

HANDBOOK FOR SUBSTITUTE **TEACHERS**



Plattsmouth City School District

An Equal Opportunity Employer

Overview

Our Mission

Our mission is to educate each student of the Plattsburgh City School District by creating challenging, supportive, and interactive learning that advances intellectual, physical, social, and cultural development.

Our Culture

Our culture is built by hard working people.
Compassion, collaboration, empathy, and supportive feedback lead our way.

Our Commitment

We are committed to modeling and maintaining safe, respectful, and responsible learning environments.

We are committed to preserving and promoting a school culture that champions positivity, diversity, teamwork, and an inclusive school climate.

We are committed to increasing family and community involvement in order to accelerate student success and reach our student-centered mission.

We are committed to utilizing research based instructional practices and innovative tools to support each student's progress, development, and achievement.

We are committed to providing continuous professional learning and growth opportunities across our district to build well-rounded leaders, effective teachers, and exemplary employees.

Our Core Beliefs

We believe that learning is a lifelong process.

We believe in building to building collaboration.

We believe in the power of resilience and perseverance.

We believe in pursuing excellence by making our best better.

We believe in the ongoing process of preparing each student for life.

We believe each person deserves a network of trust, kindness, acceptance, and support within our schools and our community.

We believe self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are essential to building productive citizens.

Introduction

Welcome to the Plattsburgh City School District! As a substitute teacher, the service you provide to the district is invaluable. The opportunities for students to learn must continue, regardless of the reason(s) a teacher is absent. The services of dependable, well-prepared substitute teachers are essential to Plattsburgh City School District as we strive to meet the educational needs of our students. The information contained in this handbook is provided to assist you in this vital role.

The school district depends on you to be available to substitute during the time and in the grade levels/content areas that you have indicated to us upon interviewing with the district. Therefore, if you become unavailable for a period of time or change your preference of grade levels/content areas, please contact the district office at 957-6000. If you refuse work for ten consecutive calls, your name will be removed from our substitution list.

In order for the Frontline AESOP system to be most effective at filling vacancies, please adhere to the following:

- If you become ill and cannot report to the job, please notify the Frontline AESOP system immediately.
- Do not sign up to be a substitute unless you are available to work. A substitute is required to be available to accept jobs at the time of employment.

- Please accept the jobs that are offered to you as often as possible. We will give you several options from which to choose, however sometimes no choices are available, and children need a teacher in the classroom.
- Do not accept the job unless you can work the entire job. For example, do not accept a full day job if you can only work a half day.

Please use this link to access Frontline AESOP training - <https://absence-help.frontlineeducation.com/hc/en-us/articles/115003385048-Substitute-Basic-Training-Video>

Frontline AESOP can also be added to a Smartphone.

Getting Started Access the app store on your mobile device and enter "Frontline Education" in the search bar. Press the Get or Install button and install the app.



Once the download is complete, a welcome page will display. Press Get Started to proceed. The Sign In page then appears. Enter your Frontline ID account or use SSO and sign in.

Thank you for your willingness to serve the students of the Plattsburgh City School District. We look forward to having you join our team!

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Substitute Teacher Qualifications

Application Process

Applications can be found online at www.plattscsd.org. If you have questions regarding substitution, call 518-957-6000.

Applicants must complete the following documents before becoming eligible to serve:

1. Substitute Teaching Application
2. Copies of certifications received if applicable.
3. College transcripts if applicable
4. Fingerprint clearance.

Once the application process has been completed, eligible applicants will be scheduled for an interview with the Assistant Superintendent for Curriculum and Instruction. The interview consists of the following:

1. Review of application
2. Discussion of experience
3. Review of district organization and demographics
4. Creation of a profile for Frontline AESOP (electronic substitute clearinghouse)
5. Completion of financial paperwork in the Business Office
6. Tutorial on Frontline AESOP

Each summer Plattsburgh City School District provides a substitute orientation. All substitutes are mandated to attend this orientation. If a substitute applies during the year, many of the items in the orientation are reviewed individually at the time of interview.

Hours of Instruction

Under ordinary circumstances, the substitute teacher should work the following hours:

Elementary School - 8:15 AM to 3:00 PM

Middle School - 8:00 AM to 3:30 PM

High School - 7:50 AM to 3:20 PM

Hours for Half Days

(AM Substitute)

Elementary Schools - 8:00 AM to 11:30 AM

Middle School - 8:00 AM to 11:30 AM

High School - 7:50 AM to 11:43 AM

(PM Substitute)

Elementary - 11:30 AM to 3:00 PM

Middle School - 11:30 AM to 3:30 PM

High School - 11:44 AM to 3:20 PM

Procedure for Payment of Substitutes/Long Term Substitutes

A regular substitute teacher is defined as one who works daily for various teachers or one who works for the same teacher fewer than 36 consecutive days. A regular substitute teacher will be paid per Board of Education approved rate for a full day or service of half day of service.³

Both regular substitute and Long-Term substitute teachers are paid only for actual days worked in the classroom. They receive no compensation for days not worked including sick days, holidays, and inclement weather days.

Successful Substitute Teachers Always

- √ Dress professionally
- √ Wear school ID badge
- √ Are courteous when speaking to students and staff
- √ Allow ample time to commute to the school in which they will be substituting
- √ Execute all lesson plans as they are written
- √ Leave notes for the teacher upon his/her return

There will be times when the permanent teacher cannot provide lesson plans, substitute cannot access technology needed to carry out lesson plans or substitute does not understand the plan that is left. In these instances, please contact the main office, inform the administrator and ask for guidance.

General Duties

Punctuality

- You must report to duty before the official start of the school day.
- Many experienced substitutes recommend arriving at school at least one hour before the start of school to prepare their plan for the day.
- Schools have different starting times, so be sure to listen to the time given in your assignment information to know when to report.

Reporting to the School Site

- Arrive at the school site at the regularly scheduled time or, if you have received a late call, as soon as possible.
- Report to the building's main office and record your name on the appropriate sign-in sheet.
- Obtain any keys that might be necessary.
- Request a copy of the teacher's schedule and ask if there are any extra duties for the day. Clarify the lunch schedule; secondary schools have bell schedules for lunch.
- Obtain the teacher's lesson plans, class rosters, materials, attendance forms, etc., if they have been left in the office.
- Inquire about end of the day responsibilities and procedures.

Before Class Begins

- Introduce yourself to teachers in adjacent rooms so that you will have someone to call on if you have a question or problem.
- Organize materials to be used during the day and check any equipment that will be used to ensure that it is working properly.
- Locate the class seating chart if applicable.
- Familiarize yourself with the fire drill and other emergency procedures.
- Check the school's procedures for reporting attendance and absences.

End of the Day

- Leave a note for the teacher informing him/her of what was accomplished. Be honest and note specific problems or commendations about the class or particular students.

- Leave the teacher's materials and student work in the classroom or in the office as instructed.

Teaching Duties

Before Class Begins

- Write your name on the whiteboard/Smartboard for students to reference.
- Familiarize yourself with the teacher's lesson plans and any accompanying materials.
- As time permits, make notes on the lesson in your own words so that you will be more comfortable with the materials and better organized in your instructional presentation.
- Write down key concepts, definitions, examples, etc.
- Write down questions that you will ask students.
Anticipate students' questions about the material and be prepared to answer them.
- In elementary schools, where there are no breaks between classes, quickly review plans and organize materials for the next lesson while the children are completing a current activity.
- In secondary schools, once you are familiar with the school routine, remain close to the classroom door in the hallways during class changes.

During Each Class

- Begin class as soon as the bell rings. A prompt organizational beginning will project an "in charge" image.
- Greet the class and introduce yourself.
- Follow the lesson plan furnished by the teacher or note any changes you implemented.
- Present an overview of the day's lesson.
- Introduce the activity by including the following information:
 - Topic
 - Instructional objectives
 - Student roles
 - Amount of time devoted to lesson.
 - Related activities being done in class.
 - Evaluation/homework
- Throughout the class ensure that students understand the lesson.
 - Give clear directions and explanations.
 - Use visual and verbal cues.
 - Watch for signs of confusion from students and clarify.

- If students are doing seatwork or group work, circulate to assist them as needed. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
- Be careful of the pacing of your lesson. Make transitions quick and be prepared for the next activity.

At the End of Class

- Collect the students' work. When collecting student work secure all papers and label the papers with the activity – verify all papers have been turned in (note any that have not).
- Summarize what was learned in the lesson.
- Go over the homework assignment with the class.
 - Explain the assignment.
 - Take student questions.
 - Include an example if necessary.
- Compliment the students for their performance. Let them know that you will inform their teacher of what took place in the classroom.

After Class

- Organize and label all student work.
- If you are unable to complete a lesson, leave a note for the teacher indicating how much you were able to cover.



Classroom Management

- Maintain behavior in the class at all times. Should discipline problems occur, follow the Effective Classroom Management Plan posted in your classroom.
- Exhibit enthusiasm and confidence. These are visible indicators to students and often set the tone for student behavior.
- Be positive – tell the students what you want rather than what you do not want.
- Be consistent.
- Remember that you are the adult – always take the high road. Anger, sarcasm, threats, and belittling remarks have no place in the classroom.

- Remain calm! The tone, pitch and volume of your voice will strongly influence the students.
- Engage students – be sure to have the attention of everyone in your room before you start a lesson.
- Actively monitor students by moving around the room.
- Model the behavior and/or learning you want from the students.

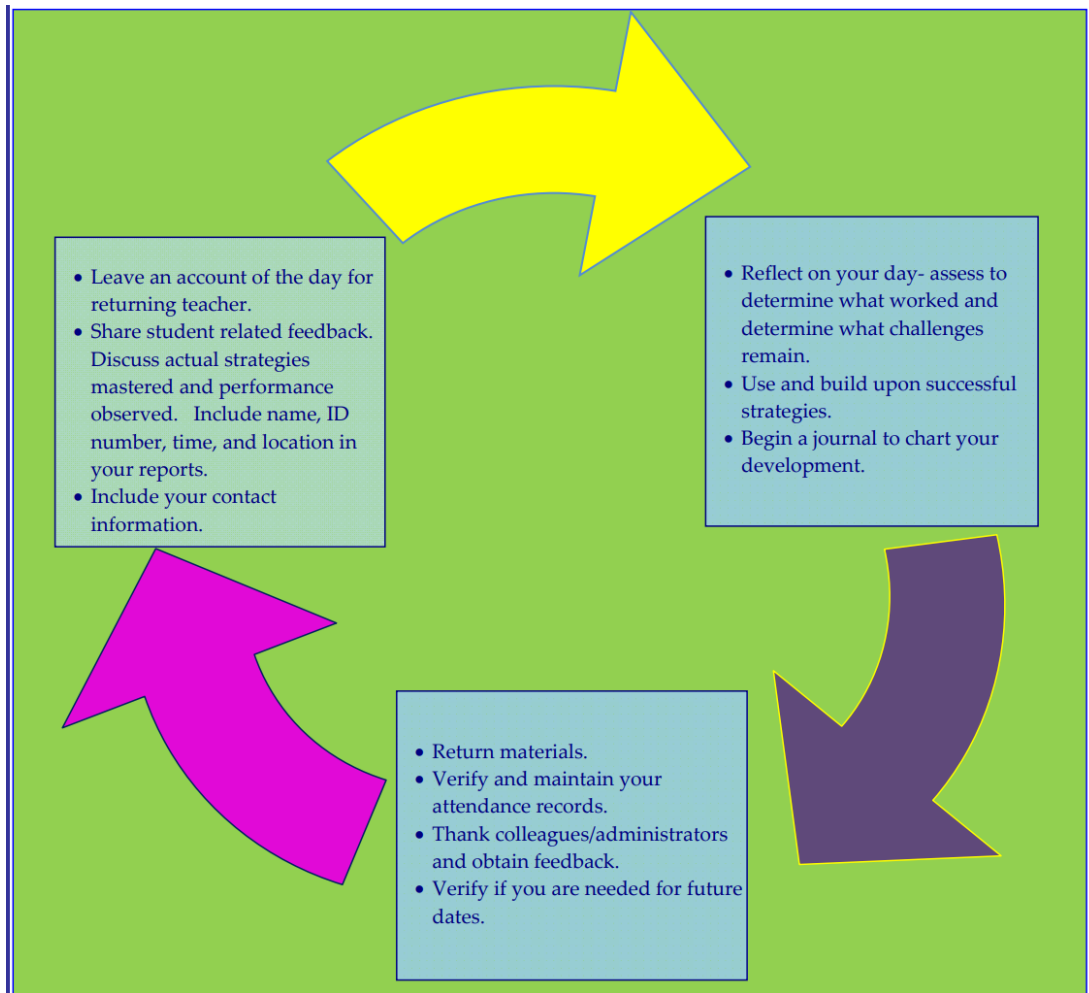
What Should I Do When a Student Does Not Follow Expectations

Correction Procedure-

Steps to Address Behavior (need to be used in the order given)

1. Non-verbal cue (look/proximity)
2. Restate expectations / Check for understanding / Reinforce (verbally) / Move on
3. Reflection time within the classroom (2 minutes). Teacher checks in with student to return to instruction. Reset an additional 2 minutes if needed.
4. Reteach outside of instruction (time may vary for individual need). The goal is to return the student to instruction as soon as possible after the behavioral skill set has been practiced. Reteaching occurs by Classroom Teacher (adult in charge of setting).

End of Day Reflections



Substitute Teacher Evaluation

- Effectiveness as a substitute is directly related to ability in managing students, carrying out teacher plans, and working cooperatively with others.
- PCSD teachers may provide feedback to an administrator or directly to you concerning the success of the substitute.
- If there are unfavorable incidents or reports regarding a substitute that needs to be addressed, the appropriate building/district Administrator will review the matter and act if necessary.

Substitute Teacher Evaluations

The Plattsburgh City School District does not conduct formal evaluations of substitute teachers; however, teachers or principals may submit a substitute performance report at any time. When the performance of a substitute teacher is reported to be **unsatisfactory** the following will occur:

1. A deficient performance review will prompt the building administrator to inform the substitute of the issues reflected (by phone or in person meeting).
2. Suggestions from the building principal will be offered to the substitute so corrective action can occur.

3. Copies of the initial evaluation form and follow-up correspondence will be documented and maintained by the building principal and copied to the Director for Curriculum and Instruction.
4. Another violation in the same building will make it possible for the substitute teacher to be blocked from returning to that particular school or, if the infraction is major, may be removed from the substitute list altogether.

A substitute teacher may be removed from the district substitute system for failure to satisfactorily perform the job. Reasons for removal include, but are not limited to the following:

1. Repeated refusal to accept assignments (more than 20 refusals overall or 10 consecutive)
2. Repeated cancellations (30% of days accepted have resulted in cancellation)
3. Use of profanity
4. Use of corporal punishment
5. Failure to follow instructions of the administrator.
6. Failure to properly supervise students and ensure student safety.
7. Sexually harassing a student or school employee
8. Failure to perform assigned duties.
9. Having a weapon on school/district property
10. Failure to act in a professional manner.
11. Gross misconduct

Substitute Teacher Performance Review

Substitute: _____ **Date:** _____

Teacher: _____ **Grade:** _____

School: _____ **Subject(s):** _____

This form is to be completed by the teacher on the day following the substitute's teaching.

Please place a check under the response that best represents your evaluation of the substitute.

	ITEMS	YES	NO
1.	Lesson plans were followed as directed.		
2.	School and classroom procedures were followed.		
3.	Adequate and accurate information was left by the substitute		

	regarding the day's activities.		
4.	Classroom, teaching supplies, and equipment were left in a satisfactory manner.		

Overall Appraisal of Substitute Teacher






On a 5-point appraisal scale (#1 Excellent to #5 Poor), please circle the number that best describes the substitute teacher's performance.

1
2
3
4
5

Additional comments should be attached.

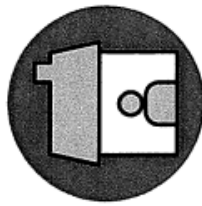
Teacher Signature

EMERGENCY Response

Lockout	Hold-In-Place	Evacuate	Shelter-In-Place	Lockdown
 <p>To secure school buildings and grounds when incidents pose a concern outside of the school.</p> <ul style="list-style-type: none"> • Lock all exterior windows. • Leave blinds/lights as they are. • Take Attendance. • Classroom instruction continues as normal. • All outdoor activities are terminated. • Verified regularly scheduled employees may enter the building. • Verified Parents/guardians may pick-up their student. • No unknown individuals are permitted to enter. • Listen for updates. 	 <p>Limits movement of students and staff while dealing with short term emergencies.</p> <ul style="list-style-type: none"> • Students in hallways should return to assigned classroom, if possible. • If outside, stay outside • Close and lock classroom door. • Classroom instruction continues as normal • Do not allow students to exit current location • Listen for updates • Wait for "All Clear" announcement • Parents/guardians cannot pick-up students until the all-clear has been issued or unless the student reports to the main office with a staff member escort. 	 <p>To evacuate students and staff from the building.</p> <ul style="list-style-type: none"> • Lead students to designated assembly area.. • Use secondary route, if necessary. • Bring attendance list and class roster. • Close the classroom door after exiting. • Take attendance when safe to do so • If evacuating off site, take attendance before moving from and upon arrival at off-site location. • Parents/guardians cannot pick-up students until students/staff reach the designated evacuation location and attendance has been verified. • Listen for Updates. 	 <p>To shelter students and staff inside the building.</p> <ul style="list-style-type: none"> • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • Move away from windows, doors and vents, if situation warrants. • If instructed, move out of classroom to designated safe area with attendance list and class roster. • Take Attendance. • Listen for updates. • Parents/guardians can pick up students when deemed safe by administration. 	 <p>Incidents pose an immediate threat of violence in or around the school.</p> <ul style="list-style-type: none"> • If safe, gather students from hallways near your classroom. • Lock your door. • Turn off lights. • Move students to a safe area in the classroom out of sight of the door and away from windows and hallways. • Leave blinds as they are. • Keep everyone hidden and quiet, silence cell phones. • Take attendance, if possible. • Do not communicate through door or answer room phone. • Do not respond to P/A announcements or fire alarm. • Stay hidden until physically released by law enforcement. • Parents/guardians can pick up students when deemed safe by administration.

NY STATE EMERGENCY RESPONSE S.H.E.L.L.

SCHOOL NAME:
911 ADDRESS:



SHELTER-IN-PLACE

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area. Stay together at all times.
- Take Attendance.
- Listen for updates.



HOLD-IN-PLACE

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT TERM EMERGENCIES.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.

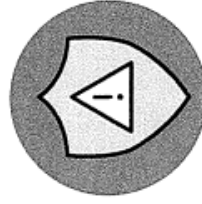


EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for updates.



LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED **SCHOOL BUILDINGS** DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

ACTIONS:

- Listen for instructions regarding the situation and your actions.
- Lock all exterior doors and windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions, listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED **CLASSROOMS** DURING INCIDENTS THAT POSE AN **IMMEDIATE THREAT OF VIOLENCE** IN OR AROUND THE SCHOOL.

ACTIONS:

- When you hear LOCKDOWN, LOCKDOWN, LOCKDOWN announced, move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet. Silence cell phone.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

BLOOD BORNE PATHOGEN SAFETY

For your own protection when you give first aid to a person who is ill or injured, remember all bodily fluids should be considered infectious.

General guidelines to follow include:

Avoid contact.

- Allow the injured party to tend to his/her own injury, if possible.
- Allow him/her to dispose of contaminated material appropriately.
- Do not eat, drink, or apply cosmetics/lip balm in areas that might be exposed to blood or other potentially infectious materials (OPIM).
- Do not store food or drink anywhere blood or OPIM are present.
- Use a mouthpiece, resuscitation bag, pocket mask, or other ventilation device when giving rescue breathing.

Protect yourself.

- Wear latex gloves when in contact with blood or OPIM.
- Pick up items that could puncture gloves with tongs, forceps, or brush & dustpan.
- If exposure to human bite is a possibility, wear long sleeves or protective clothing.

Clean up afterward.

- Wash hands with water and soap, dry with single-use towels or hot-air drying machines after contact with blood or OPIM.
- If unable to wash your hands immediately, clean them with an antiseptic towelette or hand cleaner.
- Sanitize areas exposed to blood or OPIM with a bleach/water mixture.

Report any exposure to your supervisor.