PORTOLA VALLEY SCHOOL DISTRICT

Substitute Teacher Training
August 2026





Welcome!

- Please keep camera on
- Google Meet name clearly displayed
- Participants will remain muted
- Questions? Email: lbenabbas@pvsd.net
- Google Form at the end (Questions + Exit Ticket)
- Follow-up email with recording, slides & additional resources

Welcome to Portola Valley School District!

Inspired to Explore, Prepared to Succeed!





Serving just over 500 children in grades TK/K-3 at Ormondale and grades 4-8 at Corte Madera, our schools are known across the region and state as excellent places for children to learn and grow. Our exceptional teachers, small class sizes, inspiring instructional programs, and dedicated parent volunteers have prepared generations of local children to succeed in high school, college, and careers.













Presentation Overview

- PVSD Vision, Goals, & Highlights
- Professional Standards & Expectations
- Human Resources
- Emergency Preparedness
- Frontline Absence & Frontline ERP

District Goals & Highlights

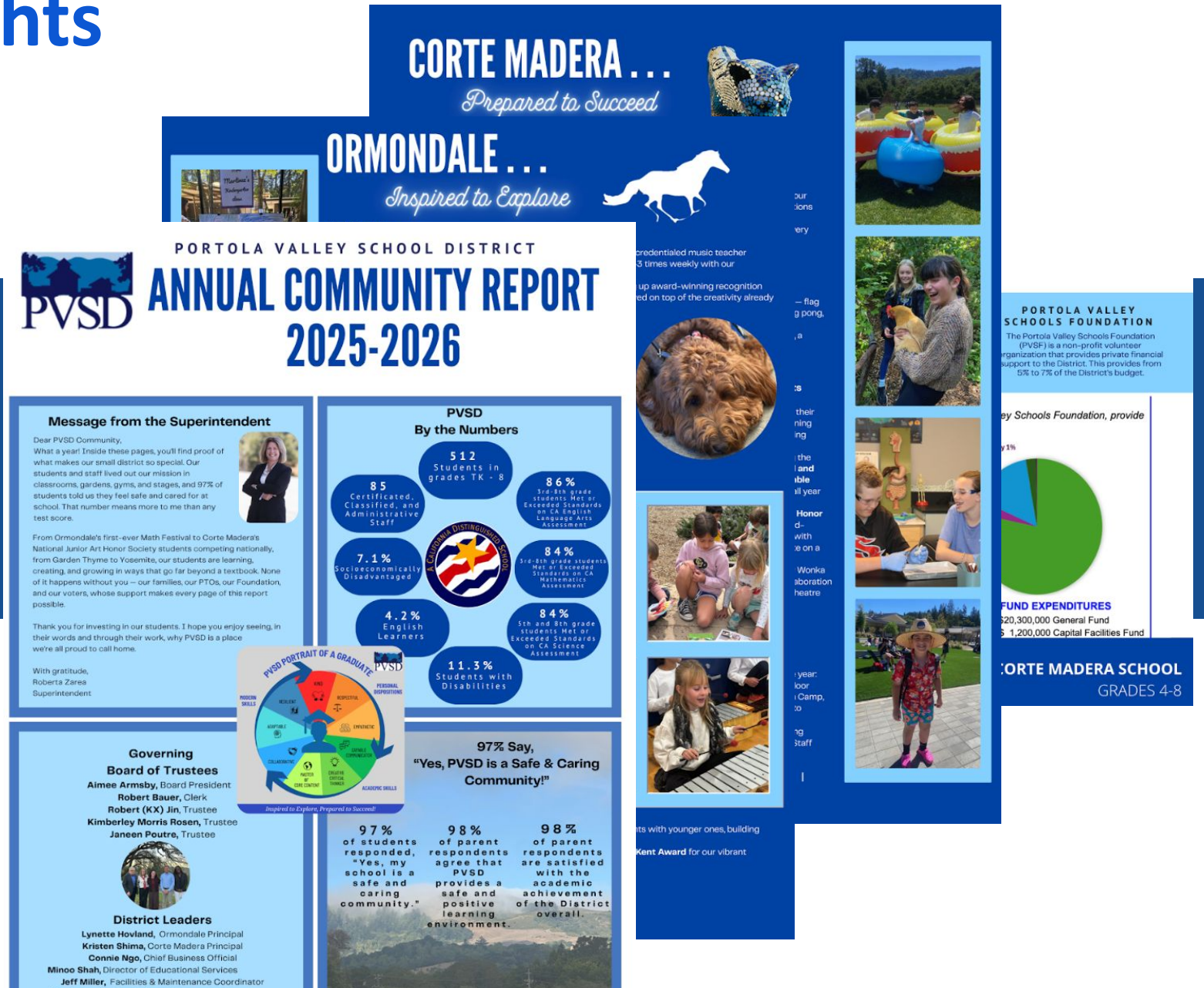
Substitute Teacher Training
August 2026

PORTOLA VALLEY SCHOOL DISTRICT
4575 ALPINE ROAD
PORTOLA VALLEY, CA 94028

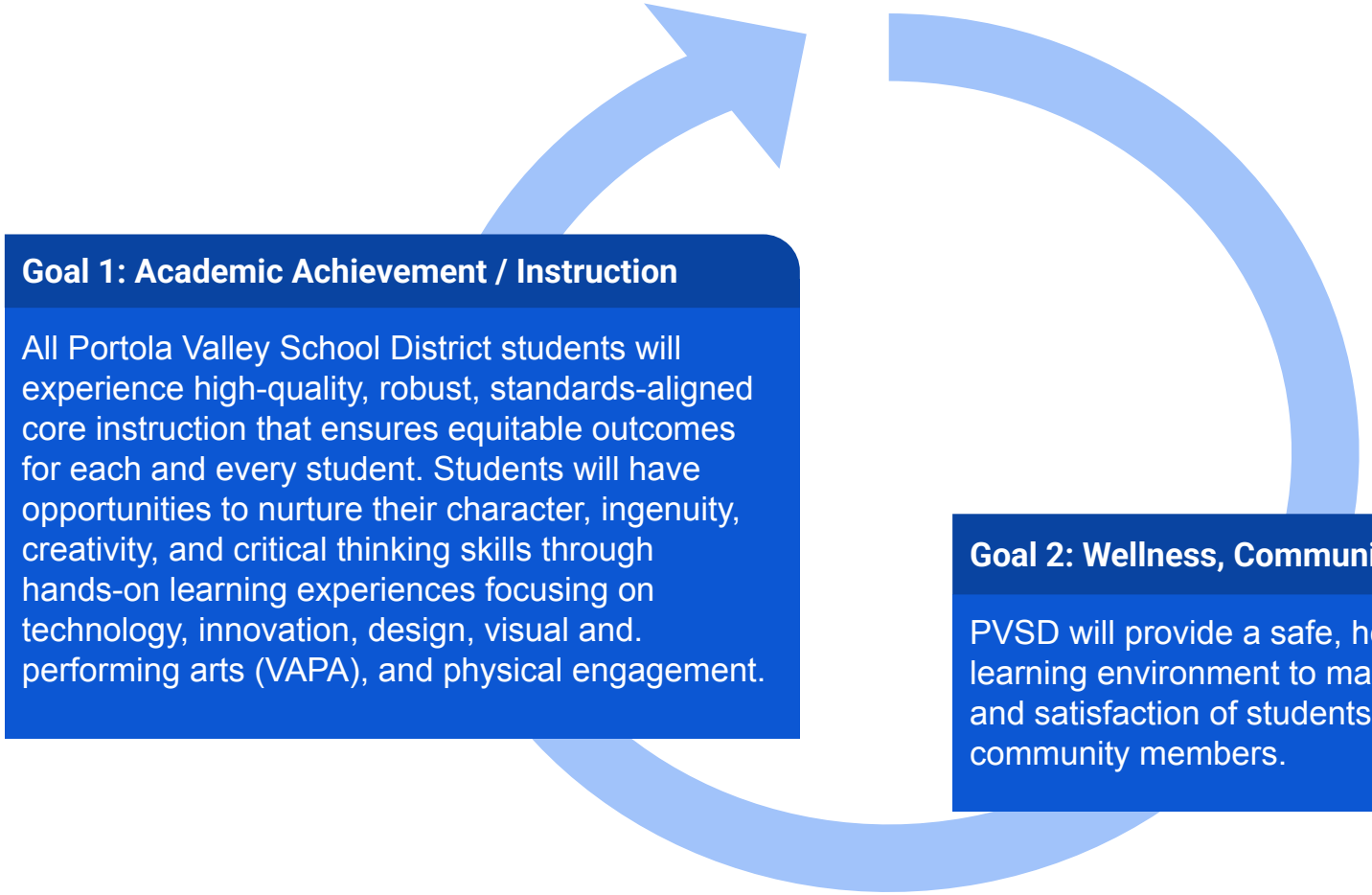
PVSD Highlights

[Annual Report]

[PVSD.Net]



Local Control Accountability Plan Goals



Goal 1: Academic Achievement / Instruction

All Portola Valley School District students will experience high-quality, robust, standards-aligned core instruction that ensures equitable outcomes for each and every student. Students will have opportunities to nurture their character, ingenuity, creativity, and critical thinking skills through hands-on learning experiences focusing on technology, innovation, design, visual and. performing arts (VAPA), and physical engagement.

Goal 2: Wellness, Communication, Safety

PVSD will provide a safe, healthy and respectful learning environment to maintain involvement and satisfaction of students, staff, parents and community members.

Professional Standards & Expectations

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Professional Standards Slide #1

Punctuality & Attendance

- Be on time for your assignment and remain on-site until your expected end time.
- Check in and out at the main office upon arrival and before leaving.
- Never leave students unsupervised at any time.

Professional Appearance

- Dress in a professional and appropriate manner that aligns with district expectations.

Instructional Integrity

- Follow the lesson plans left by the teacher–do not modify without approval. Avoid making negative comments about the lesson plan to students or staff.

Conduct & Communication

- Maintain a professional and positive demeanor at all times.
- Refrain from any comments or behaviors related to race, gender, religion, politics, or disability that could be considered discriminatory or inappropriate.
- Do not smoke, vape, or use alcohol or drugs on school grounds.

Professional Standards Slide #2

Personal Conduct During Class Time

- Do not engage in personal business during instructional time. This includes:
  - Making personal calls or texting
  - Browsing the internet or social media
  - Reading unrelated books, magazines, or newspapers
  - Picking up new assignments via Frontline or other platforms during class time

Personal Device Use

- Keep your cell phone on silent and out of sight during instructional time.
- Taking photos or videos of students, staff, or school activities is not permitted under any circumstances.

Physical Contact & Visitors

- Refrain from touching students unless they are in imminent danger. Immediately report any such incident to the Site Administrator.
- No visitors are permitted on campus while you are on assignment.

Assignment Flexibility

- If you believe your assignment is over, check in at the main office before leaving. You may be asked to support another class or duty.

Professional Standards Slide #3

Confidentiality is Crucial:

- Treat **all student, family, and staff information** as strictly confidential, even after your assignment ends.
- Do not discuss or share any sensitive information encountered during your assignment.
- Accessing student records, IEPs, grades, or files is prohibited unless specifically directed by administration.
- Do not use your role to inquire about your own child(ren) or others enrolled in the school or district.

**Breaches of confidentiality can lead to removal from the sub list.

Professional Standards Slide #4

Behaviors That May Lead to Termination from the Substitute Pool List

- Leaving students unsupervised
- Violating confidentiality (e.g., discussing student info or posting on social media)
- Bringing unauthorized visitors on campus
- Inappropriate physical contact with students
- Failure to follow district or site policies and procedures
- Repeated tardiness, last-minute cancellations, or leaving early without approval
- Substance use or being under the influence on district property
- Any behavior deemed unsafe, discriminatory, or unethical
- Inappropriate language, tone, or behavior toward students or staff

Classroom Management Tips

Reward: *(Follow specific directions that teachers leave regarding their reward system.)* It can be helpful to set a management goal for the class to reach, and then reward them in some way for reaching the goal (such as "if you all finish your assignment, then you will be able to have ten minutes free time at the end of the period'). Additionally, if the school has a reinforcement system in place, leverage it. Hand out 'behavior bucks' liberally when you see appropriate behavior that you want to recognize and encourage.	**Engagement**: There are several ways to encourage engagement: - Individual or small group responding – create a response pattern (i.e., go around in a circle) in which all students have the opportunity to respond - Turn and Talk with a partner - Choral responding – the entire class responds in unison to a question - Nonverbal responses – raising hands to respond, using colored response cards (yes/no)	**Proximity**: Moving around the room will help keep all students involved in the lesson. Students are less likely to misbehave when you are moving about the classroom and struggling students can more easily be identified. Moving by students who are causing problems may get them to stop acting inappropriately.
Positive Reinforcement: This one is simple… catch the students doing well! Recognize positive behavior and don't merely attend to negative behaviors. Research indicates that the best and most respectful relationships are formed when praise ratios are 5:1, or 5 positive statements to every 1 corrective statement. **Active supervision** and provide praise specific statements (i.e., "Javier, I like that you are so focused on your worksheet," and "Jennifer, thank you for raising your hand to use the restroom.")	**Avoid Power Struggles:** There can be many reasons why students engage in power struggles with adults; all you need to know is how to recognize when it is happening and how to disengage. When a direction is given and a student responds back to which the adult responds, a verbal back-and-forth continues There is **no** winning in this scenario. As the adult, you simply need to disengage and say, "We'll discuss this later," and end the back and forth. By continuing, you reinforce the disruptive behavior of the student and lose the respect of the other students in the classroom.	**Front Load Expectations and Check for Understanding:** Take time to set students up for success before beginning a lesson. Write down the directions on the board to refer to. Ask a student to paraphrase what the directions are.

Classroom Management Scenarios

Scenario 1 (2nd grade student)

The Interrupter

When asking the class a question, a student answers without raising their hand or speaks out of turn when a student response is not called for.

Strategy: Reinforce the behavior you desire, ignoring the inappropriate behavior. Do not respond to the disruptive student. Call on a student that has a raised hand saying, “Thank you for raising your hand.”

If the student continues to speak out of turn, move closer to the student but do not acknowledge that they have answered, and then continue to reinforce the students who are behaving appropriately.

It is important that you call on them as soon as they raise their hand, reinforcing them verbally for the appropriate behavior.

Scenario 2 (3rd grade class)

Transitions: Students are taking more than one or two minutes to make the transition from one activity to another.

Strategy: Make it a Step by Step Process. Often instructions that seem simple such as “get ready for math” will seem vague to the students. Students need to know specific things to make a quick transition from one activity to another.

1. Give yourself and the class appropriate time to transition.
2. Break it down into manageable parts.
2. Write it on the board and point to it.
3. Dismiss people in small groups.
4. Model where to put materials.
5. State how much time they will have to make the transition and provide reminders, positively praise throughout.

Ask for Help

At all times, and in all matters related to substitute teaching, guest teachers should never hesitate to seek help when needed. Everyone at PVSD wants you to be successful: that includes administrators, teachers, students, and parents. Help is only a few steps or a call to the office away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist you with either instructional questions or classroom management concerns.

Key HR Information

Substitute Teacher Training
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Employment Status & Credentials

At-Will Employment

- Substitute teachers are **at-will employees**
- Assignments are **not guaranteed** and are based on district needs
- Accept or decline assignments through **Frontline** or direct school contacts
- Return your **Reasonable Assurance Letter** at the end of each school year
- Notify HR if you no longer wish to remain in the substitute pool

Credential Requirements

- Maintain a valid **California Teaching Credential** or **30-Day Emergency Substitute Teaching Permit**
- Keep your credential **current and active**
- Notify HR of any credential updates or renewals

Required Annual Online Trainings

All PVSD certificated substitute teachers are required to complete the following online training:

- Child Abuse: Mandated Reporter Training for California (Annual) *assigned via Vector Solutions*
- Sexual Harassment and Abusive Conduct Training (6 mos of hire & biennially thereafter) *assigned via Vector Solutions*
- Workplace Violence Prevention (Annual) *assigned via Vector Solutions*
- Tech Agreement + KnowBe4 CyberSecurity (Annual) assigned via knowbe4

*Training is due by **Wednesday, September 30***

Once you've completed the training, please let HR know so we can verify and process reimbursement

Required training must be completed by the deadline to remain eligible for assignments.

If it is not completed, assignments will be blocked until the training is complete.

Click Me!

Work Schedule & Expectations

Standard Full-Day Assignment

- 7:45 AM-3:15 PM (at both school sites)

Arrival

- Arrive on time and check in at the front office.
- If you are running late, notify the front office as soon as possible.

During the Assignment

- Follow the teacher's lesson plans and school procedures.
- Supervise students at all times.
- Take attendance promptly at the start of the day/class period.

Breaks & Lunch

- Recess times vary; you may be assigned supervision.
- 30-minute duty-free, non-instructional lunch.

Prep Periods

- May be assigned to cover another class or assist as needed.

Pay Rates for Certificated Substitutes

Full Day (first 10 days worked)	7:45 AM – 3:15 PM	$350
Full Day (Starting Day 11)	7:45 AM – 3:15 PM	$375
Half Day AM	7:45 AM – 11:30 AM	$200
Half Day PM	11:30 AM – 3:15 PM	$150
Other Assignments	Less than half or full day	$50/hour (2hr min)



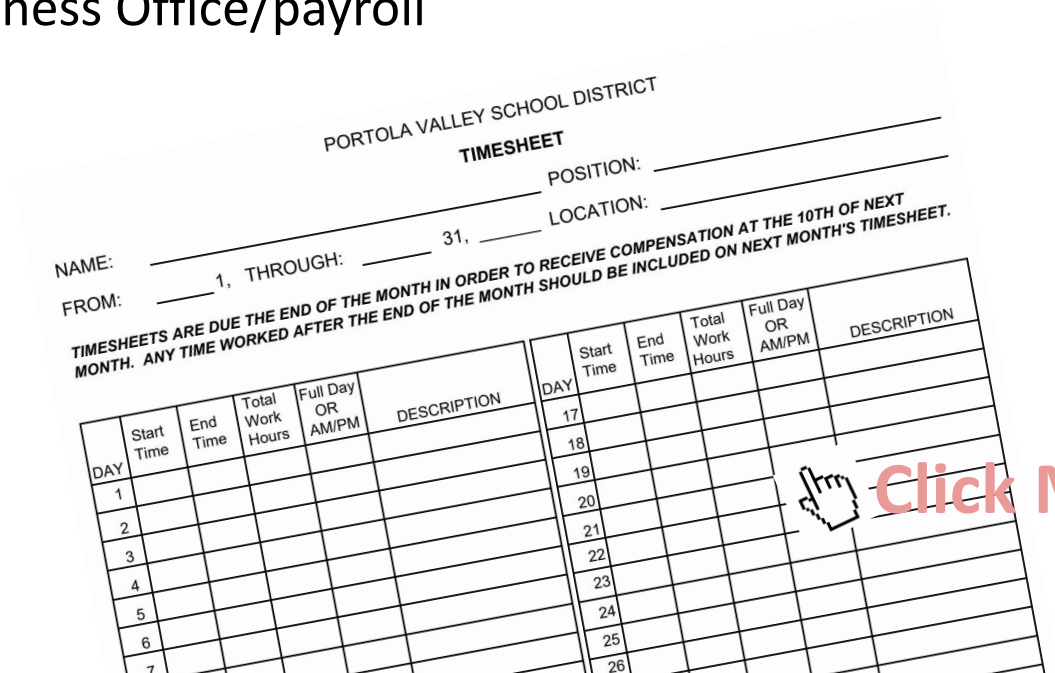
Long-Term Assignment

- **30 Consecutive Days**
  - Substitutes with a CA Teaching Credential or 30-Day Emergency Substitute Permit assigned to the same full-time assignment for 30 consecutive days
  - Paid $375/day starting Day 1

- **21 Consecutive Days**
  - Substitutes with a valid CA Teaching Credential (not a permit) assigned to the same full-time assignment for 21 consecutive days
  - Paid the appropriate certificated teacher per diem rate based on the salary schedule
  - Requires verified transcripts and employment history

Pay & Timesheet Reminders

- Timesheets completed at school site
- Pay period:
  - 1st to last day of each month.
- Pay date:
  - Checks are issued on the 10th of the following month.
- Payroll questions:
  - Contact the Business Office/payroll



PORTOLA VALLEY SCHOOL DISTRICT

TIMESHEET

NAME: _____ POSITION: _____

FROM: ____ 1, THROUGH: ____ 31, ____ LOCATION: _____

TIMESHEETS ARE DUE THE END OF THE MONTH IN ORDER TO RECEIVE COMPENSATION AT THE 10TH OF NEXT MONTH. ANY TIME WORKED AFTER THE END OF THE MONTH SHOULD BE INCLUDED ON NEXT MONTH'S TIMESHEET.

DAY	Start Time	End Time	Total Work Hours	Full Day OR AM/PM	DESCRIPTION
1					
2					
3					
4					
5					
6					
7					

DAY	Start Time	End Time	Total Work Hours	Full Day OR AM/PM	DESCRIPTION
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					

Click Me!

Emergency Preparedness

Substitute Teacher Training
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Big Five: San Mateo County Office of Education

https://coalition.smcoe.org/the-big-five

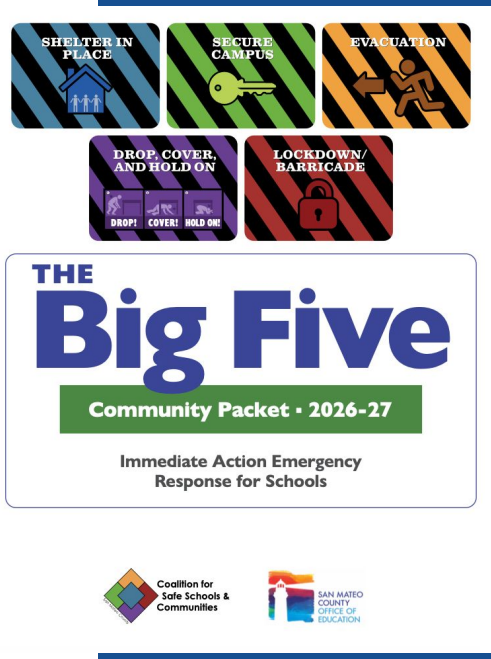
THE BIG FIVE IMMEDIATE ACTION RESPONSES

THE BIG FIVE ACTION	WHEN	WHAT
SHELTER IN PLACE	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather	For external environmental threats, medical emergencies, or tsunami warnings (outside the danger zone). Actions may include closing windows, sealing vents, and shutting down HVAC systems.
DROP, COVER AND HOLD ON	Earthquake, explosion, or falling debris	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
SECURE CAMPUS	Potential threat of violence in the surrounding community and/ or police activity off-campus and nearby	For potential threats of violence nearby: Return to assigned classroom. Close and lock all doors. Remain inside and continue with learning.
LOCKDOWN/ BARRICADE	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the "Look, Listen, and Leave" protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.

* Emergency Backpacks are in every classroom at PVSD.

* Inside the backpacks there are class lists with contact info.

* Stay with your students unless Incident Commander informs you otherwise.



Staff Packet

Shelter In Place: Environmental Factors

- External chemical release
- Hazardous material spills or leaks
- Fire in the community
- Poor Air Quality: If the AQI reaches 150 or higher
- Threats posed by wildlife
- Close doors and windows
- Keep all students in the classroom/building
- Explain to Students what is happening and why
- Continue Instruction/Learning
- May need to shut off HVAC/ Outside Airflow
- May lead to school closure/dismissal









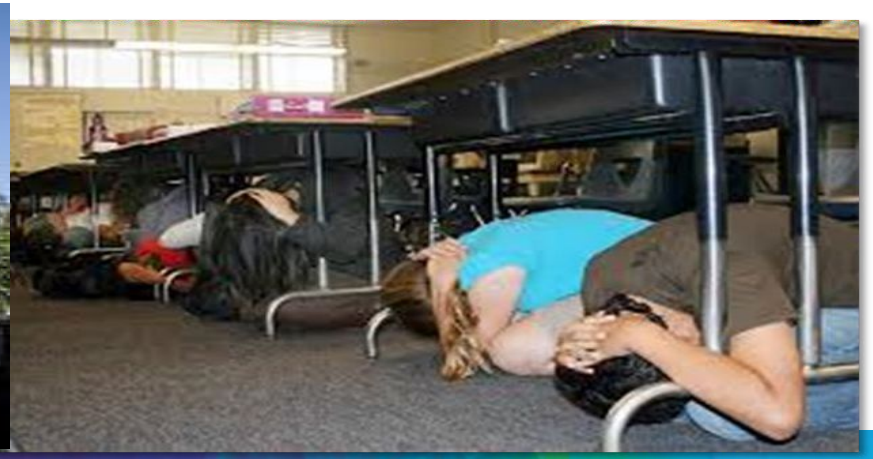
Drop, Cover, and Hold On

A response to earthquakes, explosions, compromised buildings



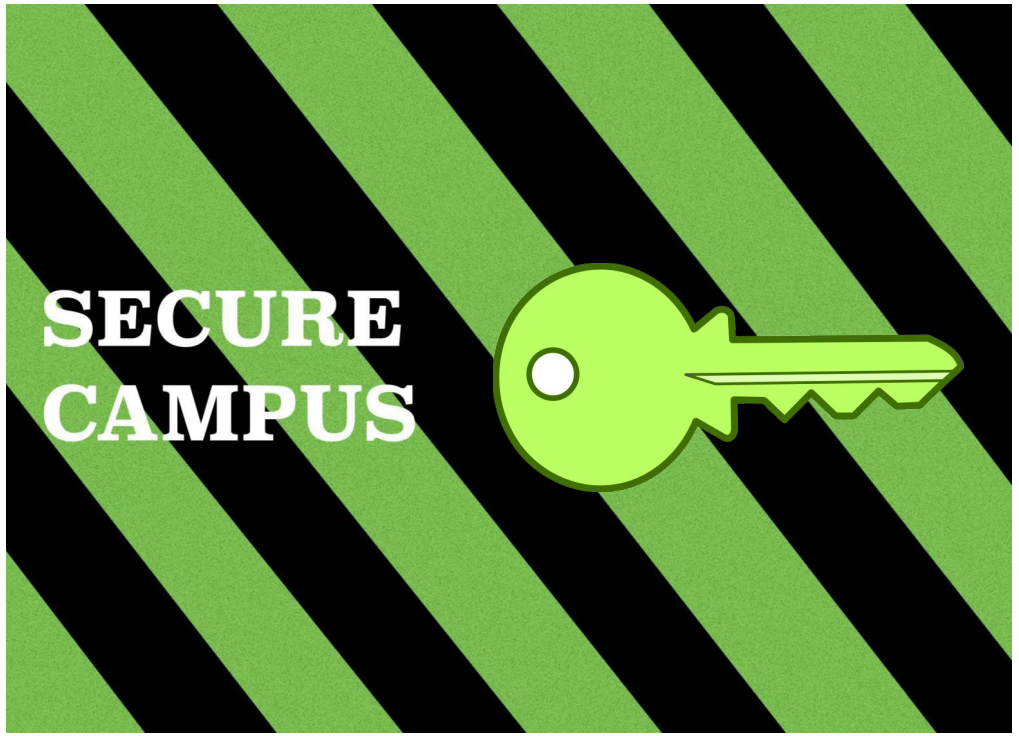
- Instruct Students to Drop, Cover, and Hold On
- Repeat for every Aftershock
- Determine need for medical care
- Determine need for an Evacuation





Secure Campus

- "Human" threat of danger in area
- Threat to come onto campus
- Police activity near campus
- Lockdown/Barricade at a nearby school
- Students return to assigned classroom immediately
- Close and lock the door
- Explain what is happening to students
- Attend to any fear or anxiety
- Continue the class instruction or activity as normal
- Be alert to the possibility of going into a Lockdown/Barricade
- Provide access to necessary breaks
- Provide updates to students and staff



Think on Your Feet



ESCAPE / GET OFF CAMPUS:

- Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there

HIDE / LOCKDOWN / BARRICADE:

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade
- Direct all those in the room to remain still and quiet; turn off/ silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

ENGAGE:

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker

LOOK, LISTEN, LEAVE

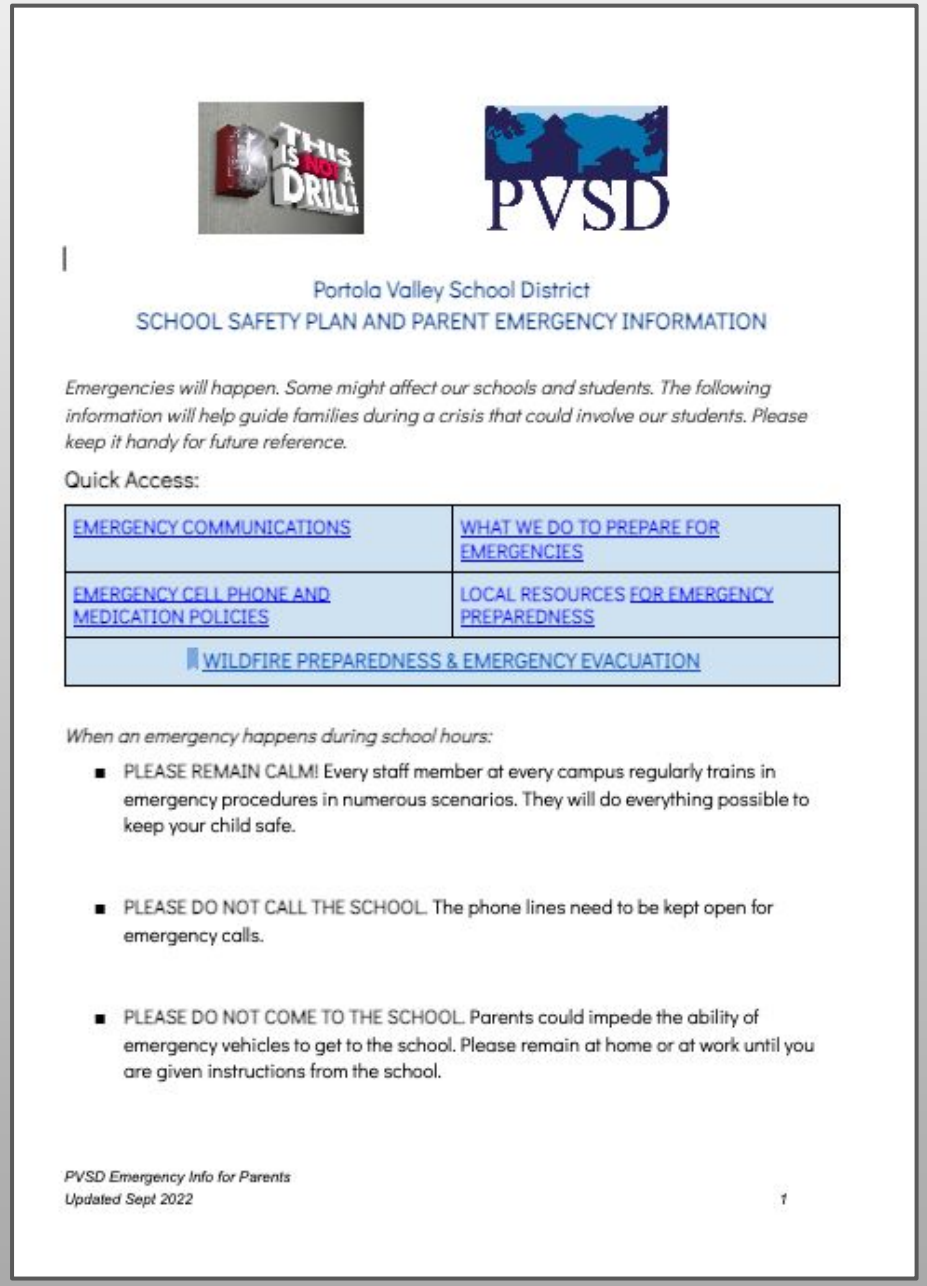


Before evacuation, take a moments to look outside the door for any potential dangers.
Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate (leave) the office or classroom to the designated safe area.

School Site Safety Plans

- Link to *School Safety Plan and Parent Emergency Information (Scan QR Code for Access)*
- Located on PVSD website (pvsd.net) homepage





Portola Valley School District
SCHOOL SAFETY PLAN AND PARENT EMERGENCY INFORMATION

Emergencies will happen. Some might affect our schools and students. The following information will help guide families during a crisis that could involve our students. Please keep it handy for future reference.

Quick Access:

EMERGENCY COMMUNICATIONS	WHAT WE DO TO PREPARE FOR EMERGENCIES
EMERGENCY CELL PHONE AND MEDICATION POLICIES	LOCAL RESOURCES FOR EMERGENCY PREPAREDNESS
WILDFIRE PREPAREDNESS & EMERGENCY EVACUATION	

When an emergency happens during school hours:

- PLEASE REMAIN CALM! Every staff member at every campus regularly trains in emergency procedures in numerous scenarios. They will do everything possible to keep your child safe.
- PLEASE DO NOT CALL THE SCHOOL. The phone lines need to be kept open for emergency calls.
- PLEASE DO NOT COME TO THE SCHOOL. Parents could impede the ability of emergency vehicles to get to the school. Please remain at home or at work until you are given instructions from the school.

PVSD Emergency Info for Parents
Updated Sept 2022
1

Maintaining Situational Awareness (live links)



Ready

WOODSIDE FIRE PROTECTION DISTRICT

TOWN OF PortolaValley

SAN MATEO COUNTY OFFICE OF EDUCATION

WPV-READY
BE READY TODAY

PulsePoint

SMC Alert
San Mateo County Alert System

Portola Valley Radio 1680 AM
Tune to radio or stream via internet

Disaster Service Worker

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers and are subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term "public employees" includes all persons employed by the state or any county, city, state agency or public district. The law applies in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal workday
- Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety
- When pressed into disaster service, employees' Workers Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

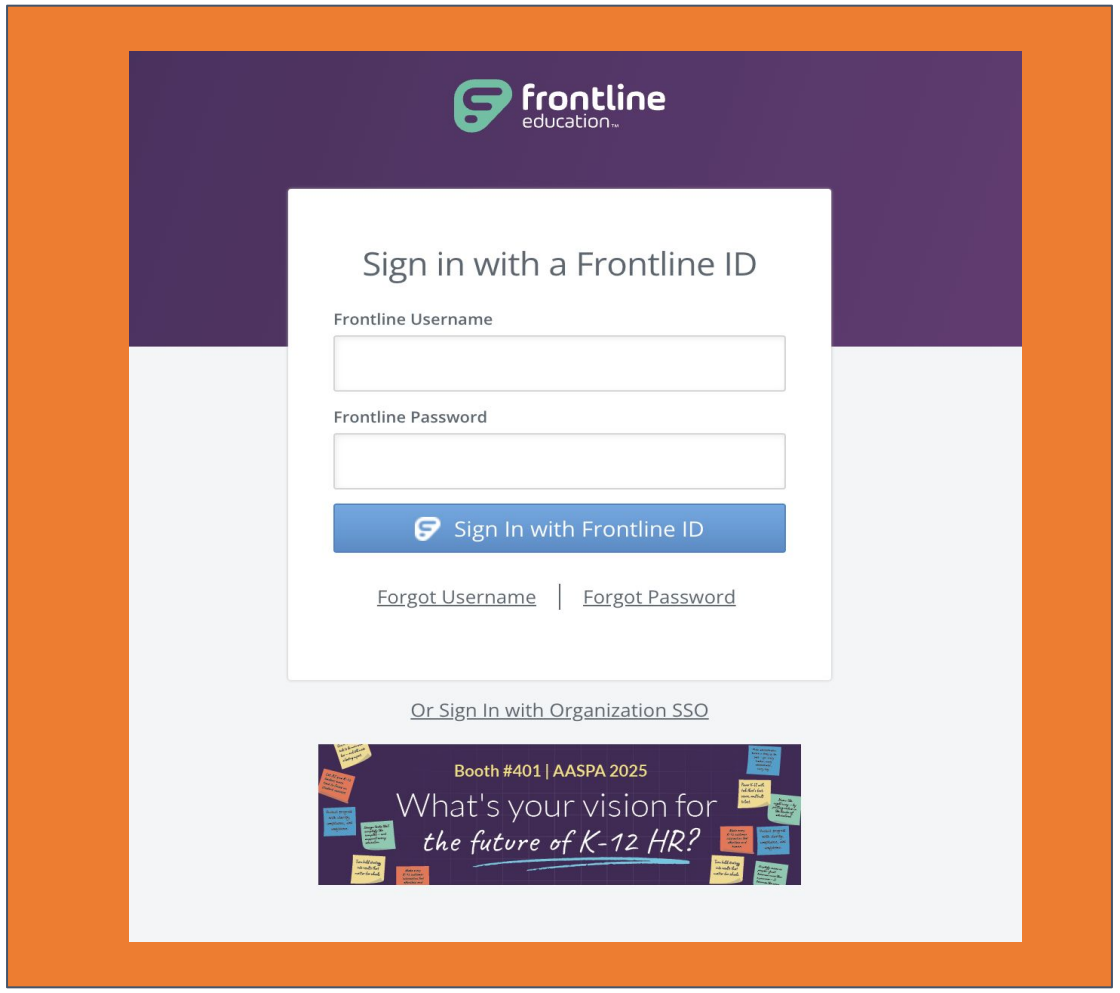
To provide effective support as a Disaster Service Worker, employees must have confidence their own families are well prepared to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance they are capable of dealing with the emergency situation at the school/work site.

Frontline Information

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Frontline *Absence* Management System

Substitute Teachers use the Frontline Absence Management System to become aware of jobs, to select jobs, and to manage jobs.



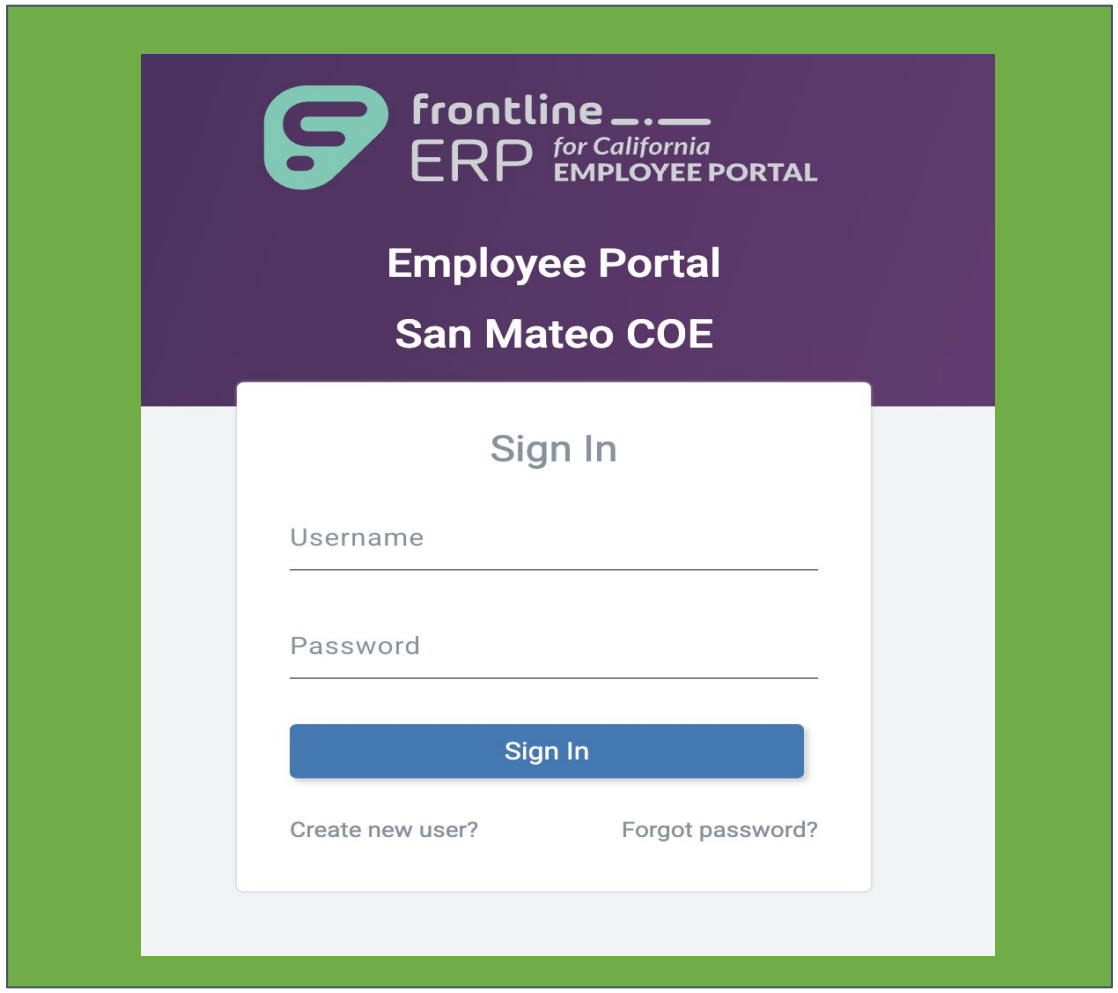
Frontline Absence Management System

Click the link below to view a 7 minute video on general information about the Absence Management System. This is about how to see, accept, and monitor positions and openings. (Note: The video was made for another district but the information is the same for PVSD.)

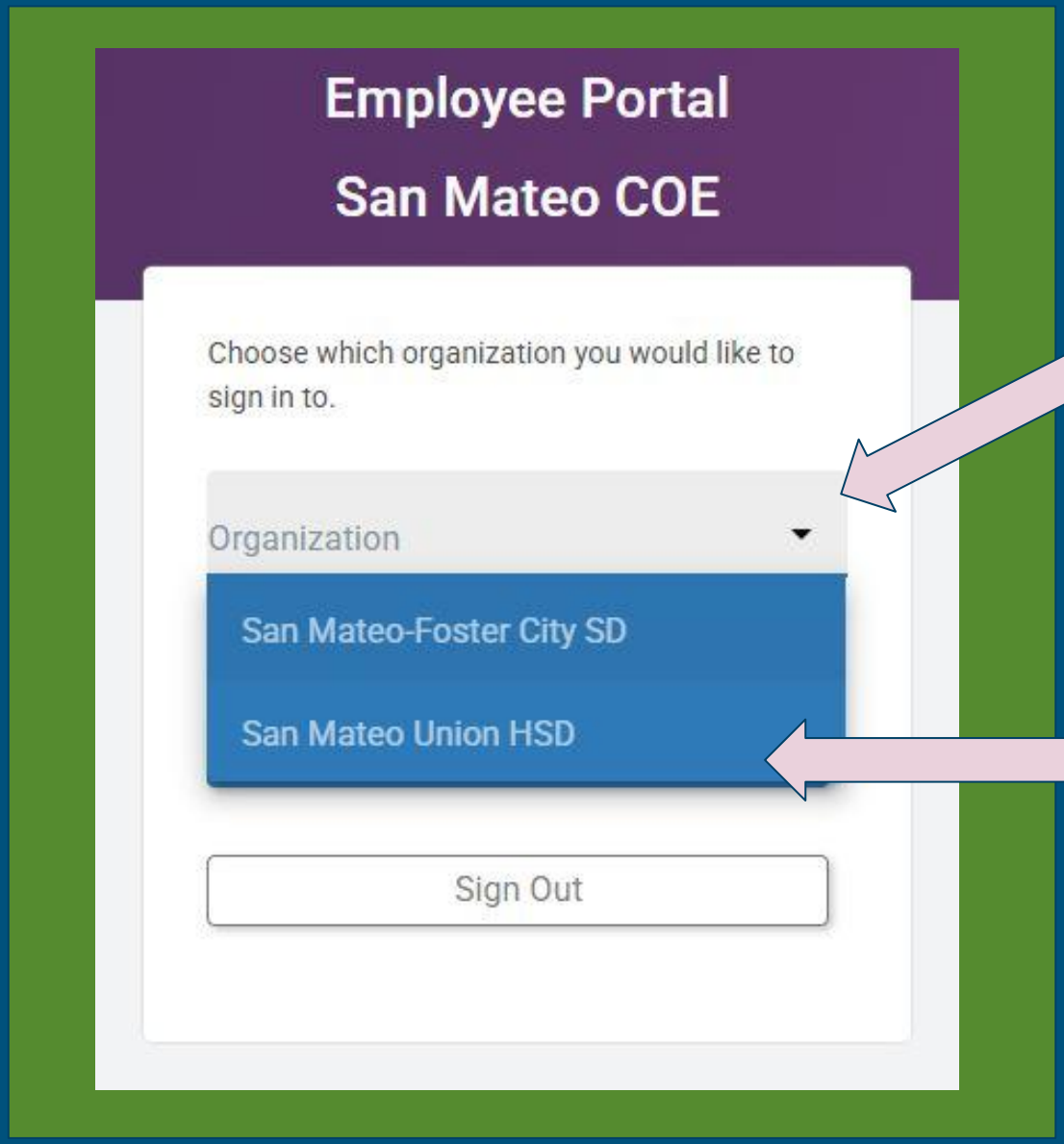
Substitute Frontline Training

The Frontline *ERP* System

Substitute Teachers use the Frontline ERP System to view and manage their compensation, payroll, and benefits.

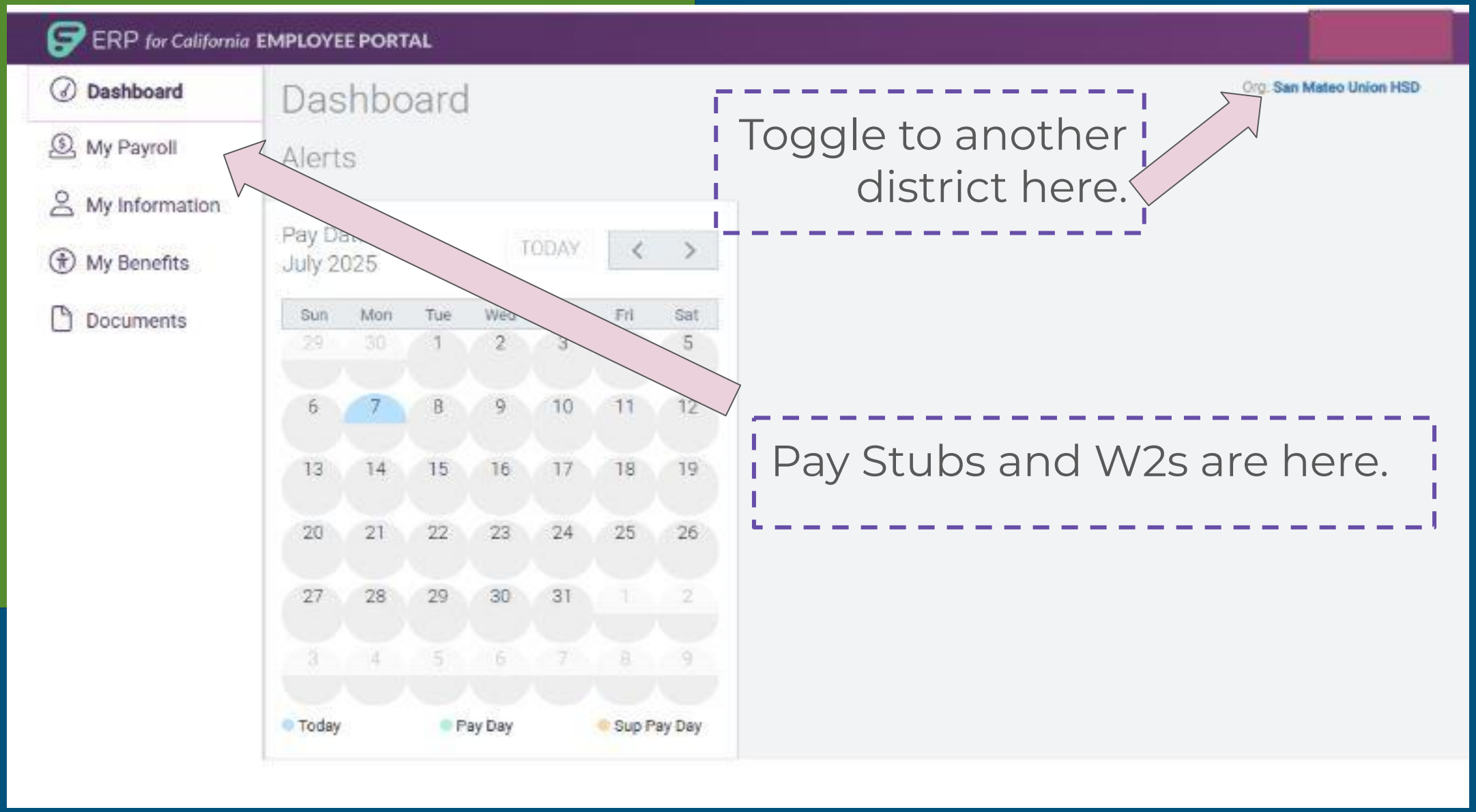


The Frontline ERP System

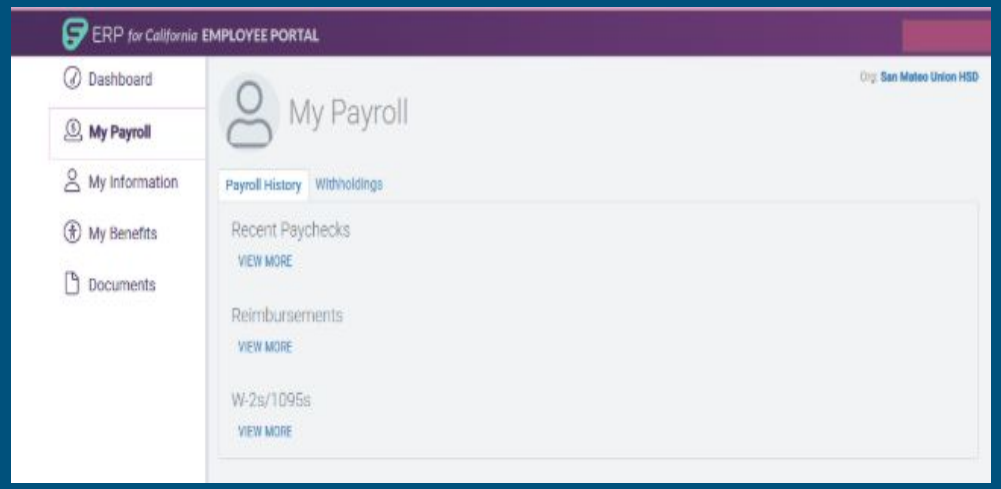


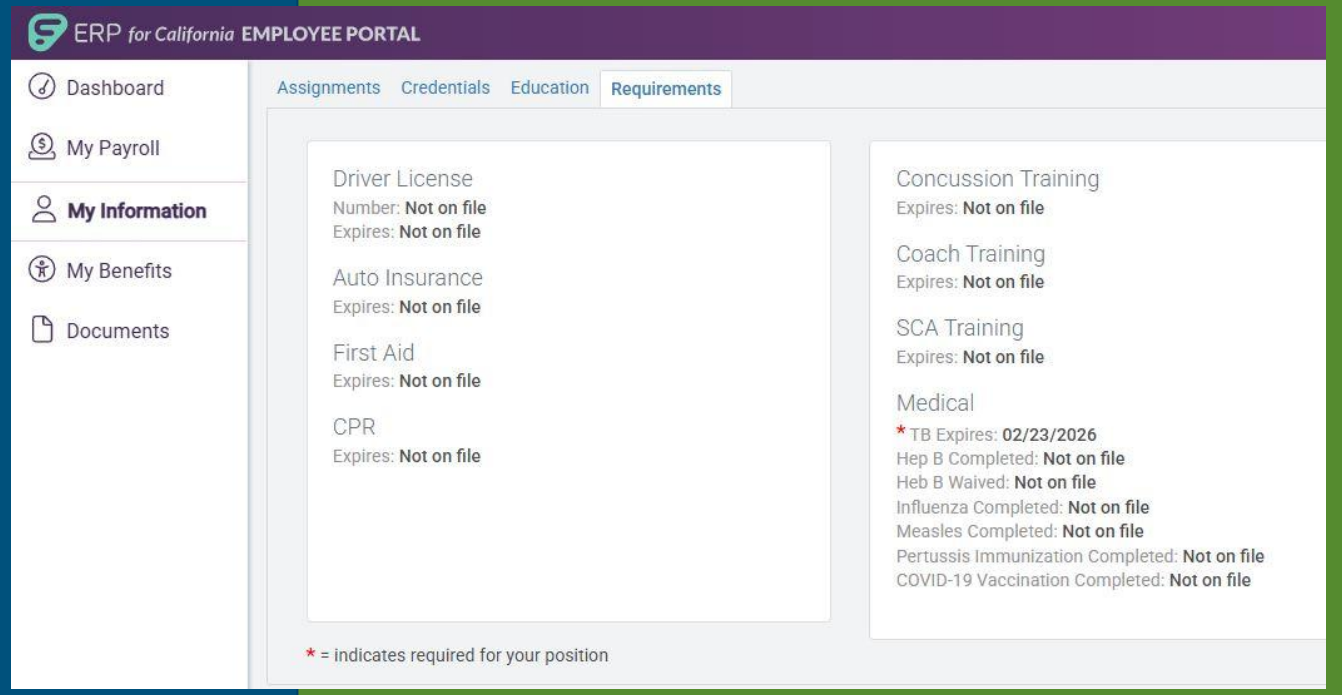
You will see all the districts you work in the San Mateo County. You only need to register an account once.

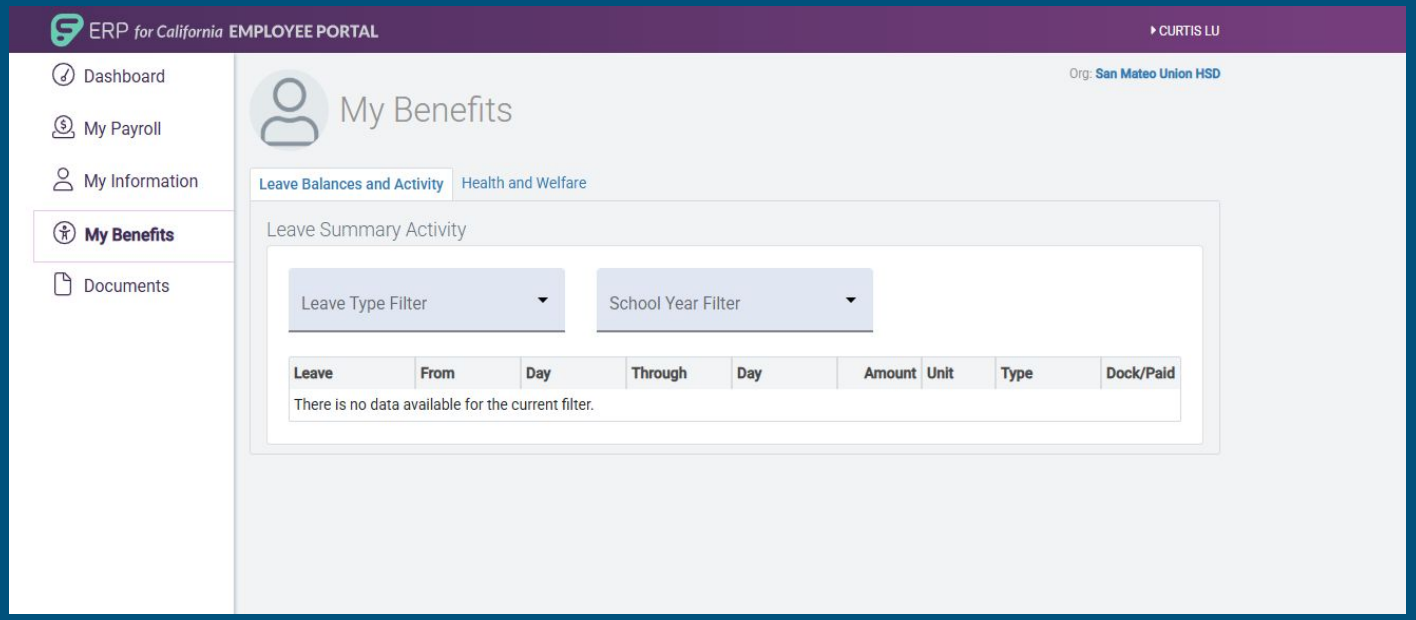
Click here to toggle to PVSD.


ERP for California EMPLOYEE PORTAL
Dashboard
My Payroll
My Information
My Benefits
Documents
Dashboard
Alerts
Org: San Mateo Union HSD
Toggle to another district here.
TODAY
July 2025
Sun Mon Tue Wed Fri Sat
Pay Stubs and W2s are here.
Today
Pay Day
Sup Pay Day

Components of the ERP Platform







Substitute Teachers are expected to take time to learn about the Frontline ERP system.







Thank you for your commitment to supporting PVSD students and staff.

If you have any questions, please reach out to Human Resources.

Link to Training Survey





