher's mailbox.
5. Be aware of items in the daily bulletin, daily schedules, or other announcements.
6. Locate lesson plans. They should be on the teacher's desk. If no plans are found, notify the main office and check with a grade or content level colleague.
7. Assume **immediately** all of the duties and responsibilities of the regular staff member (i.e. bus duty, cafeteria duty, etc.).
8. Familiarize yourself with rules and regulations (see the teacher's and/or substitute teacher's handbook) pertaining to building schedules, fire drills, attendance taking, recess and bus duty if applicable.
9. Follow the scheduled lesson plans to the extent possible so that the students have a productive day. Review lessons to be taught and work to be assigned before students come to class. **Be prepared to teach.**
10. Maintain accurate records of student attendance.
11. Maintain control of students in order for the class or activity to be conducive to learning.
12. Be certain that students' written work is properly identified and collected. Communicate with other grade level/departments teachers if you have a concern(s). Call the office, if necessary, to report any unusual event. If a student gets hurt or becomes ill, send him/her to the nurse.
13. Any paraprofessional (aide) available is trained only as a classroom helper; the responsibility of maintaining discipline and instruction is solely the responsibility of the substitute teacher.

14. When students arrive and are dismissed from class, the substitute teacher, as does the regular teacher, should be at the classroom door greeting students and monitoring their exit from the classroom. As are all other teachers, the substitute is responsible for monitoring the hallway outside his or her respective classroom during class changes.
15. Students should remain in the classroom, unless otherwise noted. Students are never to be dismissed early.
16. Be sure you know and address the special needs that some of the children might have. Refer to the Daily Substitute Teacher Report Form on the following page.
17. The classroom should be left in good order: papers, books and supplies should be arranged in proper places. Leave plans and all pupil work or other work completed where it can be easily found by the staff member.
18. Complete a report to the teacher. Be sure to comment on any problems you experienced.
19. Return the teacher's grade book, etc., to his/her mailbox or other (appropriate) designated area.
20. Share concerns or problems with administration or office secretary.
21. Reflect on your day. What went well? What would you change?
22. It is helpful to be prepared with age appropriate trade books to read to the class. This helps to fill the minutes between classes.
23. Become familiar with school dismissal procedures in those buildings in which you substitute.

Daily Substitute Teacher Report Form

Substitute Teacher _____ Regular Teacher _____

Date of Service _____ Class or Grade _____ Subject _____

Please leave detailed, useful information for the classroom teacher regarding student behavior and performance in each of the classes to which you are assigned.

Period/Class	Record of Instruction	Notes on Student Performance/Behavior
Room _____ Period _____		
Room _____ Period _____		
Room _____ Period _____		
Room _____ Period _____		
Room _____ Period _____		
Room _____ Period _____		

Notes (use back of paper if necessary)

RESOURCES FOR SUCCESSFUL CLASSROOM MANAGEMENT

TEACHER BEHAVIOR - THE KEY

In dealing with discipline, the teacher and his/her behavior can have an effect on the students in the classroom. The teacher who shouts all the time will have students who shout. The teacher who slams the doors when irritated will have students who slam doors. As you can see, the student is the mirror image of the classroom teacher. Why not? The student spends almost as much time in the classroom with the teacher as at home with his/her parents.

The student can sense the way a teacher feels about him/her and the work done in school. As the student picks up these vibrations, he/she reflects these feelings in attitude and behavior. Here lies the problem...or the solution.

Listed below are steps that the classroom teacher might take into consideration to help alleviate the problem before it ever gets started:

1. Set a good example.
2. Carry your share of the load.
3. Be a professional person both in and out of school.
4. Be on time.
5. Develop a good attitude about your job.

Right now you might be asking, "How can these steps help teachers solve their discipline problems in the classroom?" Let's take a look at these steps and see how each step will be of benefit to the classroom teacher.

1. Setting a good example: Remember, the student will become what the teacher is. The teacher needs to show that he/she is concerned with each student's well being. The teacher should be positive and work on the child's strong points instead of tearing down or harping on the negative.
2. Share the load in the classroom: Don't expect the students to do everything. Don't make yourself the king or queen and your students the peasants. Show the students you really are concerned with their well being. The more they respect you, the fewer hassles you will have.
3. Act like a professional: Disparaging comments about students, fellow teachers, and administrators will only lessen the respect one is trying to gain in the classroom. When you lose that respect from students and parents, you might as well give up the classroom. Johnny may not be able to read, but he can hear!
4. Be on time: If you expect your students to be on time, you had better be there before them. You set the tone of each day. Being late and not having the class settled will only mean trouble. Wouldn't it be better to put down that cup of coffee a little early and pick up your class from a special class on time than to come around the corner just in time to see your class running down the hall with the principal watching? Being on time will set the tone for the day and could avoid additional behavioral issues.

5. Have a positive attitude: If you don't like your job, find another position. By all means, if you don't like children, select another profession! Children can detect early how you feel about your teaching profession. We need to develop their attitudes, but before we do that, we need to develop our own first.

All of these suggestions go hand in hand. You can't have one without all of the others. It would be nice to say that these ideas will solve all of our discipline problems, but they won't. If these suggestions can eliminate twenty percent of discipline problems in the classroom, teachers will have a better, more productive teaching experience.

RESOURCES FOR SUCCESSFUL CLASSROOM MANAGEMENT

DISCIPLINE

Good discipline is more than keeping order in the classroom. Its goal is to help students develop self-control, self-respect, and respect for the people and property around them. It is expected that the substitute will be able to handle routine discipline problems. Problems of a more serious nature requiring the attention of the department head, vice principal or principal should be referred accordingly with a written explanation. Here are a few techniques that will help avoid discipline problems:

1. Expect and ask for appropriate behavior.
2. Be firm but fair.
3. Set up reasonable standards and stick to them.
4. Display a sense of humor when appropriate.
5. Provide an additional appropriate activity if the work assigned is completed early.
6. Move around the room.
7. Find out who the classroom leaders are and use them as resources.
8. Avoid long periods of idleness for the students.
9. Don't punish the group for what an individual has done.
10. Know when to seek help. Don't let the situation get out of hand.
11. When sending a pupil to the office, always send a note. Be as specific as possible.
12. Keep pupil movement within the classroom limited.
13. Continue the instructional program throughout the day.
14. Don't assign homework as a punishment.
15. Maintain adequate lighting and ventilation.
16. Don't forget you are dealing with children and young adults.
17. Dispense with routine procedures (such as attendance) quickly.
18. Use student helpers when appropriate.
19. Meet students as they enter the class to insure that they enter in an orderly fashion and take their seats.
20. If possible, place the "Do Now" and other assignments on the board before the class enters.

RESOURCES FOR SUCCESSFUL CLASSROOM MANAGEMENT

STRATEGIES TO IMPROVE CLASSROOM CONTROL

1. If you want students to speak softly, set the tone by speaking softly yourself, but remember to speak firmly when necessary.
2. If you want students to develop a sense of responsibility, give them responsibilities and they will act accordingly. The way to learn trust is to be trusted.
3. If you want students to improve in their "work," praise them for work well done...but don't overlook the mistakes.
4. If you want students to learn from their experiences, give them opportunities to make decisions, both good ones and bad ones.
5. If you want to prevent confusion about assignments, give positive and specific directions and awaken the class' awareness of courteous behavior, etc.
6. If you want to help a pupil get an answer, help him/her in any way you can on another piece of paper other than his/her own.
7. If you want to regain control that you have lost, enlist the cooperation of the entire class in creating a new set of rules. Make changes in the situation that caused the deterioration.
8. If you want to "individualize" your teaching, wait until you know your students well enough...their learning styles, interests, idiosyncrasies, etc.
9. If you want pupils to quiet down, let them know the procedure for beginning. (The sound of a bell, dimming of lights, a specific time, visual clues...) Let the ones who don't pay attention know what the consequences will be...and stick to it.
10. If you want the surroundings to remain quiet, give students parameters for functioning. (Have them "whisper only," talk to the person to the right, talk provided they hear the "quiet music," etc.)
11. If you want students to stop what they are doing to do something else, give them something else to do or tell them what it is.
12. If you want students to stay in their seats, give them frequent activities that are opportunities to stretch and move around.
13. If you want the entire class to learn something that they claim, "they already know," provide alternatives for those who actually do. Devise some method to test who "they" really are.
14. If you want to teach something that is "new," find out what the students already know about the subject.
15. If you want to do an activity that is "fun," set the stage so that students are kept "on the edge of their chairs."

RESOURCES FOR SUCCESSFUL CLASSROOM MANAGEMENT cont'd.

CLASSROOM MANAGEMENT TECHNIQUES THAT BACKFIRE

- Raising your voice
- Yelling
- Saying "I'm the boss"
- Insisting on having the last word
- Using tense body language
- Using degrading, insulting, humiliating or embarrassing put downs
- Using sarcasm
- Attacking the student's character
- Acting superior
- Using physical force
- Drawing unrelated persons into the conflict
- Having a double standard – "do what I say, not what I do"
- Insisting that you are right
- Preaching
- Making assumptions
- Backing the student into a corner
- Pleading or bribing
- Bringing up unrelated events
- Generalizing about students
- Making unsubstantiated accusations
- Holding a grudge
- Nagging
- Throwing a temper tantrum
- Mimicking the student
- Making comparisons with siblings, other students
- Commanding, demanding, dominating
- Rewarding the student

RESOURCES FOR SUCCESSFUL CLASSROOM MANAGEMENT

ACTIVE PARTICIPATION

Definition: Active participation is the consistent engagement of the learners' minds with learning.

Forms Taken in the Classroom:

Covert – A response which cannot be observed or measured, but is a quick engagement of the learners' minds.

Overt – A response which can be observed and measured, but may be time consuming.

The teacher provides the opportunity for *overt* behavior:

- Raise your hand when...
- Thumbs up if...
- Repeat after me...
- Model for us what...
- Share your drawing with...
- Smile if you agree...
- Go to the board and...
- Explain to your group...

The teacher provides the opportunity for *covert* behavior:

- Reflect on...
- Speculate whether...
- Listen carefully...
- Put yourself in the place of...
- Rationalize why...
- Journey to a time where...
- Close your eyes and picture...
- Summarize the main points...

Some learning theorists believe that if a student hasn't learned, a teacher hasn't really taught. It is this cause and effect process in education that demands that the teacher and the learner both be engaged in the learning activity. As teachers, our focus is necessarily on the students, and the more students are involved in classroom activities, the greater the learning will be.

A teacher's actions may **inhibit** active participation, especially when:

- Calling on the same students
- Following the same routine process
- Answering your own questions
- Asking "Any questions?"
- Assuming that a student's silence reflects understanding
- Using round-robin techniques
- Sending one person to the board
- Using a prescribed order when calling on students
- Giving a straight lecture
- Calling one student's name before you ask a question
- Allowing insufficient wait time after a question
- Failing to dignify a student's response when it is incorrect

Active participation need not occur between students and teachers only. The students can also interact with their peers, either in a partner situation or as part of a small group. This allows students an opportunity to practice, examine or clarify their ideas with each other before sharing with the entire class. The quality of the response, therefore, is increased.

SPECIAL EDUCATION & SCHOOL HEALTH DEPARTMENT

SUBSTITUTE TEACHER PROTOCOL

1. **After signing in at the building, obtain your assignment. If there are any questions or concerns regarding your assignment ask to speak with a Child Study Team (CST) member. The CST member will be able to answer any questions or concerns you may have about your assignment.**
2. If you receive an In-Class Support (ICS) assignment, introduce yourself to the classroom teacher and identify yourself as the substitute for the special education teacher. The classroom teacher will be able to brief you on what is expected in his/her classroom.
3. If you are assigned to a self-contained classroom, contact the classroom instructional assistant to determine the procedures that are in place during this particular class session. The classroom assistant will help you direct instruction in the classroom. Please note: you are the teacher responsible for instruction; the assistant is there to assist you.
4. If you are assigned to a resource classroom, make use of the teacher's lesson plans for direction on what is to take place in this particular classroom.
5. Refer to the attached checklist for suggestions on various kinds of accommodations that teachers can make as they work in different classroom settings.

SUBSTITUTE NURSE PROTOCOL

Either the sub caller, or the nurse who will be absent, will contact a substitute nurse in advance of the anticipated absence. Please arrive at the assigned building assignment 20 minutes before the children arrive. This will enable you to:

- Sign in upon arrival at the building. School personnel will direct you to the nurse's office.
- Review the substitute nurse folder for instructions.
- Locate and review standing orders and student medications.
- Locate emergency supplies in the event these are needed.

The building principal will be able to assist you with any questions or concerns you may have.

SUBSTITUTE INSTRUCTIONAL ASSISTANT PROTOCOL

1. After signing in at the building, obtain your assignment. If you have any questions or concerns regarding the children you will be assigned to, speak with the classroom teacher or a Child Study Team (CST) member who can brief you on the needs of the children you'll be assisting.
2. Instructional Assistants may be assigned to various types of classroom situations. Each situation is described in detail below. These descriptions are meant to provide you with a clear understanding of how the role of the instructional assistant may change from program to program.
 - a. Instructional Assistant in the Self-Contained Classroom: A self-contained classroom is a classroom that serves ONLY children with special needs. As an assistant in a self-contained setting, you will be required to assist the teacher with the set up of the classroom, organization of the children, and delivery of instruction in certain situations.
 - b. Instructional Assistant in the Self-Contained Classroom for Children with Autism: This classroom assistant will be utilized in one of the centers set up for discrete trial training. The substitute instructional assistant will NEVER be asked to deliver the therapies as this involves intensive training for the assistant. The instructional assistant will be utilized for the "guided play" or "fine motor" center that does not require in-depth training. Classroom teachers will direct the substitute instructional assistant in the objectives set forth for the day and for each individual child.
 - c. Instructional Assistant in the Resource Center Classroom: The assistant in the resource center will find a classroom of usually seven children with various types of learning disabilities. The assistant should follow the lead of the classroom teacher in carrying out responsibilities dictated by the classroom teacher.
 - d. Instructional Assistant in the Inclusive Educational Setting: Students with learning disabilities are included in the least restrictive environment by being an integral part of the regular education setting. Assistants in the regular education setting will be responsible for focusing the attention of the special needs children on the instruction that is being delivered, by helping the children stay organized for effective instruction, and at times assisting in the administration of tests/quizzes. Assistants in the regular education setting should follow the lead of the classroom teacher at all times.

<p style="text-align: center;"><u>INSTRUCTIONAL MODIFICATION TIPS FOR</u> <u>INSTRUCTIONAL ASSISTANTS</u></p>

Refer to the following checklists for instructional assistants. These checklists will provide you with information regarding the various types of accommodations you can provide to children with special needs regardless of the educational setting.

1. Instructional assistants can work with any student in the room as long as the needs of the identified student or students are addressed and direction from the classroom teacher is given.
2. Never give answers or do the work for the student. If you feel that's the only solution, let the classroom teacher know.
3. If you are unsure whether you are modifying too much, go with it, see how the student responds, then do it differently next time.
4. Reword, interpret, or translate difficult questions on worksheets and passages appearing in instructional materials.
5. If the student has a study guide to work from, check for correct and complete answers. It doesn't help students to study the wrong answers or an incomplete study guide.
6. Tell the students what they need to know – don't make them guess or find out during a test.
7. Instructional information can be categorized, as either 1) must know, 2) nice to know, or 3) trivia knowledge or extension information. When necessary, prioritize instructional information in this order and begin reinforcing the must-know information.
8. Realize that there are students who will work hard to master only the must-know information.
9. Having information read aloud, providing extra time, and allowing oral answers are classic instructional modifications used for a majority of students who need support.
10. Take the time to find out what the student already knows about the instructional subject and move forward from that point (or go back to that point when things get confusing or too far afield).
11. Reviewing or previewing vocabulary and general statements about an instructional topic is very helpful.

12. Devise nonverbal cues, hand signals, jingles, rap songs, mnemonics – anything to help the students remember information.
13. If you don't know something or you don't understand something, ask the teacher or another student. Chances are that at least one other student in the room didn't get it either and will be grateful that you asked.
14. If you're not sure you're doing it right, ask.
15. If you are told you're doing it incorrectly, be glad you found out. Don't take it personally.
16. Instructional assistants are not expected to know everything about every subject.
17. Recognize that some students just have to get up out of their seats and move every once in a while.
18. Always remember to foster independence. Back off every so often and see what the students can do.
19. Flashcards – you can make flashcards for anything at any grade level.
20. Post-its are wonderful, as are highlighters.
21. Don't highlight everything, only the really important information.
22. Try to go over information verbally as often as possible: it's the best method for most students with special needs.

<u>Taking Written Tests</u>	<u>Taking Notes</u>	<u>Completing Study Guide Or Worksheet</u>
Allow more time	Give student copy of notes	Provide page numbers for location of answers in reading material.
Review directions	Give student a partial outline to complete during note taking	Make sure questions are in the same order as the reading material.
Review notes, sheets, or textbook	Have another student make a copy of his/her notes	Select or mark out items (based on appropriateness for each student.)
Read test aloud	Trade the student's incomplete notes for a copy of complete notes	Highlighting or underlining answers
Explain or reword test questions	Give additional instruction on note taking	Providing a word bank
Allow student to answer in his/her own words or answer orally	All of the students listen w/out taking notes and conclude w/a short oral or written summary of main points.	Breaking material into smaller parts
Allow student to use textbook or other materials such as formulas/diagrams	Check notebook often	Taking turns: teacher does one, the student does the next etc.
Provide vocabulary list or word bank	Have the student number all pages of the notebook	
Allow student to dictate essay question answers	Check the notebook daily	
Allow student to work w/another student	Require the student to keep one notebook for each subject	
Allow student to write on test, instead of answer sheet	Color code pages by subject area or by week, month, etc	
Provide second try or grading twice	Have the student immediately file pages following instruction	
Adding more "white space" by rewriting or retyping	Assign a "notebook buddy" from the class to help	
Using blanks to cue answers (number of blanks or length of blanks corresponds to the number of letters or the length of words.)		
Breaking long lists of matching into more groups of short lists		
Deleting inappropriate or repeated items (cross out on student test)		
Allow breaks in testing time		

<u>Completing Work on Time</u>	<u>Staying On Task</u>	<u>Generating Interest</u>	<u>Reading Written Material</u>
reduce the amount of work or allow more time for the work	reduce distractions	tell stories that relate the lesson to real life	find text written at a lower reading level
remind the student of time periodically	reward on task behavior	relate the lesson to things the student already knows or has experienced (prior knowledge)	provide highlighted material
write schedules and help the student plan use of time	provide shortened tasks	seat the student near the teacher – distance affects interest	tape student reading material
help the student keep a calendar	supply checklists	use cues to begin work	use a peer or parent to read important material
break assignments up and have several “due dates” for the pieces.	make sure the student’s workplace is clear of extra materials	give work in smaller amounts	decrease the amount of required reading
develop checklists	reduce the amount of work	provide lots of encouragement	find the same information in another form –videotapes, audiotapes, filmstrips, etc.
Use a kitchen timer to define work times	use peer helpers or peer tutors	sequence work w/easiest answers first	make oral reading optional: find another way the student can contribute (role-playing or storytelling)
	vary activities often	make sure the student knows exactly what is expected	prearranging oral reading and allowing the student time to practice
		check on the progress often in the first few minutes of work	allow extra time for reading
		give clear directions	substitute one page summaries or study guides that identify key terms and ideas of the reading assignment
		provide a checklist of steps involved	use material that the student finds relevant and interesting so he/she will want to try to read
		have another student talk about the material or start reading the material to the student	provide questions before the student is to read
		ask the student to help someone else	preteach vocabulary
			put main ideas on index cards and organize them
			use larger print type or copies
			allow the student to use pictures & manipulatives

<u>Taking Written Tests</u>	<u>Taking Notes</u>	<u>Completing Study Guides or Worksheets</u>
Review directions	Give student copy of notes	Provide page numbers for location of answers in reading material.
Review notes, sheets, or textbooks	Have another student make a copy of his/her notes	Make sure questions are in the same order as the reading material.
Read test aloud	Give additional instruction on notetaking	Highlighting or underlining answers
Explain or reword test questions	Keying class notes to pages in the textbook.	Breaking material into smaller parts
Allow student to answer in his/her own words or answer orally		Taking turns: teacher assistant does one, the student does then next etc.
<u>Using A Textbook</u>	<u>Recording Assignments</u>	<u>Notebook Organization</u>
Read the textbook aloud to the student	Help student develop self-checking or self-monitoring skills for remembering classroom supplies and assignments.	Check notebook often
Review important vocabulary	Write assignments on board for students to copy	Have the student number all pages of the notebook
Activate prior knowledge	Ask the student what materials he/she will need.	Check the notebook daily
Highlight the textbook	Make sure all returned papers are immediately put in notebook.	Color code pages by subject area or by weeks, months, etc.
Ask questions during and after reading to check comprehension and reinforce information	Give rewards for bringing materials and assignments each day or class period	Have the student immediately file pages following instructions or being given sheets
	Develop non-verbal cues to remind the student to self-check for materials.	
	Use POST IT notes to mark assignments in textbooks	
	Write assignment requirements on POST IT notes marking assignments	

PROCEDURES FOR SUBSTITUTE SECRETARIES

- Upon arrival, introduce yourself to the Principal and Curriculum Supervisor. Inquire about specific assignments for the day.
- Wear your identification badge at all times.
- Be responsive to parents, teachers and students throughout the day.
- Answer the telephone in a prompt and friendly manner.
- Be certain that phone messages get to the appropriate employee promptly.
- Inform parents that students who arrive late to school must be signed in. Students who leave before the end of the school day must be signed out by the parent or guardian.
- Follow all general office procedures as directed by the secretary.
- Contact the Principal immediately if you see an individual who is not wearing an identification badge.
- Conduct yourself in a professional manner at all times.
- Prepare and distribute the attendance list.

USEFUL BOOKS FOR SUBSTITUTES

Listed below are books concerning Substitute Teaching. Some of the books are Self-Help, and others are about the experience of substitute teaching.

SUBSTITUTE TEACHING -Tricks of the Trade-, by Randy Sturgeon and Keith Gribble
Learn how to be a substitute teacher in no time at all.

SUBSTITUTE INGREDIENTS, by S. Harold Collins
A journey through the soup, salad, main course and dessert of substitute teaching. Reproducible masters accompany most activities.

SUBSTITUTE TEACHER'S HANDBOOK, by Mary Frances Redwine
Activities for Kindergarten through Grade 6

SUBSTITUTE TEACHING: A BOOK FOR HASTLE FREE SUBSTITUTING, by Barbara Promin
Substitute Teacher Handbook, Manual, Etc.

SUBSTITUTE'S HANDBOOK: A SURVIVOR'S GUIDE, by John Brenot
Substitute Teacher Handbook, Manual, Etc.

EMERGENCY RESPONSE PROTOCOLS

Unoccupied rooms should remain locked at all times

Each classroom has an emergency response packet that is located near the door. Please refer to the packet for full guidance on our emergency response drills as well as materials that are needed to assist with drill protocols. The information that follows is intended to provide a general overview; all substitutes are required to meet with the building principal to review each drill and its specific protocols.

To make an all call -

- Dial *810
- After the beep, dial 00 (zero - zero)
- The phone will ring indicating you can now make the announcement

Fire Drill

- Lights off, door closed
- Proceed to the nearest unblocked exit
- Account for all students
 - account for all students under your immediate supervision
 - if you are missing students from your roster or have additional students not typically under your supervision, document their names and send slip to administrator or designated staff member monitoring your exit area (otherwise do not send a slip)
 - utilize red cards only if an emergent need exists

Lockdown

- Lights off, door closed and locked, blackout shade lowered; do **NOT** utilize red or green cards

Alternate Lockdown

- In the event of a situation in which the intercom system is down, the lockdown will be signaled by two short whistle bursts
- Upon hearing the whistle bursts, begin lockdown procedures; however, **repeat the whistle bursts as you are closing and locking your door**
- The alternate lockdown will remain in effect until your door is unlocked by either law enforcement, district administration (when the event is a drill) or an emergency response provider

Shelter-in-Place

- Lights off, door closed and locked, shades closed or drawn; red cards **only** if there is an emergent need
- Continue to function as normal, but do not leave the room you are in until an announcement is made that the shelter in place has ended
- After the shelter-in-place is formally ended, a final announcement will be made indicating that the event was a drill, the building is safe, and all activities should be resumed.

Bomb Threat

- The following announcement will be made, "Shelter-in-place; staff, please check your email."
- Immediately implement procedures for a shelter-in-place drill
- Complete a visual assessment of the hallway immediately outside of your classroom prior to closing and locking your door; after closing and locking your door, complete a similar visual assessment of your classroom / office / current location
 - When assessing your location, divide the area in half;
 - Search from ground to hip
 - Hip to head
 - Head to ceiling
 - All other areas (cabinets, drop ceilings, etc...)
- If you suspect a suspicious device, immediately contact the main office
- If your visual assessments are clear, continue with the shelter-in-place until notified it has ended (this will be announced, "The shelter-in-place is now over.").
- After the bomb threat drill is formally ended, a final announcement will be made indicating that the event was a drill, the building is safe, and all activities should be resumed.

Evacuation

- Lights on, door open
- Proceed to the nearest unblocked exit
- Proceed orderly to the the far end of the school parking lot, being sure to route **away** from the building
- Account for all students
 - account for all students under your immediate supervision
 - if you are missing students from your roster or have additional students not typically under your supervision, document their names and send slip to administrator or designated staff member monitoring your the evacuation area
 - utilize red cards only if an emergent need exists

- After the evacuation is formally ended and all students and staff have returned to the building, an announcement will be made indicating that the event was a drill, the building is safe, and all activities should be resumed.