

ESS
Every day counts.

Substitute Teacher
Training Guide

The information provided in this guide is not intended to replace the policies and procedures, also known as rules and regulations, of the school district's Board of Education. Please review the information in this guide carefully to ensure it does not conflict with the school district's established practices.

This information is not intended to take the place of the ESS employee policy manual, only to supplement. It is your responsibility as an employee of ESS to read and adhere to all policies set forth in the employee policy manual.

We urge you to request a copy of each school's handbook, substitute guidelines, and emergency drill procedures to avoid potential problems.

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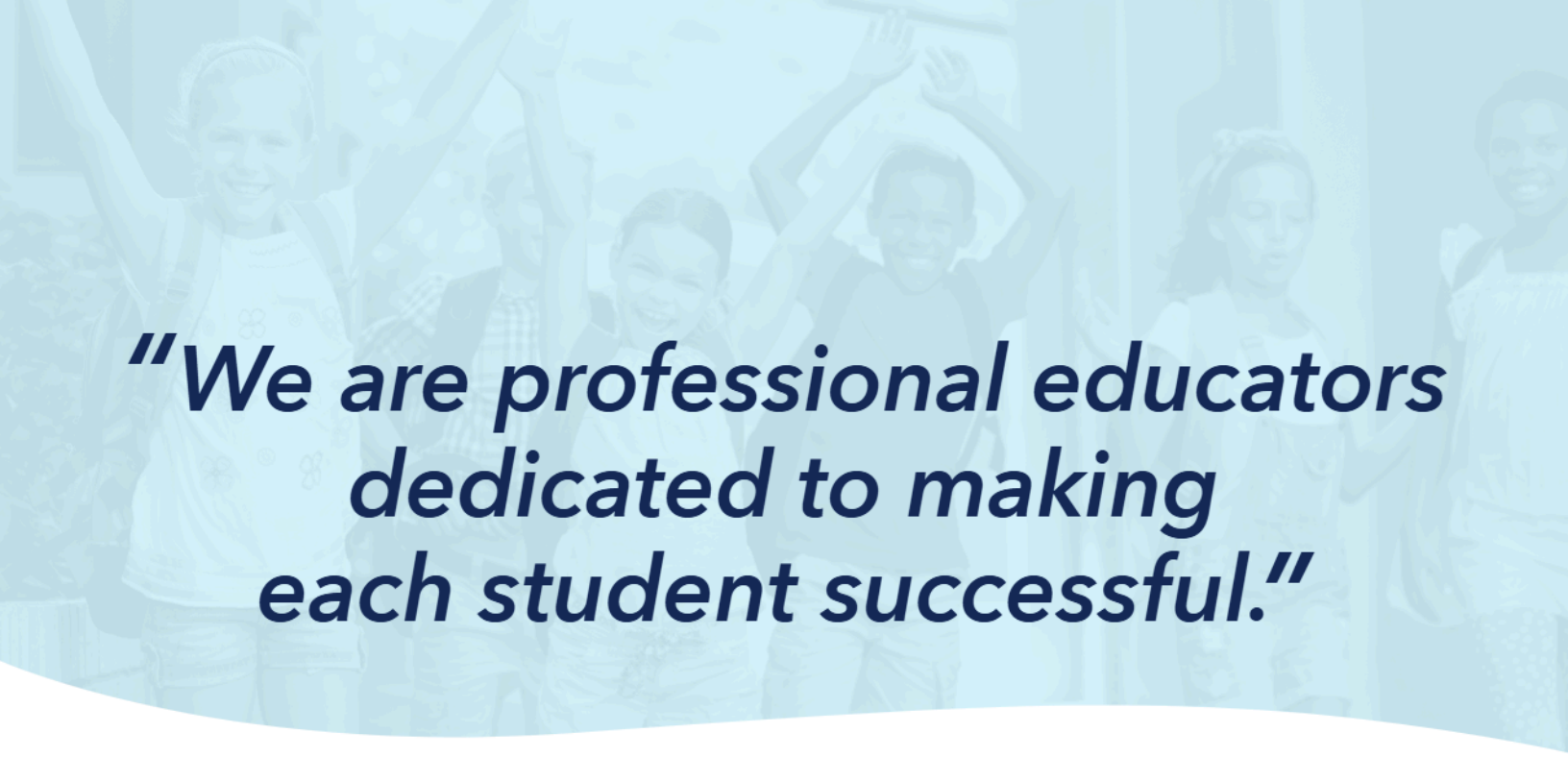
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"We are professional educators dedicated to making each student successful."

Dear Substitute Teacher:

Welcome to ESS, a leading educational staffing and management company. This guide has been written to assist you in performing your responsibilities as a substitute teacher and as an employee of ESS. The responsibilities that accompany this position are equally as important as those of the regular classroom teacher. The students entrusted to your care, for whatever lengths of time that might be, must receive challenging instruction in keeping with the approved district curriculum.

The main purpose of this guide is to provide you with general information that is intended to assist you in performing your duties effectively and efficiently. It is important that you take the time to read the guide and become familiar with the information provided. These guidelines are essential to the health and safety of students and for the continued, uninterrupted maintenance of the instructional program. You are the link between the mission to educate students and the instruction of the regular classroom teacher. ESS expects that you will provide your best effort in managing the classroom, following the lesson plans provided for you, and in modeling the appropriate behaviors and attitudes that you expect from the students.

Since it is impossible to record all matters of regular school routine in each of our school districts, this guide has been designed in a generic format that includes sample Board of Education policies and procedures for your review. Please keep this guide with you as a reference when you substitute in one of our school districts. It is important that you research Board Policies and Procedures, pay attention to the time schedules of the different schools and observe them carefully. Strict observance of the bell schedule is essential to the smooth and efficient operation of the school.

Finally, we strongly urge you to read the ESS employee policy manual, which is the authoritative reference for company policies and procedures. In the event of any ambiguity or contradictions in this training guide, the employee manual is the authoritative policy of the company.

We are pleased to have you serve ESS to provide students with a well-managed classroom. If you have any questions pertaining to your responsibilities as a substitute teacher, please contact ESS. We wish you the best of luck in your teaching endeavors.

Sincerely,

Wendy Beam

Senior Vice President of Human Resources

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Chapter 1
General Information for Substitutes

1.1 Substitute Teacher Introduction

BECOMING AN EFFECTIVE SUBSTITUTE TEACHER

Substitute teaching is an important service to our schools. Principals and teachers value a good substitute because he/she enables academic programs to continue when the classroom teacher is absent. In order for classrooms and schools to function effectively and efficiently, there must be a sense of organization and control. There must be a safe and orderly environment for teachers to teach and students to learn. Therefore, the role of the substitute teacher is critical to maintaining order in the classroom. Effective substitute teachers have strong skills in classroom management and strive to fulfill the daily instruction provided by the regular classroom teacher in order to maintain continuity.

Administrators and teachers appreciate a substitute who arrives early, follows lesson plans, and has good leadership skills. An ideal substitute is creative in presenting materials, knows how to handle behavior problems, and makes certain he/she is familiar with the regular procedures of the classroom teacher. Substitute lesson plans should be prepared for you. Your responsibility is to follow those plans in order to maintain the integrity of the curriculum and educational program.

In essence, substitute teachers assist the school principal with operating a safe, orderly, and positive classroom environment. As the substitute teacher effectively manages the classroom, the school principal oversees the entire school building that fosters teaching and learning.

1.2 Ten Steps to Becoming a Successful Substitute Teacher

1 *Be Confident*
Successful people believe in themselves. They know their actions make a difference in their lives and the lives of others. They work at trusting themselves and others.

2 *Be Responsible*
Successful people choose to respond with appropriate behavior and accept the consequences of their actions. They take credit for their success and learn from their mistakes.

3 *Be Present*
Successful people go to work regularly. Once there, they are both physically and mentally present.

4 *Be On Time*
Successful people are prompt. They get to where they are going on time. Others count on them to be on time.

5 *Be Polite*
Successful people show courtesy. They know that other people help them to be successful, so they treat others with respect. They are polite by waiting their turn, listening when others are talking, and being considerate of the feelings of others.

6 *Be Prepared*
Successful people have their materials when needed. They keep their tools and supplies in good condition. Successful people plan ahead.

7 *Be a Listener*
Successful people listen to instructions and follow directions. Because they listen to what others need, they can cooperate to achieve success.

8 *Be a Doer*
Successful people do their work to the best of their ability. They know the more they do, the more capable they will become. For example, good baseball players become better baseball players because they practice.

9 *Be a Dedicated Worker*
Successful people keep trying. They keep working toward their goals even when things get difficult.

10 *Be a Goal Setter*
Successful people plan for the future. They use goals as a personal road map to guide them where they want to go. By setting goals, people are able to realize their dreams.



Reminder
Please call ESS and the school in the event that you are unable to report to your scheduled assignment.



Reminder
Please be reminded that you should not inappropriately touch students or verbally demean them in any way.



Reminder
Please refer to the ESS Policy on "Physical Contact" with Students by Employees.

1.3 Expectations for Substitute Teachers

- Once you accept an assignment, be sure to follow through and complete the assignment.
- Accept assignments whenever possible. The more you establish yourself within a school, the more likely teachers will be to place you on their preferred substitute lists.
- Appropriate professional dress and demeanor are required for this professional responsibility.
- Arrive at least 15 minutes before school begins and clock in at the main office. Do not leave sooner than 10 minutes after the students are dismissed. If you need to leave earlier, you must have the approval of the school's principal.
- Always call ESS and the school if you need to cancel any scheduled assignment.
- Supervise students.
- During prep (free) periods, when you do not have students in your class, please go to the main office to ask if they need assistance with anything.
- Carry out, to the best of your ability, the responsibilities of the person in whose position you are working. This includes following the teacher's plans that were left for you carefully and completely. You will also be expected to cover any other extra duties of the teacher – before school, lunch, and/or after school.
- Be directly responsible to the principal in the assigned school.
- Leave a brief report of the day's activities for the regular classroom teacher. You may mention how the students reacted to assignments, any behavior or disciplinary problems, etc. Positive feedback of your experience that day is always encouraged.
- Leave the classroom neat and orderly at the close of each day.
- Only use school property for school business (e.g., computers, phones, gym equipment).
- Personal use of cell phones and other remotely activated communication devices is not permitted in the classroom or while students are present.
- It is unlawful for you to take pictures of students without prior written permission from their parents and the school principal.
- Work closely with other school staff members (e.g. teacher assistants, paraprofessionals, nurses, etc.)
- Always conduct yourself in the most professional manner.



Note
Please refer to ESS' employee policy manual for specific information regarding the substitute teacher's disciplinary actions and process.



Note
Substitute teachers are responsible for students at all times.



Note
Substitute teachers must call ESS and the school in the event that they are unable to report to their scheduled assignment.

1.4 Disciplinary Process

Substitutes are reviewed by school administrators on a case-by-case basis for unsatisfactory performance. The review is primarily based on the following criteria:

- Professional appearance and demeanor
- Punctuality
- Classroom management skills
- Adherence to school polices and procedures
- Following lesson plans and instructions
- Instructional skills
- Adherence to board polices and procedures
- Reliability
- Professional conduct

In the event there is a display and/or pattern of unsatisfactory behavior, an incident/complaint form will be completed by a school administrator and submitted to ESS. A phone call or email will be sent to the substitute teacher regarding the incident. Every incident is taken seriously and addressed.

Substitutes who receive an unsatisfactory review will receive a warning and may be blocked from working at a specific school, or may be immediately removed from the district's approved substitute list at the discretion of the school administrator and ESS.

1.5 Professional Conduct

Substitute teachers' conduct in performing their professional responsibilities shall be appropriate at all times. They should not make inappropriate comments to students and shall not engage in inappropriate language or expression in the presence of students and staff. Substitute teachers shall not engage or seek to be in the presence of a student beyond the staff member's professional responsibilities. School staff shall not provide transportation to a student in their private vehicle or permit a student to enter their private vehicle.

Examples of Unprofessional Conduct:

- Inappropriately communicating with students and staff via telephone calls, internet, or email
- Telling students inappropriate jokes and/or using inappropriate language
- Talking about sensitive personal issues with students and staff (e.g., illnesses, family matters, relationships)
- Accepting gifts from students or giving them gifts
- Inappropriately socializing with students after school hours
- Invading a student's personal space



Reminder

If you dress like a student, you will be treated like a student. Teachers who are dressed professionally command more respect from students than those who dress inappropriately.



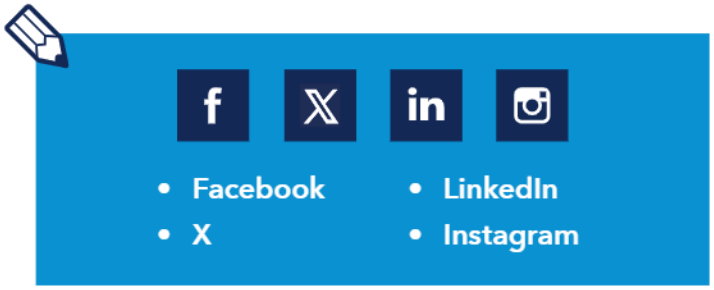
Reminder

Always maintain professional behavior. Never use innappropriate language or comments.

1.6 Social Media Information

STAY CONNECTED

ESS is making a splash in social media! Keep up to date with the latest company news and information by connecting with us on:



Our lively posts offer teaching tips, upcoming opportunities, company volunteer efforts, inspiring stories, employee spotlights, industry-relevant links and advice, and so much more. We encourage you to join in discussions with fellow ESS educators, contribute advice, and share your success stories. Plus, be sure to keep a lookout for our flash giveaways and prizes!

MAINTAINING PROFESSIONALISM IN A DIGITAL WORLD

Always remember that you are a professional, and it is crucial that you extend your professional image to your internet identity. Information shared online is never private so please be very careful to maintain the highest level of propriety when posting to the company page and your personal page, as well.

In addition to monitoring the content you share online, please understand that it is completely inappropriate for you to contact or interact with students outside of the school setting. Following the below tips will help you maintain a professional, safe, and appropriate relationship with the students in your care:

- Never share your personal information with students
- Never ask for or accept personal information from students
- Do your best to keep your personal social media pages private to avoid being tracked down by students
- Do not connect with your students via social media platforms under any circumstance
- Do not engage in calling or texting your students at any time
- The use of cell phones (calls, texts, email, social media, web browsing, etc.) is strictly prohibited during your work day outside of your lunch break and prep periods
- Never use school computers for social media, personal email, or personal web browsing



Reminder

Please turn off your cell phone! Neither students nor teachers are permitted to make or receive phone calls during class. Personal cell phones should be out of sight while in the classroom and when students are present.

1.7 Daily Operational Procedures

ARRIVAL INFORMATION

In order to be prepared for a full day of teaching, arrive at the school enthusiastic about the day and serious about your role. It is recommended that you arrive at your assigned school at least 15 minutes before the start of homeroom period. This will give you enough time to review the teacher's lesson plans, daily schedules, seating charts and rosters, emergency procedures, and special planned activities. Look over these materials closely and ask for clarification if needed.

Upon entering the building, report directly to the main office where you clock in, introduce yourself to the school secretary, and request the following (if available):

- Homeroom assignment and location of the classroom(s)
- Keys to the classroom(s), if needed. Note: Check with the principal or secretary if it is the school's procedure to give keys
- Identification badge (you must wear your badge at all times while in the building)
- Teacher's schedule and special assignments (e.g., hall duty, bus duty, cafeteria duty)
- Lesson plans/substitute packet
- Seating charts/rosters
- Substitute teacher feedback report
- School map
- List of any rules or regulations that are specific to the school you are assigned to that day
- School handbook, attendance reports, cut slips, student passes, and other classroom materials (may be found in the teacher's desk)
- Emergency evacuation procedures/fire drills, lockdown procedures, and specific school codes
- Introduce yourself to teachers in nearby classrooms
- Keep your personal items in a safe place; your personal keys and classroom keys should be with you at all times
- Take attendance in every class
- Attendance taking is the teacher's responsibility and should never be delegated to a student
- Follow the school's procedures in reporting students who are late to class or cutting class

HOMEROOM

- The homeroom may consist of the following:
- Flag salute
- Daily announcements
- Attendance
- Daily bulletins, information flyers, etc.

CLASSROOM PROCEDURES

- Enter the classroom with confidence. Write your last name on the board before class assembles as well as an assignment that students can begin immediately.
- Greet students in the doorway in a positive manner as they enter the classroom. Have students take their seats and begin working on the assignment you wrote on the board while you prepared to address the class.

- Introduce yourself as Mr./Mrs./Ms. [your last name]; never permit students to call you by your first name. Call students by their first names.
- Take attendance.
- Follow the school's procedures for students who may be late or cut class.
- Substitutes are expected to continue instruction by following the lesson plans provided. If the lesson plans are difficult to interpret, consult with the principal or another school administrator before class.
- Do not send students to the library or media center unless noted in the lesson plans.
- Do not leave your class unattended at any time. Supervise at all times.
- Write homework assignments on the board.
- If money needs to be collected from students for a school event, record the amount, the name of the student(s), and the purpose for the collection on a sheet of paper. Then turn it in to the main office at the end of the day. Never leave money in the classroom.
- When sending students out of the classroom:
    1. Be extremely conservative in giving students permission to leave class.
    2. No more than one student should be excused from your room at any time, except in emergencies.
    3. Students should never be sent out of class unless they are sent to see a specific person and are in possession of a properly executed pass.
    4. Students should not be permitted to go to their lockers during class.
    5. Do not send students to the school nurse without a pass, except in emergencies.

CLASSROOM DISCIPLINE

The responsibility for maintaining discipline lies primarily with the classroom teacher. No learning takes place when confusion exists. When you find that students do not respond to your normal methods of control, it may be necessary to take a firm stand. If a student is repeatedly disrespectful, rude, discourteous, or is leading an unruly group in your room, and he/she fails to abide by your warnings:

- Never break up a fight. Contact security or a nearby teacher for assistance.
- Complete a student discipline report as soon as possible and bring it to the main office in a sealed envelope marked "confidential".
- Never send a student to the office without adult supervision.
- Have the student escorted or call the office if there is a phone in the classroom.

DEPARTURE PROCEDURE

It is extremely important for the substitute teacher to end the day on a positive note. The suggestions below will be helpful in establishing your professional relationship with the regular classroom teacher and the school.

- Dismiss students in accordance with the school's procedures. Never allow students to leave your class early.
- You should never leave school before the students. If you have an emergency and need to leave early, you must have the approval of the school's principal.
- Reminder: you are legally responsible for your students at all times.
- Check the classroom environment and ensure it looks the way you found it when you arrived. It should appear clean and organized.
- Close all windows.
- Leave a note for the teacher.

- Clock out in the main office and return the following (if applicable):
  1. Keys to the classroom(s)
  2. School's identification badge
  3. Substitute teacher feedback report
  4. Any other material that you received upon arrival
- Substitutes should leave the building ten (10) minutes after student dismissal; make sure all students have left the classroom before leaving.
- Substitutes may not leave earlier during the school day without the permission of the school principal.

1.8 The Top Twelve "Principles" for Substitute Teachers

1. Adhere to the company's policy on "Physical Contact" with Students by Employees.

The purpose of this document is to reinforce the ESS Policy on "Physical Contact" with students by employees (e.g., substitute teachers, paraprofessionals, secretaries, food service employees, etc.).

Over the past several years, local, state, and national media have reported numerous incidents of inappropriate physical contact between adults and children. As educators, we are all concerned about these serious events, as well as the long-lasting impact they have on everyone involved.

We all know that the school environment and the role of educators have changed over the years. The safety of students and staff must be the primary focus of all school employees, including substitute personnel.

As a result, ESS believes it is imperative to reinforce the long-standing policy on "Physical Contact" with students by substitute employees. This policy was developed not only to ensure a safe classroom and school environment for students but also to protect ESS substitute employees.

Specifically, the ESS Policy, "Physical Contact" with students, reminds substitutes that their role is different than the regular classroom teacher and support staff. The student's perception of what may be considered "innocent physical contact" (e.g., pat on the shoulder, arm, head, handshake, etc.) may make the student feel uncomfortable or offended. ESS substitutes must always be aware and respect the student's physical space and perception – and for the most part, they must refrain from physical contact.

A major component of the ESS Training Program for substitute teachers and paraprofessionals emphasizes the importance of addressing "Limited Physical Assistance" contact with students. Below are some specific guidelines to assist ESS substitutes and paraprofessionals with this critical and sensitive topic:

- Physical contact is a common concern when working with younger children (e.g., Pre-K – 3), who may attempt to demonstrate some form of physical connection (e.g., hugging) with substitute teachers and paraprofessionals. This may be considered an acceptable pattern of behavior with the regular classroom teacher and paraprofessional. However, substitutes must avoid this type of action, which may be perceived as inappropriate and make the student feel uncomfortable.
- No ESS substitute employee shall physically touch a student in any manner (e.g., slap, punch, pinch, stroke, push, grab, hug, kiss, fondle, etc.) or touch any student in a private area of his/her body.
- ESS employees should use strong verbal directives to manage inappropriate student behaviors and refrain from physical contact with students. Never break up a fight between students.
- ESS employees must immediately request assistance from regular classroom teachers, school administrators, or other school support staff for physically disruptive students. Your safety and the safety of students are the priority.
- **It is not your responsibility to break up a fight.**

- ESS employees who have observed or suspect that improper student physical contact has occurred must immediately report these incidents to the Company and the school's administration.

ESS realizes there may be unique situations that require "Limited Physical Assistance" for younger students and students with special needs. In these situations, the following guidelines will assist you in performing your responsibilities as a substitute teacher or paraprofessional:

- If you are assigned to a preschool program with two and three-year-old students, you may be required to change diapers, assist with toileting, and perform other bathroom-related responsibilities. You should always request assistance from another staff member and be aware of any perception of inappropriate behavior while performing these duties.
- You may want to leave bathroom responsibilities to the assigned regular classroom aides and provide any necessary support.
- If a student attempts to hug you, avoid hugging them back.
- Younger students may need assistance with dressing appropriately to leave school at the end of the day. Specifically, they may need help with tying shoes, zipping coats, putting on hats and gloves, etc. You may provide limited physical assistance to ensure students are appropriately dressed before leaving school.
- Paraprofessionals may be required to provide limited physical assistance for students with special needs, as defined in their IEP/504 Plan. Always be mindful of the student's personal space to avoid physical contact issues.
- Never touch any student in an inappropriate manner.
- Limited physical contact may be necessary, only under clearly and formally identified circumstances for special support or safety of designated students. Physical interaction techniques may be appropriate for crisis, redirection, and toileting purposes when directed by the school administration or other school personnel.

2. Avoid confrontations with students in front of their peers.
   - Attempt to handle the issue individually (one-on-one). If you're not successful, the disruptive student should be referred to the school administrator.
   - Don't verbally confront an individual student in front of the entire class. Isolate the student and speak to him/her in a firm but calm tone of voice. Always address the specific behavioral issue and explain the consequences.
   - Avoid confrontations with administrators, teachers, and parents.

3. Dealing with fighting in the classroom and school.
   - One of your major responsibilities is to provide for the safety and welfare of students.
   - As a substitute teacher, you must ensure that there is always a safe environment for students to learn.
   - Before addressing the issue of a physical altercation in the classroom and/or school, it is extremely important for the substitute teacher to be proactive and attempt to diffuse the situation before it leads to a physical altercation.
   - Effective substitute teachers use their listening skills and sensitivity to the classroom environment to determine if there are any student confrontational issues that may lead to a physical altercation. Separating students before they are physically engaged always makes the situation easier to handle.
   - Remember, if a fight does occur in your presence, it is your responsibility to attempt to stop the fight without becoming physically involved. The use of the word "stop" repeatedly may be effective. It is extremely important to use a very loud "teacher voice" to create a diversion until another regular teacher or administrator can arrive to handle the situation. Call for immediate assistance.
   - **At no time should you attempt to physically separate the students once they are engaged in fighting.**
   - It is your responsibility to prepare a detailed written report of your observations of the incident to the school administrator and ESS' human resources department.

4. Adhere to the regular teacher's lesson plans.
   - In all schools, teachers are required to leave daily lesson plans and/or a sub pack for the substitute teacher. Check with the school administrator's secretary before entering the assigned classroom.
   - Some schools have their teachers put lesson plans online in Absence Management so they can be reviewed the night before you substitute. Again, check with the individual school if they use this procedure.

5. Remember, you are the teacher and not the friend or peer of a student.

6. Maintain accurate daily attendance for all students. Remember that you are responsible for all students assigned to you at all times (e.g., fire evacuation drills, class trips, assembly programs).

7. The substitute teacher should never leave a classroom unattended at any time. If an emergency arises, contact the main office for assistance to provide another teacher to cover the class before you leave.

8. Never transport students in your personal automobile. If a student misses the school bus or his/her ride home, report this to the school's administrator. Never use your vehicle for school district business. You must have the school principal's approval and parental permission to transport other family member's or personal neighbor's children. You may transport your own children to school.

9. Be aware of the school's and classroom's policy on students eating snacks/food or drinking beverages in the classroom.
   - Specifically, some elementary schools may permit their students to eat snacks during break periods. Also, schools may permit students to have water bottles, especially during the warmer months. Again, check the school's policy on this procedure.
   - Remember to check the regular teacher's notes for information about students who may have food allergies (e.g., peanuts, chocolate, latex products). Report any medical issues to the school nurse and/or administration.

10. Never administer or provide students with any type of medication, including aspirin, cough drops, or any other over-the-counter medication. Students who require specific medication should see the school nurse or medical professional at the school.

11. Validate students' responses to your questions. Compliment them even if their responses are only partially correct. This strategy helps to promote a positive classroom environment.

12. Minimize use of pronouns. Use students' first names instead of referring to them as "he," "she," or "you."



Note

In the event that there are no daily lesson plans left by the regular classroom teacher, ask the students what chapter of their textbooks or workbooks they were working on the previous day. You should also ask neighboring teachers if they can provide you with some assignments for the students. You may want to have some general classwork activities (e.g., brain teasers, worksheets, puzzles). You can use one of the activities in this guide and modify it as necessary.



Note

Never tell students they have "free time" during the instructional school day. This may result in increased classroom management issues.



Note

Pay particular attention to students at the high school level who may be permitted to have water bottles in the classroom. Unfortunately, this can be a serious concern if the water bottle contains alcohol. Some schools have experienced a violation of the substance abuse policy when students attempt to add alcohol (vodka) to the water bottles. Immediately report this to the principal.



Reminder

Always supervise your students. You are legally responsible for the students assigned to your class. Failure to follow this important responsibility may result in dismissal from your substitute position and loss of your teaching certification.



Reminder

It is not your responsibility to break up a fight.

1.9 Instructions for Accident or Illness

IF A STUDENT IS INJURED OR BECOMES ILL WHILE IN YOUR CLASS, PLEASE FOLLOW THESE PROCEDURES:

- Notify the school nurse and administrator immediately. Most classrooms have a call button to the office, which you should utilize if available.
- Keep the student quiet, minimize his/her fears, and try to determine how badly the student is hurt.
- In case of serious injury, do not move the student. Call the office for the nurse and ask the office to call 911.
- In case of severe bleeding, act immediately to stop it; cover the student and keep him/her warm. Always use protective rubber gloves (non-latex) to avoid contact with bodily fluids.
- Make sure you have the details of the incident and names of witnesses.
- Report to the school nurse at the end of the day and complete an injury report.
- Do not refuse a student's reasonable request to visit the health office. Always make sure the student has a pass to the nurse's office. The nurse will judge the validity of the visit and keep a record of the students who actually reported.
- Always handle classroom accidents or illnesses with a great deal of common sense.



Note

Please do not attempt to break up a fight as you may risk injury to yourself and even accidentally to the students.

1.10 Emergency Evacuation, Fire Drills, Intruders, and Lockdown Procedures

All schools are required to have emergency procedures in place in order to ensure the safety and welfare of students, staff, and visitors.

Substitute teachers should request a copy of the plan to carry with them and familiarize themselves with the specific emergency procedures. Substitute teachers should discuss safety plans with each teacher as well as other members of the educational team to address procedures for students with disabilities that require special attention.

Always know where the building exit doors are in the event of an emergency.



Note
It is always a good idea to have a copy of the school building plan and exit doors in the event of a sudden emergency.

EMERGENCY SITUATIONS

The attitude of the teacher in emergency situations is of utmost importance. Being calm and composed will create a feeling of reassurance and security for your students. Students will copy your actions and comply with your instructions.

INSTRUCTIONS FOR A FIRE DRILL

- Fire drill procedures are posted at each school site in each room and office area and should be followed in an orderly manner. Scheduled fire drills will be conducted as required by law during the school year. Please read fire drill procedures before class begins.
- Exit instructions for each room should be posted in a conspicuous place for fire drills.
- Be certain all windows and doors are closed and all lights are turned off when you leave the room. Try to do this without slowing down the exit. If possible, take all of your personal belongings with you. Students will leave all personal belongings in the room to facilitate a quick exit.
- Assist students with physical disabilities.
- Be certain all students walk quickly and quietly when leaving the building.
- Be certain students are far enough removed from emergency vehicles. There may be designated areas for each class assigned by the school principal. Be sure to keep students off the road.
- It is important that you take the daily attendance sheet with you when leaving the classroom with all of the students.
- Upon reaching your destination, be certain to take attendance. Report any missing student to school administration.
- Listen for directions for an alternate route in the event an exit is blocked.
- Students should return quickly and quietly to class at the end of the fire drill when the recall is sounded.
- Take attendance when all students have returned to class. Missing students must be reported to the office/ administration.

BOMB THREAT

- Notify the school administrator immediately of any threat or suspicious objects. Do not touch or move any suspicious objects.
- Follow the school's evacuation procedures.
- Once at the assigned evacuation site, account for all students and report any missing or additional students who are not on the attendance record to the school administrator.

A school safety plan clearly spells out how a school will carry out emergency response and there will be drills throughout the school year to ensure that all know exactly what to do. Take drills seriously!

Every school has a method to track every student, staff member, and visitor throughout any incident. This includes a system to take frequent attendance of all students, staff, and visitors on school grounds, on educational excursions, and on the school buses.

Schools also have a system for school staff to communicate with each other and with first responders during an incident.

There are generally four procedural systems that can be accessed in the case of any emergency: Evacuation, Shelter-in-Place, Lockdown, and Student Release or Family Reunification.

Evacuation is used when the school cannot be safely occupied, for example, in case of fire, gas leak, structural problems, suspicious parcels, or bomb threats. Everyone exits via planned safe routes to designated gathering areas.

Shelter-in-Place (or Reverse Evacuation) is used when it is safer inside the school than outside, for example, in weather or medical crises or outside criminal activities. Shelter is provided within the school during an incident. Depending on the incident, all exterior doors and windows are locked. Students and staff may be directed to safe areas designated for the specific incident, such as gyms, hallways, auditoriums, or classrooms. Shelter-in-Place may also be used to stop movement within the building (for a student, staff member, or visitor with a medical emergency, for example).

Lockdown is used when weapon-related violence is in progress or imminent in the building. Barriers are placed between the building occupants and assailants. When lockdown is announced, students, staff, and visitors stay in place or go to the nearest room. All classroom and office doors are locked. Students, staff, and visitors remain silent and calm in their room's designated safe area (away from windows and doors). Lights, tech monitors, and any projection equipment are turned off.

Student Release or Family Reunification is used to account for the release of every student after an incident and ensures students are released to an authorized adult. Students are to be picked up directly by a parent or designated guardian.

Please note that if you become aware of any suspicious activity involving a person, an item, or a situation, do not attempt to rectify the issue by yourself; instead, you must immediately report to a teacher or an administrator if a teacher is not nearby. When in doubt, **always report!**

SAFETY FIRST!

The safety, health, and well-being of your students must be your first priority in all circumstances. It is crucial for substitute teachers to be prepared in case of an emergency – here are some measures that should be taken:

BECOME FAMILIAR WITH SCHOOL SAFETY PROCEDURES

Because every school district has its own safety policies and procedures, you need to be familiar with the safety practices at each school you work in. Some schools will provide you with a packet containing this information; if not, you should request this information from the main office. Do not wait for an emergency or incident to occur to read these policies – familiarize yourself with them immediately so that you are prepared in any situation.

Also take care to review the evacuation directions and emergency exits posted in each classroom. Most schools now practice a variety of safety drills periodically, including but not limited to fire drills, evacuation drills (non-fire), active shooter, bomb threat, and lockdown drills. Each of these drills have different starting signals and procedures. These drills must be taken seriously by teachers and students so everyone is prepared in case a real emergency occurs. During any type of safety drill, monitor your students closely to make sure they are absolutely quiet, calm, and under control. Remember to assist any students with disabilities.

KEEP METICULOUS ATTENDANCE RECORDS

Taking accurate attendance is such an important part of your school day. Take attendance at the start of the day and at the beginning of each class period for older grades. Be aware of the number of students in your class – remember that you are directly accountable for your students at all times. If an evacuation drill occurs, be sure to take your class roster outside with you in order to account for all students. Re-take attendance once you return to the classroom. Any students who are missing during or after the evacuation drill must be reported to the school's administration immediately.

EXERCISE CAUTION WITH SENSITIVE SUBJECTS

When communicating with students, it is essential to think before you speak. Be mindful that your conversations with students must be age and school appropriate. Be especially careful with using humor and avoid making any inappropriate "joking" comments to students.

BE PROACTIVE AND REPORT UNUSUAL ACTIVITY

Always be proactive versus reactive in any matters regarding the safety of your students. Things like keeping your door shut, being aware of emergency procedures and exits, and keeping a folder with emergency information and class rosters can help you respond quickly and calmly in case of an emergency or a safety fire drill. Make sure you are tuned-into and aware of what is going on in your classroom and try to dissipate any dangerous situations before they escalate. It is your obligation to report any and all suspicious or unusual activity to school administration.

1.11 Important Substitute Teacher Tips and Reminders

- Substitute teachers are expected to maintain the same ethical standards as regular teachers (e.g., stories or gossip should not be carried from the building or spread to the students).
- From time to time, we receive complaints from school officials pertaining to our employees and recent job assignments. Schools have the ability to ask a substitute not to return to a specific classroom or school. The superintendent's office can request removal from an entire school district. Please know that ESS must follow the wishes of our partner school districts at all times. You will be notified of any complaint that pertains to you. Please see ESS' employee policy manual for more details.
- Never arrive late to an assignment. If you have an emergency, ALWAYS call the school and ESS to cancel a scheduled assignment.
- Upon arrival at each school, you should wear your ESS identification badge and bring copies of your credentials. Please note that different states require different substitute credentials; you should bring copies of any applicable documents (e.g., certifications, clearances, TB/PPD test results).
- Introduce yourself to teachers in nearby classrooms. They can help with any questions or concerns regarding lesson plans and school procedures, and they can assist you in case of an emergency.
- Welcome the students as they enter; smile and show confidence.
- Dress appropriately. Teachers who dress professionally command more respect in the classroom than those who dress casually or inappropriately. You should always dress for success.
- Be familiar with the district's policy on acceptable use of the school's computers and internet/intranet.
- Maintain classroom control at all times. Always manage your students effectively.
- Arrive at your assigned school early enough (at least 15 minutes) to report to the main office in order to receive the information necessary for the day and to prepare for your first class. Always enter through the main entrance of the school building. Never leave early without the permission of the school's principal.

- Immediately print your name on the board (Mr., Mrs., Ms.). Students shouldn't be permitted to address you by your first name. Please report to the principal's secretary upon arrival at each school and clock in. Always wear your ESS identification badge as well as any identification provided by the school, if applicable.
- Review the teacher's lesson plans and resource materials in order to be prepared for the day. Please follow the teacher's lesson plans, schedule, and any other assigned responsibilities.
- Review emergency evacuation and classroom lockdown procedures.
- Always count the number of students when leaving and returning from areas other than the classroom (e.g., fire drill, media center, playground). Supervise your students at all times.
- Take attendance in every class. This task should not be assigned to a student.
- Always grant a student's reasonable request to leave the classroom (e.g., going to the nurse or guidance counselor). Provide the student with a pass to the location. Check up on the student.
- At the end of the day, please sign out in the main office and exit through the main entrance of the school.
- Substitute teaching is not always easy. The students are familiar with their teacher's way of conducting class. Many times you may hear: "Our teacher doesn't do it that way." Be firm, but friendly, and explain that we all do the best we can in different situations. Be assertive in your tone of voice and language. Don't become confrontational.
- Set your procedures and expectations very clearly at the beginning of the day.
- Develop a seating chart if one isn't available. It is much easier to maintain classroom control when you call the students by name.
- Bring your substitute supplies and emergency packet that contains classroom items such as extra pens, pencils, tape, dry erase markers, and any other items you think may be useful.
- Circulate around the room to maintain control and assist individual students. Don't sit at the teacher's desk or station yourself in front of the room, as these are ineffective ways to manage the classroom. Never read newspapers or personal magazines, leaving the students unattended. Remember, you are not a babysitter, you should be actively engaging students at all times. Always supervise students. Practice "GUAM" — Get Up And Move!
- Use tentative words or phrases to deal with potential confrontations (e.g., when students say: "That's not the way our regular teacher does it," use two simple words that no one can argue with: "I understand." (see 2.6 for additional words and phrases)
- Try never to confront an individual student in front of other students. Isolate the student and address the specific issue individually. Immediately contact the school administrator, security, or another nearby teacher for assistance.
- In the event you are unable to locate the regular teacher's lesson plans, immediately check with the principal's secretary and utilize the sample lessons and resource materials in your personal substitute teaching packet. Remember the three Cs – cool, calm, and confident.
- Take a moment to observe the environment and organization of the classroom.
- Make sure all classroom materials used by students are returned by the end of the day.
- You may want to spend a few minutes at the end of the day conducting a recall of what the students have learned. Make a list on the board or brief notes for the regular teacher.
- Please leave your classroom in the same condition that you found it. Have students straighten their area and clean around their desks. If chairs were on the desks or stacked when you came in, please make sure they are arranged the same way when you leave.
- Leave a note for the teacher at the end of the day. This is important so that the teacher knows where to begin the next day.
- When all duties are completed, please return to the office to return all keys and materials that were provided for you and clock out.





Chapter 2
Classroom Management

2.1 Setting the Tone to Establish Classroom Management

- Review all lesson plans and materials provided in the regular teacher's substitute packet.
- Print your title (Mr., Mrs., and Ms.) and last name only on the board and introduce yourself to the class in an enthusiastic and positive manner.
- Adhere to the lesson plan schedule and follow the directions provided by the regular classroom teacher.
- Adhere to the school's opening exercises and procedures (e.g., Pledge of Allegiance, taking attendance).
- Listen to students and communicate effectively by providing clear and specific directions at all times.
- Once you have provided directions for the first lesson plan assignment, circulate throughout the classroom to maintain control and respond to individual student's questions.

Note
Never use or allow students to address you by your first name.

Reminder
In order to establish classroom control, you must maintain your role as the teacher and not the friend/peer of students.

2.2 Basic Classroom Management Components

THE WHAT AND WHY

Students are often resistant to learning anything when they don't understand. "What's the point?" is always rattling around in their heads. Explaining what the topic is and why it's important cuts through their resistance to learn.

MODELING AND DEMONSTRATING

As the teacher, it's always a good strategy to model the behavior you expect from students (e.g., entering the classroom quietly, raising hands, responding to questions). Always adhere to classroom procedures and routines.

PRACTICE, PRACTICE, PRACTICE

Provide students with opportunities to practice and model the appropriate behaviors.

RETEACH AND REPETITION

When students don't demonstrate the correct behaviors, stop and reteach the strategy until they are able to respond appropriately.

VALIDATE

Compliment students' positive behaviour and when they appropriately respond to your questions.

2.3 Setting Expectations and Procedures for the Class

Substitute teachers must immediately establish a set of classroom procedures for the students in order to conduct an orderly and effective classroom environment. Below is a partial list of several procedures that may assist you in performing this task:

Students should….

- Listen to one another speak
- Raise hands to respond to questions
- Not call out responses
- Demonstrate mutual respect for other students and the teacher
- Follow directions
- Ask questions when unsure of directions
- Speak one at a time
- Be positive
- Make eye contact when someone is speaking
- Keep their hands to themselves
- Think before acting
- Listen to ideas of other students
- Be open-minded with different opinions; try to be non-judgmental

2.4 Establishing Basic Procedures and Routines

Substitute teachers need to implement basic procedures and routines to help students stay on task, minimize student behavioral issues, and maximize instructional teaching time. A list of some effective routines and procedures is provided below:

- Using signals such as clapping, thumbs up, eyes on me, time-out, etc. to gain focus and student attention during the lesson
- Praising and complimenting students; validating their responses

- Using "wait time" to gain student attention
- Listing the amount of time left for a specific activity (e.g., verbal and non-verbal countdowns)
- Using a firm, but respectful teaching voice that shows enthusiasm for the subject
- Establishing rationale for classroom procedures
- Modeling consistent behavior
- Delivering clear and specific directions
- Monitoring behavior in a quick, calm manner



Note
You may want to check with some of the students in the class for specific procedures and routines established by the regular classroom teacher. Before implementing your own procedures, it's always a good idea to use the procedures that the students understand and have practiced.

2.5 "Act As If"

THREE SIMPLE BUT EFFECTIVE WORDS FOR SUBSTITUTE TEACHERS

Substitute teachers face a very challenging position each day they enter a classroom. Regardless of the grade level, students are very observant and immediately react to changes in their normal school day. One method to effectively deal with their reaction to you as a substitute teacher is for you to "Act As If" you are the regular classroom teacher. Sometimes making believe or pretending can get you through a challenging day. As the regular classroom teacher, you would maintain and manage a controlled classroom environment while providing the necessary daily instruction outlined in the lesson plans. Teaching with confidence and enthusiasm demonstrates to the students that you are the professional in control of the classroom and you truly enjoy teaching. When substitute teachers display these qualities, students are more likely to follow directions, perform tasks, and enjoy learning.

"Act As If" also helps you to avoid bringing your own personal problems into the classroom. Pretending that it is going to be a terrific day helps to manage and motivate the students.



Note
In addition, no matter how good your previous lesson may have been, you should "ACT AS IF" it could always be better.



Reminder
Never tell students they have "free time".



Reminder
Teach with enthusiasm and students will enjoy learning.

2.6 Using Tentative Words & Phrases To Minimize and Defuse Teacher/Student Verbal Confrontations

There may be times when students become unruly, disruptive, and attempt to verbally confront the substitute teacher. A successful way to address these issues is to remain calm, speak in a firm but caring tone of voice, and always stay in control. The suggested phrases/words listed below are good ways to respond to these students:

- I understand...
- Perhaps...
- I think...
- Maybe it's a good idea...
- Could it be...
- I'm not sure...
- Is it possible...
- However...
- It may be possible...
- I suggest that we...
- Nevertheless...



Note
You can demonstrate that you are in control both verbally and through your non-verbal body language.

2.7 How to Get and Maintain Students' Attention

EXPLAIN

Give a simple example of your signal/procedure (e.g., "Eyes on me" means to stop what the students are doing and focus on the teacher).

MODEL

Demonstrate the signal/procedure to the student (e.g., "Hands on your lap" means to stop writing and focus on the teacher).

PRACTICE

Allow the students to have a brief discussion on a topic or begin writing something and then use the above signal/procedure to focus students.

REVIEW

Spend a few minutes each day practicing the signal/procedure until it becomes part of the classroom routine.

PRAISE

Remember to praise the students when they begin to master the procedure.

REPEAT

If the students didn't give you their immediate attention after the signal/procedure, have them repeat it until they have mastered it. One of the keys to great classroom management is to never continue instruction or activities until you get exactly what you want from your students.



Note
Use "wait time" to focus students.



Note

Keep in mind that many effective classroom teachers have already developed specific signals, procedures, and routines to focus students and gain their attention. Don't feel that you need to create new or more innovative signals for the students to master. Ask the students for the signals/procedures used by the regular classroom teacher for best results.

2.8 How to Communicate and Connect with Students

USE "I MESSAGES"

"I messages" help to get your point across without making students feel defensive and confrontational. Here's an example: "…I feel…when you…because…"

- I feel (X) – a feeling, not an opinion
- When you (Y) – observable behavior
- Because (Z) – an observable consequence

This structure describes, labels, and avoids teacher talk. The student knows the consequences of his/her behavior.

For example: "Robert, I feel angry when you pull your jacket over your head and sleep in my third period class. Because you are missing the lesson, you may not pass Thursday's test."

USE SMALL TALK

Small talk or casual conversation helps you connect with students in a positive way. It creates emotional involvement, shows students you care about them, and helps establish and maintain the teacher/student relationship.

INVITE STUDENTS TO TALK ABOUT FEELINGS

First respond to feelings, then to facts. When a student is angry, frightened, or frustrated, saying, "Calm down, calm down!" doesn't work.

Instead, you may want to say:

- "You seem quite upset."
- "Someone must have done something awful to get you this excited."
- "Do you want to talk about what's bothering you?"

TRY THE ONE MINUTE PRAISE AND ONE MINUTE REPRIMAND

When you need to criticize a student, give three positives before the negative. Express three sincere compliments before your first negative comment. The compliments get the student's attention and make him/her more willing to listen to what you have to say.

For example: "Mary, I really enjoy your high energy level, enthusiasm, and willingness to share. However, yesterday, your constant talking disrupted our lesson. Is there any way you might behave differently?"

ALWAYS PROVIDE FACE-SAVING COMMENTS

Adults as well as children need a way to save face. You may want to use phrases such as:

- "It's easy to get confused."
- "I understand why you're so upset."
- "The details make this difficult."

USE SILENCE

Pausing or using "wait time" before you respond to a student's behavior gives you time to reflect. Everyone dislikes a void so we rush to fill in the silent spaces. A quiet, calm silence can work to your advantage.

MATCH YOUR WORDS TO YOUR BODY LANGUAGE/NON-VERBAL SIGNALS

Smiling when discussing a difficult class assignment gives the wrong message. Match your facial expression and other body language/non-verbal signals to your words.

INVITE AN ANGRY STUDENT TO SIT

We have the most resistance while we are standing. Isolate the student by directing him/her to sit in a designated area.

HANDLE A STUDENT'S INSULT

Don't confront or make threats; use conversation. Discretion and diplomacy are powerful tools, while expressing anger may be the worst thing you can do. Resist impulsive behavior and remain calm at all times.

Tell the student that anger or insults won't have the desired effect. Say something like, "Jeff, yelling and exploding won't work with me." Use body language/non-verbal signals to end the insult.

2.9 Effective Responses on How to Handle an Angry, Verbally Aggressive Student

- Never become physically involved.
- Always remain calm and in control of your emotions and behaviors.
- Isolate the angry student from the other students in the classroom. Your first priority is to keep students safe, calm, and uninvolved.
- Stand firmly where you can observe the student's behavior while showing the class you are in control.
- Do or say nothing.
- Allow the student to calm down.
- Calm the student. Use phrases such as:
  - "Take it easy."
  - "Try to relax."
  - "I understand you're frustrated."
  - "We can talk later."



Note

Ask another nearby teacher for assistance or contact the main office to ask for an administrator to help you with a disruptive student.



Reminder

Never break up a fight and/or becoming physically involved.

- Demanding, lecturing, arguing, using sarcasm, and raising your voice can cause students to resent you and cause behavioral problems.
- Never use inappropriate language when dealing with students or in general while in the classroom or school building.
- Use effective listening skills, including positive non-verbal body language when responding to students.
- Paraphrasing questions and responses can further engage the student in listening to you. Eye contact and a nod of the head can influence a student in a positive direction.
- Personal and sincere acts of praise can have a profound impact on students.

2.10 Strategies to Avoid Sending Students to the Office

LEARN THE STUDENTS' FIRST NAMES

- Minimize using "pronouns" (referring to students as you, him, her, she, he, etc.) Learn and use the students' first names.
- Use the direct command approach with the student's name.
- Confront the student privately, not in front of the entire class.

TRY ISOLATION

Separate the student from the rest of the class. Put the student near the front of the classroom. Speak to him/her privately. Always keep students within your sights.

TRY TO GET THE STUDENTS INTERESTED IN CLASSWORK

Show your genuine concern for student learning. Respond to students individually and in small groups.

SENDING STUDENTS TO THE OFFICE SHOULD BE A LAST RESORT

Effective discipline should happen immediately, and it needs to be handled by you, the teacher.

2.11 Changing the Environment

MOVEMENT

The best way to handle discipline problems is to be proactive and stop them before they begin. Your mobility is vital. Walking throughout the classroom and responding to individual student's questions helps you to maintain control.

SEPARATION

If you have two students who insist on talking instead of working, try these solutions: Stand near the pair. Say in a firm but supportive way, "I need you to complete your work," or "There's no talking and you should focus on your assignments."

If these words fail, separate the students. Stand near them and say to one student, "Please take your books and move here." You'll probably get the response, "But I didn't do anything." Answer with, "Yes, I know. You're not in trouble. I need you to move here."

Then don't say another word. This is usually the most difficult part. After the move is made, say, "Thank you, Mary, for cooperating, I appreciate your assistance." This technique works effectively because it's a positive method to correct a minor behavioral issue. Ignoring it may cause it to escalate.

2.12 Classroom Management Techniques that May Backfire

- Raising your voice
- Yelling
- Saying: "I'm the boss here!"
- Insisting on having the last word
- Using tense body language, such as rigid posture or clenched hands
- Using degrading, insulting, humiliating, or embarrassing put-downs
- Using sarcasm
- Attacking the student's character or self-esteem
- Acting superior
- Using physical force – never touch a student
- Drawing unrelated persons into the conflict
- Having a double standard – making students: "Do what I say, not what I do"
- Preaching
- Making assumptions
- Backing the student into a corner
- Generalizing about students by making remarks such as: "All you kids are the same"
- Making an unsubstantiated accusation
- Acting like a student by throwing a temper tantrum
- Mimicking the student
- Making comparisons with siblings or other students
- Using appropriate humor



Reminder
Please refer to the ESS Policy on "Physical Contact" with Students by Employees.

2.13 Classroom Management Sample Situations

Let's set the scene. You have given the assignment. You walk around the room. This keeps the students on task. You're in control of the situation, answering questions, and making sure everyone is on task. You then notice talkative John. He's turned around at his desk and is trying to get a conversation started with Joe. You cannot ignore this minor problem.

Step 1:
As a first approach, stare at John. Your non-verbal body language may be enough incentive to get John back on task. If his challenge continues and he ignores you, then try…

Step 2:
Walk over to him and place your hands on his desk. The idea is to be physically close. You can't successfully discipline students unless you have their attention and you are physically close. This rule applies to the first grader as well as the high school student. Remember, never touch the student!

Step 3:
Use the student's name. Give this simple command in a soft tone of voice. Remember that John is the only person who needs to hear the request. Say, "John, do your vocabulary." Remember to use the student's name and to keep your commands as simple and direct as possible. This lets John know exactly what he needs to do. You haven't embarrassed him or insulted his integrity.

Step 4:

Say nothing. To ensure that you say nothing, start counting silently. How long? You should wait approximately one minute. You're waiting for John to respond to the command. You are not begging or pleading. You're in control of your behavior. Continue to stand near John. Your physical presence alone is a big factor in getting him back on task. At this point, John should now be working.

Step 5:

Say, "Thank you, John." Always say "thank you" and use the student's name. You haven't responded with anger. You have rewarded the good behavior by thanking him. This small discipline technique gets the student back on task. But more importantly, it also establishes a positive feeling between you and the student.

This technique can be very effective. It works with high school seniors as well as third graders. Why? Part of the answer is that the teacher has changed his/her behavior. The only behavior you can honestly control is your own. You can't possibly predict every reaction you may receive from a student, but you can control your own responses. That's the secret of good classroom management.

But what if you decide to ignore John? His behavior really isn't so bad, is it? If you ignore John, it won't take long for the entire class to be out of control. Young people are great observers. If you ignore one student who doesn't work, very soon you'll have a classroom that doesn't work. The students think, "If I can get away with misbehavior, then this teacher doesn't care about me."

If you show that you care, then you have the courage to guide young people into doing what you know is right. Basically, students want to please adults.



Reminders

1. Always treat students with respect
2. Supervise students at all times
3. Effectively communicate with students both speaking and listening
4. Adhere to classroom procedures and routines
5. Compliment students' appropriate behavior
6. GUAM – Get Up And Move!



Note

Never attempt to become physically involved or attempt to break up a fight. Get immediate assistance from the school administrator, security officer, and another nearby teacher.





Chapter 3
Lesson Planning and Teaching Strategies

3.1 Lesson Plans

A lesson plan is a document that specifically outlines what students are required to learn, how they will learn it, and how to determine if they have mastered the subject matter. Most lesson plans are developed from the approved school district's curriculum and/or state mandated core curriculum content standards.

Lesson plans have the following basic components:

1. Instructional goals/objectives/outcomes
   - What do you expect the students to accomplish?
2. Instructional strategies and necessary materials
   - What steps (including specific techniques) are to be followed and lead to accomplishing the goal?
3. Assessment/evaluation
   - How do you know the students have learned the information and mastered the instructional goals/objectives?

3.2 Lesson Plans and Delivery of Instruction

Substitute lesson plans are written with the expectation that you will follow them to the best of your ability. Do not stray from the plans unless there are extenuating circumstances.

Please remember: You play an important part in the delivery of instruction. You are the link between the mission to educate and the absent classroom teacher. You are expected to provide your best effort in carrying out the lesson plans and modeling the behaviors and attitudes you expect from your students.

Substitute teaching should be viewed as a profession. The following strategies may assist you in the classroom:

1. Make introductions.
   - Knowing everyone's first name makes management easier. As a good introductory activity, write your title and last name on the board and call the roll for attendance purposes. Make eye contact with each student as he/she responds. Take accurate attendance.
   - Provide a brief introduction about your professional background (e.g., college degrees, teaching, or other related work experience). This will help establish your credibility with the students.
2. Give directions concisely.
   - A substitute teacher who gives clear, specific, step-by-step directions remains in charge of the classroom.
3. Communicate the significance of learning.
   - Minimize time spent on procedural matters such as distributing handouts.
4. Require student attention and participation:
   - Do not allow students to shuffle papers, get out materials, or do other work when you are giving directions. To ensure that students understand directions, a skillful substitute teacher might ask students to repeat parts of the directions.
   - During group learning activities, give students as many opportunities as possible to be active learners.
   - During individual seat work periods, students should be held accountable for completing work within the time allotted. One way to assist students in completing their work is to remind them about expended time, helping them to use the clock to pace their work.
5. Provide learner feedback.
   - Another way to communicate the importance of learning is to provide feedback to students about their work. Because systematic feedback should be provided to students about how well they have done, a substitute teacher should schedule time to quickly review any independent work just completed. This time allows the substitute to:
     1. Determine if anyone is having difficulty and needs assistance.
     2. Let students know that the work they are doing is important.
6. Provide closure at the end of the day.
   - At the end of each day or class, leave time to bring closure to the learning activities. The teacher should remind students about homework and compliment them for academic accomplishments and appropriate behavior. To provide closure, you may consider the following:
     1. Ask the students to list the learning topics covered during the day. Ask for their opinions as to the most interesting topics. List the topics on the board.
     2. Always leave a brief note for the teacher describing the academic work that was accomplished during the day and the student productivity that was observed.

3.3 Suggestions for Substitute Teachers if There are No Lesson Plans

Although all schools require teacher lesson plans and emergency substitute packets, there may be times when lesson plans aren't available. Therefore, substitute teachers should be thoroughly prepared to continue instruction to the best of their ability. The following suggestions may be useful:

- Ask the students what lesson or chapter of the textbook they previously studied. Use this information to conduct a review of the material. You may want to review the questions at the end of the textbook to determine if the students mastered the material.
- Allow selected students to demonstrate their knowledge of the material in front of the class and/or on the board.
- If it appears that the students have mastered the material from the previous chapter, move on to the next chapter with an introduction and assignment for the class.

Take the opportunity to discuss appropriate current events from the local, state, and/or national media.

- Use the following instructional strategies:
  1. Brainstorming
  2. Pros and cons chart
  3. Pair and share
  4. K-W-L chart (know, want to know, learned)
  5. Select topics that are age appropriate and may interest the students
- Ask a nearby teacher in a similar grade level or subject area to borrow their lesson plans or activities from the emergency substitute packets.

3.4 Special Education Information for Substitute Teachers

Substitute teachers should look out for the following characteristics of a student with a learning disability:

- Looks typical, but does not learn typically
- Has a short attention span
- Has poor listening skills
- Is highly distractible and may have difficulty following directions
- Does not seem to be trying; acts lazy or defiant
- Exhibits immature behavior or acts out
- Displays general disorganization; poor organization of time and space
- Often has difficulty with written assignments
- Gives up easily and may appear totally unmotivated

To capture the attention of your class and especially students with disabilities during the first five minutes of class, you may have students work in journals while you take attendance. You may wish for students to complete a "Do Now" problem or have students complete a quick activity that captures their attention and gets them interested. During the last five minutes of class, you may want to assign homework assignments or discuss due dates of projects. Give students time to start homework or provide examples of how to do the homework assignments.

Examples of what not to do when teaching a class that contains students with disabilities/classifications:

- Do not ever embarrass a student in front of his/her peers
- Do not identify a student by his/her handicap in class
- Do not address a student in a punitive, derogatory manner
- Do not threaten a student with punishment for not completing work right away

Examples of what to do when teaching a class that contains students with disabilities/classifications:

- Establish clear class rules and consistently follow them
- Provide alternative assignments for students who are classified
- Modify the format of tests for students who are classified
- Shorten homework assignments for students who are classified
- Be patient; listen to the student about what the issues are
- Maintain a calm demeanor and provide clear, consistent feedback
- Don't be afraid to praise students for work well done or for at least trying



Note
Avoid "sensitive" topics during discussions with students



Reminder
You must always remain professional



Reminder
Always call ESS and the school if you are unable to show up for a scheduled assignment.



Chapter 4
Sample School District Policies and Procedures

4.1 Important School District Policies and Procedures

Each school has certain policies and procedures that you will be informed about when you report to your assignment in that school. The **general guidelines** below apply to all schools and must be followed consistently:

- Substitute teacher assignments, which are based upon the needs of the school, may change upon your arrival at the building as determined by the administrator.
- All cases of accidents or illness of students must be immediately reported to the school's main office and nurse.
- Substitute teachers must maintain control in the classroom in an appropriate manner. Persistent and extreme behavior problems must be referred to the principal's office. Discipline issues must be documented and provided for the regular classroom teacher when he/she returns.
- Cell phones and other remotely activated communication devices are prohibited during the instructional school day. Please refer to the school's handbook and board policy for specific regulations.
- Unacceptable student or teacher use of the internet is prohibited. Please refer to the school's handbook and board policy for specific regulations.
- Never leave the students unattended. Students must be supervised at all times.
- Pictures may not be taken of the students.
- Never communicate with students after school by using social media, emails, internet, etc.
- Never use inappropriate language.
- Solicitation by substitute teachers is prohibited.
- Never break up a fight.

Reminder
It's always a good idea to review policies & procedures on the school's website

- Students are never to be released from the building during school hours without permission from the school office.
- Do not violate the confidentiality of information concerning students or staff members.
- Any money collected must be given to the principal's secretary.
- Follow the lesson plans. Students should not be given "free time." This may increase classroom management issues.

4.2 Sample Policy: Harassment, Intimidation, and Bullying (HIB)

ESS recognizes the need for a procedure to be in place for persons to report and investigate allegations of hazing and/or harassment, intimidation, or bullying behavior. The following complaint procedures should be used for an allegation(s) of hazing and/or harassment, intimidation, or bullying behavior:

REPORTING HAZING AND/OR HARASSMENT, INTIMIDATION, OR BULLYING BEHAVIOR

Any person with any information regarding actual and/or planned hazing and/or information regarding acts of harassment, intimidation, or bullying of a student by any school employee or other students must immediately report the information to the school principal.

- If the school principal deems it appropriate, he/she may immediately notify the parents/legal guardians of the alleged student who may be, or was, the victim of this behavior, and the accused student(s) who performed this behavior.
- The school principal will not disclose the name(s) of the person(s) accused or alleged victim(s) to the other party prior to completing a preliminary investigation.



Note

You must review and adhere to the specific HIB policy of the school district in accordance with policy and state law.



Reminder

It is your responsibility to "observe and report" not "ignore or investigate" issues related to harassment, intimidation, and bullying.

4.3 Anti-Harassment, Sexual Harassment Policy, and Complaint Procedure

The Company is committed to maintaining a safe educational environment and workplace that is free from harassment. Sexual harassment of any employee of the Company is strictly forbidden. In accordance with this policy, all Company employees are expected to conduct themselves in a professional manner at all times. They are expected to promote a positive work environment which is free from any form of harassment including sexual harassment and intimidation. Harassment or sexual harassment in the workplace, whether committed by employees, supervisors, customers, or any third party is not sanctioned nor tolerated.

Consistent with the Company's belief that each employee should be treated with respect and dignity, the Company is committed to providing a work environment free from discrimination and unlawful harassment. In keeping with this commitment, we maintain a policy prohibiting sexual harassment and harassment regarding any characteristic protected by the anti-discrimination laws including, but not limited to: age, race, religion, color, gender, national origin or ancestry, disability, sexual orientation, veteran status, or any other legally protected group status.

The Company's Anti-Harassment Policy applies to all persons involved in the operation of the Company and prohibits unlawful harassment by any employee of the company, including supervisors and co-workers. Furthermore, it prohibits harassment or sexual harassment in any form, including verbal, visual, physical, and the unacceptable use of cell phones, computers, social media, and the internet.

A non-exhaustive list of what may, in some circumstances, be harassment or sexual harassment include:

- Unwelcome, sexual physical contact
- Unwelcome ongoing or repeated sexual flirtation, propositions, or remarks
- Sexual slurs, leering, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic comments about an individual's body or physical appearance
- Sexual jokes, notes, stories, drawings, gestures or pictures
- Spreading sexual rumors
- Touching an individual's body or clothes in a sexual way
- Displaying sexual objects, pictures, cartoons or posters
- Impeding or blocking movement in a sexually intimidating manner
- Sexual violence
- Displaying written materials, pictures or electronic images
- Unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based upon sex or sex stereotyping

Harassment based upon a protected group status consists of physical or verbal conduct relating to an individual's protected group status when the conduct;

- Creates an intimidating, hostile or offensive working or educational environment; or
- Substantially or unreasonably interferes with an individual's work or education; or
- Otherwise is sufficiently serious to limit an individual's employment opportunities

Examples of conduct which may constitute harassment based upon a protected group status if it meets the preceding definition include, but are not limited to:

- Creating or displaying graffiti containing racially offensive language
- Name calling, telling offensive jokes or spreading rumors
- Committing acts of physical aggression against a person or his property because of that person's protected group status
- Committing hostile acts which are based upon another's protected group status
- Creating, distributing or displaying written or graphic material which intimidates or threatens individuals based upon their protected group status

It is our intention to create a workplace environment in which our employees, as an initial step, are able to confront other employees and inform them that their conduct is unwelcomed and must stop immediately.



Reminder

Always conduct yourself in a professional and appropriate manner.

COMPLAINT PROCESS

If you have a complaint of unlawful harassment that cannot be immediately resolved by confronting the harasser, you must immediately contact the Human Resources Department. All incidents will be investigated promptly and corrective action recommended based on the outcome of the investigation. The results of the investigation may include disciplinary action up to and including permanent termination of employment with the Company. To the extent possible, reasonable efforts will be made to maintain confidentiality and the investigation will be limited to those that need to know.

No adverse employment actions are taken against employees and applicants due to a complaint being filed or opposing discriminatory actions or for participating in the investigation of any complaint.

Employees are also protected against retaliation for communicating about reported incidents of harassment when responding to questions during internal investigations. Retaliatory action against anyone for opposing sexual harassment, complaining of sexual harassment, and/or providing witness testimony is prohibited by state and federal law, and shall be grounds for disciplinary action. Victims of such actions must report this behavior in order for appropriate action to be taken.

Employees and applicants should immediately contact the Company's Human Resources Department about any violations of the Company's policies or any applicable law. All complaints are promptly investigated. Cooperation is expected during the investigations. Information obtained during the investigations is confidential and only disclosed to the appropriate individuals who have a need to know the information.

Any Company employee, including supervisors and managers, who engages in discriminatory conduct or harassment is subject to immediate disciplinary action, up to and including termination of employment with the Company.

Retaliation against any individual for reporting harassment or discrimination, or for participating in an investigation of a claim of harassment or discrimination, is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed. Misconduct constituting harassment, sexual harassment, discrimination or retaliation will be handled appropriately.

False and malicious complaints of harassment, sexual harassment, discrimination or retaliation may result in appropriate disciplinary action.

4.4 Child Abuse/Neglect Reporting Requirements

All people who work in schools are required to report suspected abuse/neglect, whether or not substantial corroborative evidence is available. It is the responsibility of the district's staff to report all cases of suspected abuse, abandonment, cruelty, or neglect, resulting in physical or mental injury by other than accidental means, to the appropriate school administrator and appropriate local agency.

Child abuse and neglect can take many forms. In general, abuse refers to situations such as beating, excessive corporal punishment, or inappropriate sexual activity. Neglect refers to acts of omission such as failure to provide adequate physical or emotional care. Recognizing a child's need for protection is of primary importance regardless of the form of maltreatment.

The suspicion of abuse/neglect should be based on the child's complaints or observation of the child's physical condition, behavior, and/or changes in either over a period of time. It is not necessary that the reporting employee observe any external physical signs of injury of the child. It is sufficient to suspect that abuse has occurred when a child complains of having been sexually molested or of pain which he or she says has resulted from an inflicted injury. In such cases, the report should be made.

Employees should be aware that abused children typically explain injuries by attributing them to accidents in play or to sibling conflict. Any doubt about reporting suspected situations is to be resolved in favor of the child and the report should be made immediately. In any case, no employee should attempt to press a child on the subject of parental or guardian abuse to validate the suspicion of child abuse. Inform school administration immediately of suspected child abuse/neglect because all reports of incidents of alleged missing, abused, or neglected children must be reported to the state agency.

CHILD ABUSE DETECTION

Educators should take note of a child who:

- Is habitually away from school and constantly late
- Arrives at school very early and leaves very late because he/she does not want to go home
- Is compliant, shy, withdrawn, passive, and uncommunicative (perhaps having internalized his/her problem of dealing with adults)
- Is nervous, hyperactive, aggressive, disruptive, or destructive (perhaps acting out his/her hurt to secure attention)
- Has an unexplained injury such as a patch of missing hair, a burn, a limp, or bruises
- Has an inordinate number of "explained" injuries such as bruises on arms and legs over a period of time
- Exhibits an injury that is not adequately explained
- Complains about numerous beatings
- Complains about the mother's boyfriend "doing things" when the mother is not at home
- Goes to the bathroom with difficulty
- Is inadequately dressed for inclement weather (e.g., only wearing a sweater for outerwear in winter)
- Wears a long-sleeved blouse or shirt during the summer months to cover bruises on the arms
- Has clothing that is soiled, tattered, or too small
- Is dirty, smells, has bad teeth, hair is falling out, or has lice
- Is thin, emaciated, and constantly tired, showing evidence of malnutrition and dehydration
- Is unusually fearful of other children and/or adults
- Has been given inappropriate food, drink, or drugs



Reminder
Always adhere to the specific reporting procedures for your assigned school.

4.5 Bloodborne Pathogens

This information is designed to provide our employees with a basic understanding of bloodborne pathogens, common modes of transmission, and methods of preventing exposure.

To help protect workers from this serious workplace hazard, the Occupational Safety and Health Administration (OSHA) published the "Occupational Exposure to Bloodborne Pathogens Standard" on December 6, 1991. The purpose of this standard is to protect workers by limiting occupational exposure to blood and other potentially infectious materials. Employees who can "reasonably anticipate" to face contact with blood and other potentially infectious materials while performing their job duties are covered by the standard.

It is important that you know which ways are viable means of transmission for the bloodborne pathogens in your workplace, and which are not. Bloodborne pathogens are transmitted when contaminated blood or body fluids enter the body of another person. In the workplace setting, transmission is most likely to occur through:

- An accidental puncture by a sharp object such as a needle, broken glass, or other "sharps" contaminated with the pathogen
- Contact between broken or damaged skin and infected body fluids
- Contact between mucous membranes and infected body fluids



Unbroken skin forms an impervious barrier against bloodborne pathogens. However, infected blood or body fluids can enter your system through:

- **Open sores, cuts, or abrasions**
- **Acne**
- **Any sort of damaged or broken skin such as sunburn or blisters**
- **Mucous membranes of the eyes, nose, or mouth**

There are also many ways that bloodborne pathogens are not transmitted:

- **Touching an infected person**
- **Coughing or sneezing**
- **Using the same equipment, materials, toilets, water fountains, or showers as an infected person**

4.6 Diversity Awareness

All employees are responsible for demonstrating professional behavior and modeling values which respect diversity. These values include universal concepts such as appreciating, accepting, acknowledging, understanding, valuing, and celebrating differences among people with respect to age, class, ethnicity, race, gender, religion, socio-economic status, physical and mental ability, special needs, and sexual orientation.

All employees are expected to provide a safe, supportive, positive, and nurturing classroom environment for students as they explore these differences.

RECOMMENDED PRACTICES REGARDING DIVERSITY AWARENESS

- Always listen and respond to students' questions in a professional manner.
- Think before you speak.
- Be sensitive – what you think is harmless may be offensive to another person.
- Compliment students when they appropriately respond to questions.
- Always maintain classroom management.
- Adhere to the regular classroom teacher's lesson plans.
- Observe and monitor students' behaviors that may appear to be inappropriate.
- Channel students' comments in a positive direction.
- Complete a school incident report for serious inappropriate behavior demonstrated by students regarding insensitivity to cultural diversity.

- Contact the school's principal/administrator for assistance when necessary.
- Never make inappropriate comments related to a student's or staff member's diversity.
- Avoid inappropriate topics and subject matter that have no relationship to the lesson plan (e.g. race, ethnicity, religion, sexual orientation, etc.).
- Intervene when students use offensive words and actions related to another person's diversity.
- Avoid comments related to your own personal feelings and opinions.
- Avoid students' questions directed to you – "What do you believe?"
- Never use sarcastic remarks or inappropriate humor that may offend a student or staff member.
- Never use negative comments related to a student's special needs, classifications, mental, physical, or academic abilities.
- Never use social networking (e.g. texting, Facebook, phone calls, emails) or private meetings to contact students outside of school.

We expect all employees to recognize, understand, and respect differences among students and staff members, and always adhere to the school district's policies and procedures. Employees may face negative reactions and circumstances which may include disciplinary action if they demonstrate insensitive behaviors which are offensive to students or staff members.

4.7 Accident and Injury Prevention

SAFETY PRINCIPLES

- All occupational injuries and illnesses can be prevented.
- Each employee has the responsibility to work safely.
- Taking preventative measures to avoid on-the-job injuries is our priority.
- If an accident does occur, we want to learn from it and prevent future reoccurrences.
- ESS is committed to your safety as our employee!

PREVENTION

- Always wear the appropriate footwear for your job. Please be sure to consider weather conditions and classroom environment.
- Never stand on chairs.
- Use handrails.
- Provide sufficient lighting for your tasks.
- Don't risk serious injury by taking shortcuts.

BEHAVIOR CONCERNS

- Talk to the students; unpredictable behavior is more likely when students do not understand what is happening to them.
- Plan moves in advance. Refer to students' Individualized Education Programs and make sure all equipment is available and ready to use.
- Positive, rather than negative interventions should be emphasized whenever possible to manage student behavior.
- Positive techniques range from positive verbal statements to specific, tangible rewards.

ACCIDENT INVESTIGATION AND REPORTING PROCEDURE

1. Immediately report accidents to the school's main office and nurse.
2. The nurse and injured employee will partner to complete an injury report.
3. Contact your W.C. Claim Administrator for appropriate medical attention. ESS will assign a medical facility to assess your injury.
4. ESS will complete a full accident investigation report.

WORKERS' COMPENSATION FRAUD

- Unfortunately, workers' compensation fraud and workers' compensation claim abuses are on the rise.
- ESS will aggressively pursue fraudulent claims.
- If anyone has a reason to suspect that a workers' compensation claim is fraudulent or that an employee is abusing his/her workers' compensation benefits, please contact your W.C. Claim Administrator.

4.8 Workers' Compensation Procedures and Reporting Contacts

In the event of an injured ESS substitute:

- All injuries must be reported immediately by phone to your W.C. Claim Administrator
- Complete an ESS First Report of Injury form, available from the district office or via email from your W.C. Claim Administrator
- For severe injuries (e.g., head laceration, loss of consciousness), notify district office staff immediately and proceed to the nearest ER. Inform your W.C. Claim Administrator of the treatment location for authorization and insurance details to avoid personal billing



Chapter 5
Additional Resources

5.1 ESS Physical Contact with Students by Substitute Employees

The purpose of this document is to reinforce the ESS Policy on "Physical Contact" with students by employees (e.g., substitute teachers, paraprofessionals, secretaries, food service employees, etc.).

Over the past several years, local, state, and national media have reported numerous incidents of inappropriate physical contact between adults and children. As educators, we are all concerned about these serious events, as well as the long-lasting impact they have on everyone involved.

We all know that the school environment and the role of educators have changed over the years. The safety of students and staff must be the primary focus of all school employees, including substitute personnel.

As a result, ESS believes it is imperative to reinforce the long-standing policy on "Physical Contact" with students by substitute employees. This policy was developed not only to ensure a safe classroom and school environment for students but also to protect ESS substitute employees.

Specifically, the ESS Policy, "Physical Contact" with students, reminds substitutes that their role is different than the regular classroom teacher and support staff. The student's perception of what may be considered "innocent physical contact" (e.g., pat on the shoulder, arm, head, handshake, etc.) may make the student feel uncomfortable or offended. ESS substitutes must always be aware and respect the student's physical space and perception – and for the most part, they must refrain from physical contact.

A major component of the ESS Training Program for substitute teachers and paraprofessionals emphasizes the importance of addressing "Limited Physical Assistance" contact with students. Below are some specific guidelines to assist ESS substitutes and paraprofessionals with this critical and sensitive topic:

- Physical contact is a common concern when working with younger children (e.g., Pre-K – 3), who may attempt to demonstrate some form of physical connection (e.g., hugging) with substitute teachers and paraprofessionals. This may be considered an acceptable pattern of behavior with the regular classroom teacher and paraprofessional. However, substitutes must avoid this type of action, which may be perceived as inappropriate and make the student feel uncomfortable.
- No ESS substitute employee shall physically touch a student in any manner (e.g., slap, punch, pinch, stroke, push, grab, hug, kiss, fondle, etc.) or touch any student in a private area of his/her body.
- ESS employees should use strong verbal directives to manage inappropriate student behaviors and refrain from physical contact with students; especially during a fight between students
- ESS employees must immediately request assistance from regular classroom teachers, school administrators, or other school support staff for physically disruptive students.
- ESS employees who have observed or suspect that improper student physical contact has occurred must immediately report these incidents to the Company and the school's administration.

ESS realizes there may be unique situations that require "Limited Physical Assistance" for younger students and students with special needs. In these situations, the following guidelines will assist you in performing your responsibilities as a substitute teacher or paraprofessional:

- If you are assigned to a preschool program with two and three-year-old students, you may be required to change diapers, assist with toileting, and perform other bathroom-related responsibilities. You should always request assistance from another staff member and be aware of any perception of inappropriate behavior while performing these duties.
- You may want to leave bathroom responsibilities to the assigned regular classroom aides and provide any necessary support.
- If a student attempts to hug you, avoid hugging them back.
- Younger students may need assistance with dressing appropriately to leave school at the end of the day. Specifically, they may need help with tying shoes, zipping coats, putting on hats and gloves, etc. You may provide limited physical assistance to ensure students are appropriately dressed before leaving school.
- Paraprofessionals may be required to provide limited physical assistance for students with special needs, as defined in their IEP/504 Plan. Always be mindful of the student's personal space to avoid physical contact issues.
- Never touch any student in an inappropriate manner.
- Limited physical contact may be necessary, only under clearly and formally identified circumstances for special support or safety of designated students. Physical interaction techniques may be appropriate for crisis, redirection, and toileting purposes when directed by the school administration or other school personnel.



Reminder

- **Never attempt to break up a fight between students**
- **Always call or get immediate assistance from a nearby teacher, security officer, or school administrator**
- **Your safety and the safety of students are the top priority**



5.2 Tips and Reminders for Substitute Teachers

The following tips and reminders will help you have an enjoyable and successful experience as a substitute teacher.

BEFORE ASSIGNMENT

BEFORE YOU ARRIVE

- In the event you are unable to report to your scheduled assignment, you must call ESS and the school.
- Always dress professionally, wearing clean and neat attire.
- Review the school's emergency evacuation and classroom lockdown procedures.
- Arrive at your assigned school early enough to report to the main office in order to receive the information necessary for the day and to prepare for your assignment.

WHEN YOU ARRIVE

- Upon arrival, all substitutes must wear identification badges and bring copies of their credentials.
- Introduce yourself to the school's secretary, principal (if available), and teachers in nearby classrooms to your assignment.
- Review and adhere to the regular teacher's lesson plan and activities prepared for you. Check with the main office or ask another grade-level teacher or supervisor for assistance if there are no lesson plans or activities prepared.

DURING ASSIGNMENT

DIRECTION

- Welcome students as they enter the classroom in a professional, caring manner. Treat them with respect.
- Immediately print your last name and title (Mr., Mrs., Ms.) on the board.
- Speak clearly and project your voice so all students can hear and understand you.
- Be confident when giving directions to students and during instruction.

ACTIONS

- Take attendance in every class.
- Clearly set expectations and procedures at the beginning of each class.
- Circulate through the classroom to maintain control and assist students. Practice "GUAM" – Get Up And Move
- Supervise students at all times.
- In the event of an emergency that requires you to leave the classroom, notify the main office and wait for another teacher to supervise your class.
- Students should never be left unattended.

BEHAVIOR

- Maintain classroom control at all times. Remain professional and keep emotional control. Never use inappropriate language, even during frustrating and stressful situations.
- Never confront or threaten a student in front of other students. Isolate the student and address the issue individually.
- Never call students an inappropriate name or tell them to "shut up." Remain professional at all times.
- Telling inappropriate stories, gossip, or jokes; socializing with students during and/or after school hours; sharing personal information; or using inappropriate language in the school and classroom is strictly prohibited.
- Follow the district's and school's policies on the acceptable use of cell phones, school computers, and Internet/Intranet. Do not use your cell phone in the classroom or use the school computers for personal business.
- There should be no touching of students by substitute teachers, however, there may be unique situations when dealing with younger students i.e., grades Pre-K to 2nd, when substitute teachers may provide "limited physical assistance."

AFTER ASSIGNMENT

- Leave a brief note for the regular teacher or complete the school's substitute checklist if available.
- Leave the classroom in the same or better condition than you found it.
- Return all teaching materials that were provided to you. Return the classroom keys to the main office.
- Sign out at the main office or designated location and adhere to the established sign-out procedures.
- Never leave an assignment early without the permission of the school's principal.



5.3 Tips and Reminders for Employees Returning to School During COVID-19

PREVENTATIVE

Please utilize the safeguards below to ensure the health and safety of you and your students.

- Wear a face covering whenever possible, especially when social distancing is difficult. Your face covering should cover your mouth and nose. It should not be inappropriate or distracting in any way.
- Practice physical distancing. Always strive to be at least six feet apart from others.
- Wash your hands frequently with soap and water for at least 20 seconds. When soap and water are unavailable, use hand sanitizer that contains at least 60% alcohol.
- Clean and disinfect all frequently touched surfaces (e.g., phones, computers, keyboards, doorknobs, light switches, desks, etc.)
- Self-monitor for symptoms and stay at home when you're ill. Contact your ESS manager or regional support center if you need to cancel an assignment due to personal illness.

PROCEDURAL

During assignments, always adhere to proper protocols that comply with district, local, and state regulations.

- Prior to accepting assignments, please review the specific COVID-19 guidelines implemented by the school districts you serve.
- Check in daily with the school's main office staff to educate yourself on the building protocols developed for all employees.
- Be aware of guidelines posted in the classrooms and throughout the building that provide information about important safety and health measures.
- Adhere to all school district protocols, as well as local and state regulations.
- Immediately contact the school nurse or administrator if you observe a student who shows symptoms of illness.
- If you need cleaning supplies for your classroom, ask the main office staff or custodian upon arrival at the school.
- Consider bringing your own "safety kit" that contains a face covering, disinfectant wipes, hand sanitizer, etc. for your personal use.
- Discourage students from sharing objects, materials, and food.
- Maintain an organized, safe, and clean classroom environment.

PERSONAL

Focus on the importance of your self-care, wellness, and managing stress.

- Take care of your mind and body. Try to eat healthy and well-balanced meals, exercise regularly, and get plenty of sleep.
- Communicate with family members, friends, and colleagues. Maintain healthy relationships and build a strong support system.
- Make time to unwind. Partake in hobbies and activities you enjoy.
- Demonstrate a positive attitude and enthusiasm in the classroom to help you and your students enjoy the learning process.
- Consistently compliment students when they comply with directives to ensure a healthy school environment for everyone.
- Monitor your own health.

RESOURCES

Visit the links below for additional information regarding safety and health as you return to school.

- School FAQs for Administrators, Teachers, and Parents from the CDC
  https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html
- Return to School Amid COVID-19, a Cleveland Clinic Guide for Educators
  https://my.clevelandclinic.org/-/scassets/files/org/employer-solutions/covid-19-education-guide.ashx
- Smart Classroom Management: How to Thrive During the Upcoming COVID-19 School Year
  https://www.smartclassroommanagement.com/2020/07/11/covid-19-school-year/

5.4 What Do I Do When



FLEXIBILITY

I get to the school for one position and the office tells me I need to move to another?	Ask questions about the new position and how your schedule has changed, communicate any needs, and remember that you are there to help however needed - the school and the students are counting on you!
I'm asked to do additional tasks like covering other teachers, lunch duty, or bus duty?	Keep in mind that most absences aren't planned and many employees have responsibilities not listed explicitly on the lesson plans; showcase your ability to be flexible and your willingness to help
There are no lesson plans?	Talk to the office staff, other teachers, and any instructional assistants on what the students can do or should do. Add an extra step of preparedness by bringing a book or activity just in case. Check the assignment in the system as well - lesson plans are often included and there is a contact email for the employee if you need help.
I'm asked to move to a position outside my comfort zone or experience?	Use it as a learning opportunity, and ask questions. The staff will help you with any concerns. If you feel you aren't capable of fulfilling what's asked, let them know, but be willing to try and ask for help.

PROFESSIONAL INTERACTIONS & CONFLICTS

There is a conflict with a staff member in the classroom?	Stay professional and courteous when voicing disagreement; remember that they are a resident employee and likely have a better understanding of the school's day-to-day operations
I'm feeling stressed or overwhelmed?	Stay calm and communicate any issues in a non-confrontational way. Often, school staff are unaware of a problem or its significance and will respond better if you ask for help, rather than demand it or complain.

PROFESSIONAL INTERACTIONS & CONFLICTS

I have an unfriendly relationship with someone who works in the school?	If you are still comfortable working in the building, try to leave any conflict out the door and remember that you are there to help the school and the students and so are the other staff. Remember also that you can decide which schools you don't work in if the problem is significantly impacting your comfort level.
A staff member is rude to me or treats me poorly?	There is probably something going on that you are not aware of; they could be stressed or agitated - put it out of your mind and respond calmly and professionally. Remember that you are there to help and are a guest in the building; while substitute work is not exactly customer service, it's still service, so put your best foot forward and rise above any negativity.

PROFESSIONALISM

I am expecting an important phone call during work hours?	In a situation where you will need to have your phone on in class, please notify the administrator as well as the teacher (if applicable) so you can make arrangements if you need to step out to take a call.
I know a family member of one of the students in my room. This student, while in my classroom, is...misbehaving, being bullied, or did poorly on an assignment and I feel the family should be made aware?	Your responsibility is to ensure that confidentiality is used at all times. Student behavior, performance, and personal information should never be discussed outside of the school setting.
I want to take pictures of the students doing a really cool activity?	Taking photographs, videos, or engaging in social media of any kind is strictly prohibited and a violation of ESS' confidentiality policy.
A student or group of students asks my opinion about a political, cultural, or religious issue?	Remind the students that you are there for academic purposes and that you are only going to discuss the contents of the lesson. Remember that you must maintain a posture of "neutrality" as a guest educator.
I am unable to attend an assignment. (It is important to attend all accepted assignments; however, we understand there are rare unforeseen circumstances that may arise.)	Call Employee Engagement to cancel your assignment and call the school immediately to let them know you cannot make it in.

SAFETY

I need to leave the classroom (bathroom break, emergency call, etc.)?	ESS employees have an obligation to keep students safe in school while they are working an assignment, which means never leaving a class without adult supervision. In this circumstance, you should contact an administrator for coverage.
There is an unexpected emergency drill?	It is important to review any emergency plans available to you prior to the start of your assignment. This will ensure you are prepared in the event there is an unexpected drill. Remember: your highest priority is keeping students under your supervision.
A physical altercation breaks out during class?	If students are engaged in a physical altercation and fail to observe verbal direction to cease this behavior, immediately contact an administrator/district employee to intervene. Under NO circumstance should you attempt to physically break it up. This would put you in a position of liability and leave you open to suspension of employment while the incident is investigated.

ADDITIONAL INFORMATION & RESOURCES

Don't forget – the Resources Portal on our website has a wealth of information, materials, and links.

Log in to the portal to access:

- Pay Schedule
- Pay Rate Chart
- Paychex Payroll Information
- Benefits Information
- Injury/Accident Reporting
- Employee Manual
- Training Materials
- And so much more!

Thank you again for the amazing work you do. We wish you a successful and fulfilling school year!

Sincerely,

Your ESS Team



ESS
Every day counts.

Thank you for reviewing this guide. We hope the information is useful to you during your substitute teaching experiences.