

2018-  
2019

# Substitute Teacher's Manual



**SAU # 34**

*Soaring to Excellence*

*Serving Hillsboro-Deering,  
Washington and Windsor  
School Districts*



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## SUPERINTENDENT'S MESSAGE

Substitute teachers are a very important part of the staff of SAU #34 and perform an essential service in the delivery of our instructional program. This being the case, we developed this manual to help you understand your role and duties as a substitute teacher. We hope that it will be helpful to you.

As with all of our teachers, we want our substitutes to know that we believe that they should be committed to the students in their classes. They should want to contribute to our students' knowledge and well-being. We also expect our teaching staff to care about young people and to make decisions on the basis of what is best for young people. In other words, we believe that Hillsboro, Deering, Washington and Windsor kids are #1 and we think they should be the number one priority of the SAU # 34 community.

If you have any concerns regarding a particular school, please see the School Contacts page found in this manual. For any other general substitute teaching concerns, please contact Terese Rheault at 464-4466 or email at [trheault@hdsd.k12.nh.us](mailto:trheault@hdsd.k12.nh.us).

Thank you for being a part of our instructional program; if there are ways in which we can be of help to you, please let us know.

### SAU #34 CONTACT INFO

Hassett, Robert	Superintendent of Schools	<a href="mailto:rhassett@hdsd.k12.nh.us">rhassett@hdsd.k12.nh.us</a>
Parenteau, Patricia	Assistant Superintendent	<a href="mailto:pparenteau@hdsd.k12.nh.us">pparenteau@hdsd.k12.nh.us</a>
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Schmidt, Loreal	Business Administrator	<a href="mailto:lschmidt@hdsd.k12.nh.us">lschmidt@hdsd.k12.nh.us</a>
Fogarty, Carol	Executive Assistant to Superintendent	<a href="mailto:cfogarty@hdsd.k12.nh.us">cfogarty@hdsd.k12.nh.us</a>
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Pellecchia, Rene	Accounts Payable	<a href="mailto:rpellecchia@hdsd.k12.nh.us">rpellecchia@hdsd.k12.nh.us</a>
Rheault, Terese	Central Office Administrative Assistant	<a href="mailto:trheault@hdsd.k12.nh.us">trheault@hdsd.k12.nh.us</a>
Sampson, Connie	Administrative Assistant to Assistant Superintendent	<a href="mailto:cjsampson@hdsd.k12.nh.us">cjsampson@hdsd.k12.nh.us</a>
	Financial Clerk	

## SCHOOL CONTACT INFORMATION

Hillsboro-Deering Elementary School

**4 Hillcat Drive**

**Hillsboro, NH 03244**

(603) 464-1110 Fax (603) 464-4385

Principal: Daniel Record [drecord@hdsd.k12.nh.us](mailto:drecord@hdsd.k12.nh.us)

Assistant Principal: Donna Furlong [dfurlong@hdsd.k12.nh.us](mailto:dfurlong@hdsd.k12.nh.us)

Secretary: Cathleen Wilson [cwilson@hdsd.k12.nh.us](mailto:cwilson@hdsd.k12.nh.us)

Office Paraprofessional: Alison Lemkau [alemkau@hdsd.k12.nh.us](mailto:alemkau@hdsd.k12.nh.us)

Office Paraprofessional: Jennifer Chacos [jchacos@hdsd.k12.nh.us](mailto:jchacos@hdsd.k12.nh.us)

**Substitute Teacher Hours: 8:00am-3:15pm**

**Substitute Para Hours: 8:10am-3:10pm**

Hillsboro-Deering Middle School

**6 Hillcat Drive**

**Hillsboro, NH 03244**

(603) 464-1120 Fax (603) 464-5759

Principal: Marc Peterson [mpeterson@hdsd.k12.nh.us](mailto:mpeterson@hdsd.k12.nh.us)

Assistant Principal: Patrick West [pwest@hdsd.k12.nh.us](mailto:pwest@hdsd.k12.nh.us)

Secretary: Susan Belida [sbelida@hdsd.k12.nh.us](mailto:sbelida@hdsd.k12.nh.us)

Office Paraprofessional: Rose Kulbacki [rkulbacki@hdsd.k12.nh.us](mailto:rkulbacki@hdsd.k12.nh.us)

**Substitute Teacher Hours: 7:05am-2:20pm**

**Substitute Para Hours: 7:15am-2:15pm**

Hillsboro-Deering High School

**12 Hillcat Drive**

**Hillsboro, NH 03244**

(603) 464-1130 Fax (603) 464-4028

Principal: James O'Rourke [jorourke@hdsd.k12.nh.us](mailto:jorourke@hdsd.k12.nh.us)

Assistant Principal:

Secretary: Kelly D'Errico [kderrico@hdsd.k12.nh.us](mailto:kderrico@hdsd.k12.nh.us)

Office Paraprofessional: Kim Girard [kgirard@hdsd.k12.nh.us](mailto:kgirard@hdsd.k12.nh.us)

**Substitute Teacher Hours: 7:00am-2:15pm**

**Substitute Para Hours: 7:15am-2:15pm**

High School Alternative Program

(603) 464-1180 Fax (603) 464-6534

Program Director: Tim Carson [tcarson@hdsd.k12.nh.us](mailto:tcarson@hdsd.k12.nh.us)

Office Paraprofessional: Linda Maddox [lmaddox@hdsd.k12.nh.us](mailto:lmaddox@hdsd.k12.nh.us)

Washington Elementary School

**62 Wolf Way**

**Washington, NH 03280**

(603) 495-3463 Fax (603) 495-0140

Leadership Team:

Jane Johnson [jjohnsonwes@gmail.com](mailto:jjohnsonwes@gmail.com)

Tamara Webber [twebberwes@gmail.com](mailto:twebberwes@gmail.com)

Nurse/Main Office: Dawn Bilski [dbilski@hdsd.k12.nh.us](mailto:dbilski@hdsd.k12.nh.us)

## SUBSTITUTE REQUIREMENTS AND PAY RATES

Thank you for your interest in being a substitute teacher for SAU #34.

The minimum requirements for a substitute teacher are: high school graduate, 4 years of experience with children, and age equivalence to a college graduate. Paraeducator substitutes must be a high school graduate, and have good references and experience that reflects an ability to work with children. Nurse substitutes must have a current NH license as a registered nurse. Individuals with school nursing experience will be given preference.

Please apply online to be a sub at [www.hdsd.org](http://www.hdsd.org).

Once your application has been completed, your references will be checked and the Superintendent will review your application. Upon his approval, you will be contacted by the SAU office to complete additional employment paperwork. Please bring 2 forms of identification. i.e.: driver's license & social security card or birth certificate. You may also present ONLY a passport. We also require a criminal background check. The fee for this is \$51.50 which will be reimbursed to you after you have substituted 5 times. We will also need a copy of any college transcripts and/or teacher certification.

Pay Rates for 2018-2019:

<b>Substitute for Teacher</b>	<b>Substitute for Para</b>	<b>Long-Term Substitute for Teacher</b>	<b>Substitute for Nurse</b>	<b>Other</b>
HS diploma \$65.00/day	\$10.00/hour	After 15 days, salary begins which is derived by dividing the current step 1 BA degree base salary in the teacher's master contract, by 190 days. (\$173.81/day)	Nurse sub: \$125.00/day	Substitute for Café/Recess Monitor \$8.50/hour
BA/BS degree \$70.00/day	Intensive needs \$11.00/hour			
Certified Teacher \$75.00/day	Intensive needs and Para II certified \$11.50/hour			
Certified Teacher teaching in area of certification \$85.00/day				
		Certified teachers only		

For any questions regarding payroll, please contact Annette Dolbeare at 464-7706 or email [adolbeare@hdsd.k12.nh.us](mailto:adolbeare@hdsd.k12.nh.us)

Here is an excellent resource for substitute teachers: <http://busstop.stedi.org>



## INTRODUCTION

The purpose of this handbook is to provide information that will help with the questions and pave the way for a successful year. Our goal is one that promotes innovation, healthy relationships, and success. It is our belief that all students have the right and ability to learn, and that all schools must provide a positive, safe, caring environment for teaching and learning.

A negative attitude is never valued. The result is often damaging and can result in a substitute developing a negative reputation and not being invited back. It is our policy to set examples that are an important part of the educational process – we expect staff members to set exemplary standards, as well as provide exemplary instruction. Substitute teachers are considered staff members, and as such are expected to serve as role models.

## RESPONSIBILITIES

Schools have a special relationship with students and have a legal duty to protect students from foreseeable harm. While students are in school, staff members serve in loco parentis (in place of the parents).

NEVER leave students unattended – you are responsible for all students under your charge, and are legally responsible for their welfare. If you observe a dangerous situation, report it immediately, and if possible, take immediate corrective action. Dangerous situations can include unsafe equipment, physical obstacles, and potential and/or actual student confrontations.

NEVER release students to anyone other than school personnel, without written authorization from either the parent/guardian or office staff. When in doubt, contact the Principal or administrator in charge.

Make sure you are familiar with school/district policies before taking any disciplinary measures against a student. School district policies can be found on our website at [www.hdsd.org](http://www.hdsd.org).

**Confidentiality-** Confidentiality is not only a legal responsibility, it is essential for the protection of students and families. Discussing school matters outside of school should be avoided. If there is a serious concern, school administrators need to be notified immediately.



## **Attendance**

It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.

## **Student Use of Computers and the Internet**

Parent permission is required before students receive computer access. Be sure that **permission levels** for students are **clear** before allowing access. All Hillsboro-Deering School District schools have student Internet acceptable use policies. The use of technology is a vital part of every student's education. Along with the privilege and opportunity that comes from using technology to enhance learning also comes the responsibility of using it appropriately. Student use of the school's computers, networks and Internet services is a privilege and not a right. Unacceptable use or activity may result in suspension or cancellation of privileges, as well as additional disciplinary and or legal action. Any misuse of technology by a student, such as accessing inappropriate materials, illegal activities, violating copyrights, plagiarism, copying software, non-school related uses, misuse of passwords or unauthorized access, malicious use or vandalism, unauthorized access to chat rooms or news groups, inappropriate e-mails, threatening language, offensive language, pictures, or cartoons, or any other misuse of technology will be subject to the consequences directly connected with the corresponding violation that governs the discipline code. Please see the school district policy JICL at [www.hdsd.org](http://www.hdsd.org) which refers to all rules and consequences governing the use of technology. Close monitoring of student use of computers will ensure proper educational use.

**Emergency Plans and Exits** –Each school has a detailed Emergency Plan. Please take time to review classroom flip chart and to locate the red emergency backpack in your assigned classroom. Familiarize yourself with all procedures and exits in the event of an emergency. If you have any questions about what you are expected to do and where to go, ask any administrator or staff member for clarification. Be sure to identify emergency exits, routes, and procedures for student emergency, evacuation and drills.

**Medications** - No substitute teacher, at any time, for any reason, will administer any medicine to a student or allow one student to give medicine to another. Refer such requests to the school nurse.

**Classroom Telephones-** Classroom phones are to provide teachers with communications within the building for school business. Substitute teachers should reserve phone conversations for time when they are not with students – such as lunch, recess and specials. Any student needing to use a phone should be given a phone pass and sent to the main office.

**Movies in the Classroom- Movies are only allowed to be shown with the consent of the school principal.**

**Lunch and/or Recess** -Please see the Main Office in each school in order to obtain specific lunch and recess protocols.

**Work Hours** -School hours vary from campus to campus. The starting times can range from 7:10 am-8:10 am. Refer to the school listing in this handbook for specific times. The



substitute must report to school on time and remain on the campus until the end of the school day. Plan to arrive at least 15 minutes prior to the start time and at least 15 minutes after the dismissal bell or until released by the administrator/designee. Substitutes are responsible for familiarizing themselves with the location of schools and their start times. Substitute positions requiring more than four hours of duty will be compensated for a full day's pay. Any position requiring four hours or less will be compensated at ½ the daily rate. Having employed a substitute for a full day, a campus can assign you duties to fill a full day.

**Job Cancellations-** Substitute jobs can be canceled for a variety of reasons. It is the teacher/campus administrator's responsibility to cancel the job in Aesop. As a substitute, there are four ways of knowing if a job has been canceled.

1. If you receive a call to work on a day that you had already accepted an assignment.
2. You will receive an email notification from Aesop.
3. You will receive a phone call from Aesop.
4. There will be a notification on your homepage of Aesop.

A good practice would be to check the system before leaving for your assignment.

## COMPLIANCE WITH SCHOOL POLICIES & PRACTICES

**District Policies:** Policies are the 'law of the land' in school districts. All policies are approved by the Hillsboro-Deering School Board. District policies are consistent with federal and state statutes and rules governing public education systems and practices.

**All employees of the Hillsboro-Deering School District and persons visiting schools or school events must adhere to all district policies.** District policies are available for review on the district website [www.hdsd.org](http://www.hdsd.org).

**Sexual Harassment Policy Statement:** The School Board seeks to provide an educational environment in which everyone may work and learn in an atmosphere of respect for the dignity and worth of all. Sexual harassment of any employee or student by another employee or student, or by any other person with whom an employee or student must interact in order to fulfill job or school responsibilities is a violation of state and federal law and of the District's policy, and will not be tolerated. The District will investigate all sexual harassment or sexual violence complaints whether formal or informal, verbal or written and will discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the District.

Any person who believes that he/she is a victim of sexual harassment or sexual violence or witnesses or has knowledge of conduct that may constitute sexual harassment, should immediately report the alleged conduct to either the building principal or the Superintendent. If a report is made to a building principal, he/she will notify the Superintendent immediately.

**Nondiscrimination:** The Hillsboro-Deering School District does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices.

**Special Education/Programs for Handicapped/Disabled Students:** The District shall provide a free appropriate public education and necessary related services to all children

with disabilities residing within the District, required under the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

## **FRONTLINE ABSENCE MANAGEMENT**

Frontline Absence Management is an automated system used to find substitutes for teachers and other staff during short term, temporary absences. It allows staff to register their own absences using a web site or an Interactive Voice Response phone system. It will then find substitute teachers to fill each vacancy and allows substitutes to view and accept jobs online. Unfilled jobs trigger automatic phone calls to qualified substitutes. The administrative management functions of Frontline Absence Management provide administrators with full information about absences and substitute assignments.

You will be provided with an ID # and a Pin #. You will then have access to the Frontline Absence Management system. If you have questions or comments regarding the use of the Frontline Absence Management system, please contact the Terese Rheault in the SAU office at [trheault@hdsd.k12.nh.us](mailto:trheault@hdsd.k12.nh.us). For more information on Frontline Absence Management use your ID # and Pin # to log on to [www.aesonline.com](http://www.aesonline.com). In the Frontline Absence Management system, you may select days and locations you wish to work. Obviously, if you are able to work in any school and five days a week, then your opportunities to substitute are higher.

### **When Frontline Absence Management calls you:**

The automated system will call during the following times:

**Morning - 5:30 am-9:30 am**

**Evening - 6:00 pm-9:00 pm**

### **SIGNING IN**

To log in to the absence management application, type [www.aesonline.com](http://www.aesonline.com) in your web browser's address bar.

The Sign In page will appear. Enter your ID/username and PIN/password and click **Sign In**.

### **RECOVERING CREDENTIALS**

If you cannot recall your credentials, use the recovery options or click the **"Having trouble signing in?"** link for more details.

### **SEARCHING FOR AVAILABLE JOBS**

You can review available jobs directly on the homepage. These potential jobs appear in green on the calendar and in list form under the "Available Jobs" tab. To accept a job, click the Accept button beside the absence (or click **Reject** to remove a job from the list).

## GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click **Help Resources** and select **Frontline Support**. This opens a knowledge base of help and training materials.

## ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also find and accept available jobs, manage personal information, change your PIN number, and more, all on the phone.

### When You Call into Absence Management

To call, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the absence management system, you can:

- Find available jobs – **Press 1**
- Review or cancel upcoming jobs – **Press 2**
- Review or cancel a specific job – **Press 3**
- Review or change your personal information – **Press 4**

### When the Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

Keep in mind, when the system calls you, it will call about one job at a time, even if you're eligible for other jobs. You can always call in (see "When You Call into Absence Management" section above) to hear a list of all available jobs.

**Note: When the system calls, be sure to say a loud and clear "Hello" after answering the call. This will ensure that the system knows you picked up the call.**

When you receive a call, you can:

- Listen to available jobs – **Press 1**
- Prevent absence management from calling again today – **Press 2**
- Prevent absence management from ever calling again – **Press 9**

If you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). The absence management system will list the job details, and you will have the opportunity to accept or reject the job.

**Special Things to Note:** The phone number that appears on Caller ID is: 1-800-942-3767. Typically, absence management system will not leave a message on your home answering machine.



## **ACTIVE SUBSTITUTE LIST**

Only those persons on the active substitute list are eligible to substitute teach. The active substitute list is maintained by the SAU. A candidate is not eligible for placement on the list until he or she has been approved by the Superintendent, has been fingerprinted and has completed all employment forms.

To remain on the active substitute list, substitute teachers must complete a Notice of Intent to Re-Employ which will be mailed to you at the end of the school year.

Substitute teachers are responsible for notifying the SAU of any change in name, phone number, address, teaching preference or request to be removed from active list at 464-4466.

### **Complaints about a Substitute**

If a significant complaint in regard to a substitute teacher's performance or behavior is received, then the substitute will be contacted by the Principal either by phone or by mail. If the behavior reported amounts to a serious breach of duties, the substitute will be removed or suspended from the Active Substitute List. The substitute will be notified by phone or by mail of the action taken and the reason for the action. Reinstatement to the Active Substitute List will be made only upon the recommendation of the Superintendent.

An individual school may request that a substitute teacher be restricted from substituting at that school. If the basis for restricting a substitute from a school is reasonable, then the request will be honored.

Depending on the circumstances and the nature of the reason for the restriction, the substitute may or may not be notified of the restriction. If several schools request restriction of the same substitute, the substitute is subject to being removed from the Active Substitute List. The substitute will be notified, either by phone or by mail that such removal has occurred.

## **Immediate Removal of a Substitute**

The following list contains examples of some actions that may subject a substitute to immediate removal.

- Using profanity in the presence of students;
- Endangering students by leaving them unattended for inappropriate amounts of time or by falling asleep in the classroom;
- Making sexually or racially inappropriate oral/written comments or displaying inappropriate graphic or physical conduct, or subjecting students to racial or sexual harassment;
- Using alcohol or unlawful drugs on school premises;
- Insubordination;
- Willful violation of school rules/regulations;
- Willful refusal to follow instructions and or lesson plans left by the classroom teacher; or
- Any other inappropriate behavior.

## **APPROPRIATE ATTIRE**

Substitute teachers are expected to dress professionally and appropriately:

- All substitutes should dress modestly and present a neat, clean appearance.
- Jeans, sweat pants, sweatshirts and shorts should not be worn except on “field day” or for some other special activity as directed by the principal.
- Blouses, shirts or tops that reveal the midriff or chest may not be worn.
- Hats and caps are not appropriate for wear inside the buildings.
- Clothing of any sort that contains a message that promotes alcohol, drugs, tobacco or any other type of message that may cause a disruption or disturbance in school may not be worn.
- Clothing that contains obscene or suggestive language may not be worn.

## **IN GENERAL:**

1. Read this guide and keep it as a reference.
2. The role of a substitute is to assist the teacher by following the lesson plans provided, and performing all assigned duties.
3. Notify the SAU (464-4466) of any change in your status or to report a change of address, telephone number, or other information.

## **IN PREPARATION FOR CLASS:**

4. Establish a positive classroom environment by following these procedures:
  - Arrive early.
  - Report to the office upon your arrival at school.
  - Check in so that someone in the main office is aware of your presence.
  - Ask Main Office about extra duties (bus duty, lunch duty, etc...)
  - Secure necessary items – keys/access cards, schedules, lesson plans, other.
  - Ask pertinent questions.
  
5. Proceed to the classroom and review the plan book, daily routine, class roster, seating charts and emergency procedure instructions (available in each classroom/office). If assistance is needed, see a neighboring teacher or building administrator. After reviewing the above material, put your name and any other necessary information on the board.

### **What to Expect from the Regular Teacher**

Except in an unplanned absence, the regular classroom teacher should supply the following:

- Lesson plans;
- Materials necessary to teach lesson plans;
- Class schedule and teacher schedule when it deviates from the class;
- Class roster;
- Seating chart;
- List of students with special needs or disabilities;
- Location of supplies/materials; and
- Name of nearby teachers who can be of assistance.

If you are substituting for an unplanned absence, then the classroom teacher may not have had an opportunity to prepare all of the above listed information. If you have questions or need additional information in order to adequately carry out classroom lesson plans or procedures, the please contact the school principal as soon as possible.

6. Check attendance carefully and familiarize yourself with students' names. Once attendance is completed, have one of the students bring the attendance slip to the office. If you are working at the high school, take attendance each class period, and notify the office of any absences.
  
7. Obtain and have ready, all needed materials for the day's instructional program.

## **DURING CLASS:**

8. Be in your classroom when the students arrive. This helps establish positive classroom management and meets the legal responsibilities of insuring that students are always supervised.
9. Reflect a positive relationship with the students by greeting them with a smile and a pleasant “good morning.”
10. Use the following classroom management strategies:
  - a. **Be patient.** You represent a change, and change can produce insecurity. Patience, understanding and respect will build trust.
  - b. **Expect good behavior.** Students tend to respond to whatever is expected of them. If you feel a student is being unsafe to him/herself or others, please call the office immediately.
  - c. **Be fair and consistent.** Students must know what to expect of you and what you expect in return.
  - d. **Recognize the importance of every student.** Treat each student fairly while respecting individual differences.
11. Maintain professional integrity. For example, resist the temptation to compare and comment on schools, administrators, teachers and students.

### **Common Student Expectations for the Classroom:**

- Follow Classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in assignments on time
- Wait to be dismissed
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- Work quietly and follow directions
- Raise your hand before speaking





### **AFTER CLASS:**

12. Student Pick-Up:

Know procedures for escorting students to bus pick-up/parent pick up.  
Elementary Substitutes – no elementary substitute teacher may leave before all his/her students have been picked up at end of day.

13. Give close attention to the following administrative details:

- a. Put the room in order before departing.
- b. Leave pertinent information for the teacher regarding the accomplishments of the day.
- c. Return books and materials to their proper place.
- d. Report serious incidents to the office (This should occur prior to the end of the day.)
- e. Check out with the office personnel at the end of the day.
- f. Remain at school until all students are dismissed unless instructed to do otherwise by school personnel.
- g. As a substitute teacher, you are responsible for reporting any injuries to yourself or to students. Please be sure to contact the school nurse and the office immediately. There are incident report forms that may need to be completed and signed by you.

## CLASSROOM MANAGEMENT

A school is a community of individuals assembled in one place for a common purpose – education. Members of a community are expected to act with respect for themselves and others. Respect for one's self and others are the essence of discipline.

Effective classroom management is a key element of quality instruction by a substitute. The following outlines the approach for managing student behavior by the substitute teacher.

You must be able to **distinguish between minor and major** disruptions. If a student's behavior is merely annoying, it is usually minor, best dealt with by ignoring it, and praising positive behavior. Use caution when bringing attention to minor disruptions, since recognition can often strengthen unwanted behaviors. Major disruptions occur when student learning is affected and should be dealt with quickly and privately, whenever possible. Stopping the unwanted behavior quickly and reiterating expectations is an essential tool in creating and maintaining a positive classroom environment. Negative consequences should be logical and in proportion to the offense.

**Listen** – listen carefully and consider all points of view before taking disciplinary action. This is particularly important when you have not witnessed the situation personally. The process of listening will not only help in determining a proper course of action, it can often result in a “teachable moment”.

### **Do not:**

- Allow students to publicly argue with you: encourage them to discuss concerns privately.
- Allow students to challenge your authority.
- Threaten students with consequences you are either unwilling or unable to deliver. Be prepared to back up your words with consistent actions.
- Use students as an example for negative behavior. Remember to always reinforce your concern for students' wellbeing.
- Visually isolate a student. Except in certain circumstances, you must be able to directly supervise all students in your charge.
- Do not take students home with you or transport them in your car without prior administrative approval
- Criticize others
- Make personal telephone calls while with the class

### **Do:**

- Maintain a professional barrier between you and students
- Act like the expert, not one of the “kids”
- Keep classroom door open when talking with students
- Respect students and their cultural backgrounds

### **Some Basic Rules:**

- State any rules at the appropriate level of students' maturity
- Keep, hands, feet, objects to yourself
- Establish a non-verbal cue-either one that is used by their teacher or one of your own
- Talk when you have raised your hand and been given permission
- Remain in your seats unless given permission to be out of them

Here are several techniques that you can use in your classroom that will help you achieve effective group management and control.

They have been adapted from an article called: "A Primer on Classroom Discipline: Principles Old and New" by Thomas R. McDaniel, *Phi Delta Kappan*, September 1986.

### **Focusing**

Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention. Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them, that you don't mind talking while they talk, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.

The focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

### **Direct Instruction**

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

### **Monitoring**

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers. The delay is important. She wants her students to have a problem or two finished so she can check that answers are correctly labeled or in complete sentences.

Students who are not yet quite on task will be quick to get going as they see her approach. Those that were distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

### **Modeling**

“Values are caught, not taught.” Teachers who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The “do as I say, not as I do” teachers send mixed messages that confuse students and invite misbehavior. If you want students to use quiet voices in your classroom while they work, you too will use a quiet, but assertive voice as you move through the room helping youngsters.

### **Non-Verbal Cuing**

A standard item in the classroom of the 1950’s was the clerk’s bell. A shiny nickel bell sat on the teacher’s desk. With one tap of the button on top he had everyone’s attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets.

Non-verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.

### **Low-Profile Intervention**

Most students are sent to the assistant principal’s office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher’s intervention is quiet and calm.

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster’s name into her dialogue in a natural way. “And you see, David, we carry the one to the tens column.” David hears his name and is drawn back on task. The rest of the class doesn’t seem to notice.

### **Assertive Discipline**

This is traditional limit setting authoritarianism. When executed it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

### **Assertive I-Messages**

A component of Assertive Discipline, these I-Messages are statements that the teacher uses

when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is supposed to do. The teacher who makes good use of this technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to..." or "I need you to..." or "I expect you to..."

The inexperienced teacher may incorrectly try "I want you to stop..." only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to retort: "I wasn't doing anything!" or "It wasn't my fault..." or "Since when is there a rule against..." and escalation

### **Humanistic I-Messages**

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, include a description of the child's behavior. "When you talk while I talk..." Second, relate the effect this behavior has on the teacher. "...I have to stop my teaching..." And third, let the student know the feeling that it generates in the teacher. "...which frustrates me."

A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: "I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect." The student did not talk during his lectures again for many weeks.

### **Positive Discipline**

Use classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of "no-running in the room," use "move through the building in an orderly manner." Instead of "no fighting," use "settle conflicts appropriately." Instead of "no gum chewing," use "leave gum at home." Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

Make ample use of praise. When you see good behavior, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile or a "thumbs up" will reinforce the behavior.

*\*11 Techniques for Better Classroom Discipline - [www.honorlevel.com](http://www.honorlevel.com)*

## **DISCIPLINE (HDES)**

### **Code of Conduct - Behavior Management at HDES**

#### **Student Rights**

All students have the following rights at Hillsboro-Deering Elementary School:  
The RIGHT to a quiet, orderly place in which to learn and to have questions answered.  
The RIGHT to have their ideas and feelings respected.

The RIGHT to personal safety during all aspects of a school day.  
The RIGHT to be respected and dealt with in an honest manner.  
The RIGHT to have assignments developed, assigned, completed, and corrected in a timely manner.

### **Student Responsibilities**

Be safe.  
Be responsible for themselves and their actions.  
Be respectful of others, their school, and themselves.

These responsibilities apply while the student is under our supervision in the building but also during school-related activities. This includes behavior on buses, at bus stops, at lunch/ recess, on field trips, dances, athletic events, and at all other school activities.

### **Disciplinary Procedures and Process**

Students engage in many different varieties of behavior. With that in mind, teachers have a variety of options regarding their response to behaviors. Our system begins with informal responses that can gradually increase in seriousness as needed. In the end, our goal is always to enhance student social, emotional, and academic success. We will make every effort to contact parents as disciplinary concerns arise.

#### **Level One- Informal-Classroom**

The classroom teacher will make the initial effort in establishing rapport and respect with students. We fully support the teacher's judgement in making decisions to modify behavior at this level and in communicating with families as quickly as possible. Teachers will diagnose a remedy within their grade level teams, on their floors, in the wing, with other adults in the classroom community, and with parents.

#### **Level Two Behaviors: Informal/Formal**

Level Two: Teachers may deem it necessary to join into partnership with the Student Support Center, school counselor, school psychologist and/or other school personnel to help students be successful. This level of response is designed to help determine a long-term solution for a behavior that occurs infrequently.

#### **Level Three Behaviors: Administrative**

There are certain situations, actions and behaviors that will warrant immediate involvement with school administration. These are serious violations of our school community rules. If these occur, a disciplinary referral form will be completed by teachers/school personnel and students will be referred to the Student Support Center. The family of the student(s) involved will be contacted to discuss further disciplinary action and to develop plans to prevent a reoccurrence of the behavior.

## ***DISCIPLINE (HDMS)***

### **HDMS Code of Conduct**

#### **Respect, Cooperation, Honesty**

These three basic principles are what HDMS is all about. Living by these principles and expecting others to live by them contributes to developing healthy relationships with others and to the positive, safe school environment that exists in our school. You and everyone else at HDMS deserve to be treated with respect. To earn respect we must consistently show it to one another.

The same is true for cooperation and honesty. Much of what we do at HDMS requires working as a member of a team. Cooperating with others and making an honest effort to succeed is necessary for your happiness and achievement in school. Your advisor and teachers will discuss these rules with you and help you list specific ways in which you can demonstrate COOPERATION, RESPECT, and HONESTY throughout the school day.

#### **Major Violations of the HDMS Code of Conduct and Physical Contact**

Students who demonstrate aggressive behavior, threaten the safety of themselves or others (this includes any type of physical contact), leave school without permission, or repeatedly violate our code of conduct, will be subject to suspension.

#### **Dangerous Manner**

Any student who behaves in a dangerous manner or causes harm or potential harm to themselves and/or others will be suspended from school. (This includes students who possess drugs/alcohol, lighters, matches, tobacco/nicotine products, or bring weapons/knives on to school property). A student who is uncooperative in the In-School Suspension Program will also be suspended from school for up to 10 days. The duration of each suspension period will be determined by the administration according to SAU 34 district policy. Students suspended from school are not allowed to participate in any school related activities during any time of the day or evening or be on school grounds. This includes evening performances (with the band, drama club, etc.), dances, sports or any other event.

Students suspended from school are required to:

- Have a re-entry meeting with Administration to determine whether the student is ready to attend school

## ***DISCIPLINE (HDHS)***

At all times, students are required to conduct themselves in accordance with behavioral standards set forth in School District Policy. Students and parents will be notified annually of this policy. Please see the school district website at [www.hdsd.org](http://www.hdsd.org) for School Board Policy JICD and other applicable policies.



It is the intention of the Hillsboro Police Department and Hillsboro-Deering School District to work in a joint cooperative effort to provide a safe and healthy school environment for the students, staff, and visitors. This is done in compliance with New Hampshire RSA 193-D, Safe School Zones.

Students who make the choice to disrupt the learning environment will be given multiple opportunities to change their behavior and remain in that particular class. The following tiered consequences outline the possible outcomes for consistently making the choice to disrupt the learning environment.

- First time a student is asked to leave class: Office detention
- Second time a student is asked to leave class: In-School Suspension
- Third time a student is asked to leave class: In-School Suspension and parent meeting with the student, school counselor, teacher and administrator before the student returns to class.
- Fourth time a student is asked to leave class: 1-day out of school suspension and withdraw failure from that particular class.

***Every three tardies to school in a semester will result in In-School Suspension***

## **BULLYING**

NH State Law prohibits bullying. It is our belief that students know what is considered appropriate behavior and if consequences are clearly defined and fairly applied, students will either act appropriately or be willing to accept the consequences. If an individual student's inappropriate behavior continues or escalates, the Administration will increase the severity of the consequence as appropriate.

The first obligation of any school is to provide a safe and secure environment for students. Bullying, therefore, must be addressed every time it occurs. Bullying is a concept that is sometimes hard to define. It takes place when a more powerful student intentionally and repeatedly harasses, hurts, or threatens another student. Bullying has probably been around since the beginning of time; we see it in children and adults, and in other species. All students can be victims of bullying. Students may bully based on size, race, gender, perceived status, or any other criteria that, in the eyes of the bully and his victim, give the bully power.

The criteria for deciding whether or not bullying has occurred are simple, yet sometimes confusing. First, the victim must feel that he/she is being intimidated. Second, it must take place more than once. Finally, there is an imbalance of power between the bully and the victim. Students who bully will sometimes try to justify the behavior by saying that they were only playing. A good rule of thumb, and a good way to explain it to students, is that it is not play unless everyone involved is having fun. In addition, remember that, although all acts of bullying are aggressive, not all aggressive acts are bullying.

Bullying can occur face to face or behind the victim's back (through gossiping with others, sending messages of intimidation to the victim, etc.) It can be short or long-term. The bully can be an individual or by a group, male or female. Bullying occurs more often in middle

school, but can occur at all grade levels. It occurs most often in areas where supervision is more difficult, such as cafeterias, locker rooms, bathrooms, or hallways.

To clarify issues of bullying, several examples and non-examples follow:

- Joey took Jimmy's lunch money. Joey is stealing. This is not bullying because the action is not ongoing, and Jimmy does not feel intimidated although he may feel angry about the theft.
- Joey took Jimmy's lunch money by scaring Jimmy into giving it to him. Joey is stealing through intimidation. This is not bullying because it has only occurred one time.
- Joey repeatedly takes Jimmy's money through intimidation, Joey is bullying because he is intimidating Jimmy over a period of time.
- Joan, age 16, repeatedly teases and embarrasses Tamika, age 8. This is bullying because Joan is older, bigger, and has teased repeatedly, and Tamika is embarrassed by the action.
- Janice and Tommy are in an argument that results in a fight. They are approximately the same size, strength, and age. Neither student is bullying because the aggressiveness and intimidation is mutual. This is not bullying, it is a fight!
- Nancy teases Bobby because he is small for his age. After three days of being teased, Bobby hits Nancy and they fight. Nancy is guilty of bullying because the unwelcome, embarrassing, or intimidating action has occurred over a period of time. (Even though Bobby started the fight and may need to be disciplined, he is not guilty of bullying and should not be punished for that offense.)
- Lindsey convinces her friends that they should not talk with or associate with Jillian. This behavior continues for several weeks. Jillian is, therefore, excluded from all activities of the group and is the victim of rumors spread by the group. This is verbal bullying by a group because the repeated actions of the group have caused Jillian to feel intimidated, excluded, and uncomfortable.

Being bullied can be very painful for students and can leave lasting psychological scars that can affect adult relationships. Victims can experience anxiety, low self-esteem, depression, and, even suicidal thoughts. They often view school as unsafe and anxiety-provoking and may express fear of attending school. In addition, they often are distracted from learning.

Students who see others bullied are also affected. They, too, often experience fear and anxiety that affects their ability to learn in school. Many who witness the bullying of others also experience guilt because they cannot help to prevent the incidents.

All school staff must help to prevent bullying by sending a strong message that bullying is unacceptable and that vigorous measures will be taken to safeguard all students. The following are strategies you can use to prevent bullying in your classroom.

- Encourage cooperation and caring. Set the tone by reinforcing acts of kindness and communicating values of tolerance, respect, and responsibility. Model a caring attitude whenever you are in the classroom by relating in a warm manner without talking down to students.

- If you know of students who sometimes bully others, make an effort to find something positive to say about him/her.
- Closely monitor students who are at high risk for being bullied. Such students are often different from their classmates in some way (withdrawn, short, overweight, or have an accent, attend special education programs, speak English as a second language, or are new to the school).
- Inform school staff about any bullying situations that you observe.
- Closely supervise areas where bullying is likely to occur (playground, lunchroom, bathrooms, and the back of the classroom).

## **HANDLING CRISES**

### **Handling Accidents, Illnesses and Injuries**

- Do not touch a student where he/she is bleeding, even if you use gloves. Provide the student with tissue or paper towels, instructing them to hold it on their wound.
- If appropriate, send the student to the office or nurse's station for further care.
- If the situation is an emergency, dial 911.
- Adhere to Universal Precautions training at all times.
- Do not administer medicine of any kind to students. (No aspirin, cough medicine, prescription or non-prescription drugs.)
- If you or a student in your classroom is injured (no matter how insignificant the injury), then you **must report** the injury to the principal immediately.

### **Inclement Weather**

- Listen to local radio/television station for instructions on reporting times.
- Know the procedures for dismissing students early.
- Inquire about extra duties during times of inclement weather.

### **Response to a Crisis**

Each school has an emergency management response plan. Emergency flip charts can be found in every classroom.

#### **Crisis in your classroom**

- Notify building principal immediately
- Get help from a neighboring teacher (if possible)

#### **Crisis in the school**

- Lockdown will be announced
- Check hallway and bring any student into your classroom
- Lock the classroom door
- Direct students to a place that cannot be seen from doorway glass
- Turn off the lights
- Everyone should remain silent
- Wait for Principal to announce "All Clear."

**Safety/Evacuation Procedures**

- If you are not provided with a copy of the school's emergency procedures when you arrive to substitute, then please request this information at the office.
- Familiarize yourself with your surroundings so that you know how to evacuate the class in the event of a fire drill or other emergency. Fire/weather drill routes are posted in all classrooms. Know where the nearest exits are located.
- Have a class roster to take with you as you evacuate building.

## QUICK TIPS

Activities to fill time or to bring the classroom back into focus and order.

### Elementary Grades

- 1. Be ready to tell one playground rule.
- 2. Be ready to tell me the names of the children in our class that begin with J or M, etc.
- 3. Be ready to draw something that is only drawn with circles.
- 4. Be ready to tell a good health habit.
- 5. Have a color word on the board. Have children draw something that color.
- 6. Flash fingers – children tell how many fingers.
- 7. Say numbers, days of the week, months – have children tell what comes next.
- 8. “I went to the sporting goods store and I bought...” each child names an item.
- 9. What number comes between these two numbers: 31-33, 45-47, etc.
- 10. What number comes before/after 46, 52, 13, etc.
- 11. Have a word written on the board. Children make a list of words that rhyme.
- 12. Have a word written on the board. Children list words with the same long or short vowel sound.
- 13. Put spelling words in alphabetical order.
- 14. Count to 100 by 2’s, 5’s, 10’s, etc. either oral or written.
- 15. Think of animals that live on a farm, in the jungle, the water.
- 16. Give names of fruits, vegetables, meats, etc.
- 17. Play hangman using the names of the children in the class or colors or numbers.
- 18. Play Simon Says.....
- 19. List things you can touch, things you can smell, big things, small things, etc.
- 20. List the colors you are wearing

### Upper Grades

- 1. List the continents of the world.
- 2. Make up three names for rock groups.
- 3. Name as many kinds of windstorms as you can.
- 4. Take a number. Write it. Now make a face out of it.
- 5. Name as many gems or precious stones as you can.
- 6. Write the names of all the girls in the class.
- 7. Name as many teachers at this school as you can.
- 8. List as many states as you can.
- 9. Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name, (e) a proper name – geographical.
- 10. How many countries and their capitals can you name?
- 11. How many baseball teams can you name?
- 12. Write down as many cartoon characters as you can.
- 13. List as many kinds of flowers as you can.
- 14. Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
- 15. List all the things in your living room.

- 16. Write what you would do if you saw an elephant in your yard.
- 17. Name as many kinds of ice cream as you can.
- 18. List five parts of the body above the neck that have three letters.
- 19. List one manufactured item for each letter of the alphabet.
- 20. List as many nouns in the room as you can.
- 21. List the mountain ranges of the U.S.
- 22. Write the twelve months of the year correctly. Stand up when you are finished.
- 23. Make a list of five things you do after school.
- 24. List one proper noun for each letter of the alphabet.
- 25. Write one kind of food beginning with each letter of the alphabet.
- 26. Name as many holidays as you can.
- 27. How far can you count and write down by 6's?
- 28. Name as many balls as you can that are used in sports games.
- 29. List as many U.S. presidents as you can.
- 30. List all the work tools you can think of.
- 31. List as many models of cars as you can.
- 32. Name all the colors you know.
- 33. How many parts of an auto can you list?
- 34. How many animals can you list that begin with vowels?
- 35. List as many kinds of trees as you can.
- 36. Name as many countries of the world as you can.
- 37. List as many personal pronouns as you can.
- 38. List as many kinds of transportation as you can.
- 39. How many different languages can you name?
- 40. Write as many homonyms as you can (i.e. past-passed).
- 41. You have five children. Make up their five names.
- 42. Name as many things as you can that are made of cloth.
- 43. Name as many things as you can that you can wear on your head.
- 44. Name as many movie stars as you can (not T.V.).
- 45. List all the musical instruments that begin with "t".
- 46. Name as many T.V. game shows as you can.
- 47. Name as many politicians as you can.
- 48. Name as many breeds of dogs as you can.
- 49. Write the days of the week correctly in order. Stand up when you are finished.
- 50. List all the kinds of sandwiches that you can.
- 51. Scramble five spelling words, trade with someone, unscramble them.
- 52. List as many things as you can that make people the same.
- 53. List as many kinds of soup as you can.
- 54. List all the places you find sand.
- 55. List as many breakfast cereals as you can.

**Above all, be flexible, expect the unexpected, and have a sense of humor.**

**HILLSBORO-DEERING SCHOOL DISTRICT  
STAFF EMERGENCY INFORMATION RECORD**

**NAME:** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_  
          **Last**                    **First**                    **MI**

**School Year:** 2015-2016     **Teaching/Work assignment:** \_\_\_\_\_

**Home #** \_\_\_\_\_     **Cell #** \_\_\_\_\_     **email :** \_\_\_\_\_

**Street Address :** \_\_\_\_\_

**Mailing Address (if different than above)** \_\_\_\_\_

In the event of an emergency, please list **3** people who will assume responsibility for you.

- 1.
- 2.
- 3.

**Please list all medical concerns and allergies that the health staff OR a hospital/rescue squad need to know. Please update as necessary throughout the year.**

**Please list any medication that you take. (Medication name, time you take it, and dosage):**

Date last tetanus shot:

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In case of an accident or other emergency, every effort will be made to contact one of your responsible people. In the event they cannot be reached in a reasonable amount of time, OR the injury would require immediate medical attention, we would like permission to take the necessary steps to initiate treatment.

I hereby authorize the District or its agent to administer first aid and refer for medical treatment, including hospitalization, as may be reasonably required under the circumstances.

**Signature** \_\_\_\_\_ **Date** \_\_/\_\_/\_\_

**Family doctor:** \_\_\_\_\_ **Phone #** \_\_\_\_\_

**Specialist** \_\_\_\_\_ **Phone #** \_\_\_\_\_

**Please give a copy to Nurse at each school that you substitute in.**



