

Elmira City School District

Substitute Teacher Handbook





WELCOME SUBSTITUTE TEACHERS

**Elmira City School District
Office of Administrative Services
430 W. Washington Ave.
Elmira, New York 14901
Phone 607-735-3020 • Fax 607-735-3009**

The Office of Administrative Services welcomes you to the noble and challenging teaching profession. Nationwide, statistics show that students will be taught by a substitute teacher for the equivalent of one entire academic year during kindergarten through twelfth grade. This staggering fact makes all the more important the contributions you will make as a substitute teacher toward sustaining the education of Elmira's children and youth.

Substitute teachers are indispensable members of our staff. Serving, as you typically do, with little advance notice, you provide an all-important element of continuity to our instructional program. The primary goal of this district is to provide each student with valuable educational experience as in a constructive learning environment every day. The goal of our substitute teacher program is to ensure complete continuity of education. In effect, is to provide each student with a school experience as valuable as they would have experienced had the regular teacher not been absent.

There may be times, as with almost any job, when you feel that your work has gone without appropriate notice and recognition. While your role may receive little formal recognition, we are aware that the work you do is extremely essential to the ongoing quality of the educational program of the district.

Substitute teachers are obligated to keep themselves informed with respect to school policies, guidelines, curriculum, class management objectives and practices to maintain the educational standards of the school district at all times. This handbook is designed to provide some of the information that will be useful to you as you carry out your responsibilities. If you have problems as a substitute teacher, please do not hesitate to contact the building administrator and/or the Office of Administrative Services for assistance.



IMPORTANT CONTACTS

OFFICE OF ADMINISTRATIVE SERVICES

Administration Building

430 W. Washington Ave.
Elmira, New York 14901
607-735-3020

Payroll Department

607-795-5350

Web Site

www.elmiracityschools.com

Frontline Absence Management

<https://app.frontlineeducation.com/>

Or

Call toll free at 1-800-942-3767



INTRODUCTION

The purpose of this handbook is to assist you in understanding your duties and responsibilities as a substitute teacher in the Elmira City School District. If you should need additional information or assistance, please call the Office of Administrative Services at 607-735-3020, and we will be happy to answer questions you have regarding our substitute program.

This handbook is divided into seven sections:

1. **Introduction and Overview** contains the role of the substitute in the educational process.
2. **Process and Procedures** contains information for the application process, pay and long-term assignments, conditions for continued employment, use of the Frontline system, and school closing and delayed openings.
3. **Expectations and Responsibility** contains general guidelines for implementing lesson plans, discipline, seeking help and what can be expected from district staff.
4. **District Policies** contains guidelines for dress/grooming, reporting of sexual harassment and child abuse/neglect, use of cell phones, smoking restrictions, drug screening and background checks.
5. **Safety in Schools** contains information to safeguard the well-being of students and staff.
6. **General Information** contains information on substitute performance evaluations, school board members, school time schedules, maps and directions to schools.
7. **Ideas and Resources** contains ideas and suggestions for success, what to put in a Sub-Pack, teaching strategies, suggested activities, references, and internet resources.

OVERVIEW

The substitute teacher's role in the educational process in Elmira City School is very important. **Providing continuity in the classroom is essential to a sound education.** Occasional absences from classes are unavoidable; however, the continuity of the classroom can and should be maintained by substitutes who are well versed in the policies, procedures and expectations of the school and classroom. Through professional training and experience, substitutes provide students with instruction to minimize negative effects in student achievement that may result from absences of employees.

A substitute teacher should expect the needs and intentions of a classroom teacher to be communicated prior to taking charge of the class; conversely, a classroom teacher should expect the plans and assignments, which he/she has left, to be carried out by the substitute teacher assigned to the classroom. This book is intended to establish communication and expectation levels between the regular teacher and the substitute teacher.

The quality of the substitute teacher also ensures that the students' needs are met by fulfilling their roles with the high standards students are accustomed to receiving.



SUBSTITUTE TEACHER REQUIREMENTS

A. QUALIFICATIONS

Requirements for substitute teaching are as follows:

- Possession of a valid New York State Teacher's Certificate
OR
- Have completed at least 30 semester hours of academic studies from an accredited college or university.
- Able to speak, read and write English well enough to carry out duties of the job.

B. PERFORMANCE RESPONSIBILITIES

- Meet and instruct assigned classes in the locations and at the times designated;
- Carry out lesson plans as written by regular classroom teacher;
- Maintain a classroom environment conducive to effective learning;
- Encourage students to set and maintain standards of classroom behavior;
- Employ a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved;
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities;
- Assist in upholding and enforcing school rules, administrative regulations, and Board policy;
- Establish and maintain cooperative relations with others;
- Provide for own professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or coursework at institution of higher learning.

C. APPLICATION REQUIREMENTS

1. Complete the online application at: www.elmiracityschools.com or [Jobs for K-12 Education System | OLAS \(olasjobs.org\)](http://jobsforK-12EducationSystem.OLAS.org)
2. Submit the following documents with your application:
 - Letter of Interest;
 - Resume;
 - One (1) written professional letter of reference not more than three (3) years old. Letter must have date and signature;
 - Copies of Undergraduate and Graduate transcripts;
 - Copy of New York State Teacher Certification (if certified).
3. Fingerprint clearance. Information will be given to you to have these completed with NYSED. Cost of fingerprinting is \$101.75, payable by credit/debit card.
4. A Drug Screening appointment will be set up for you at our pre-approved location. There is no fee for the drug screening.
5. You must have a satisfactory outcome of the drug screening prior to starting employment.
6. You must have a satisfactory outcome of the Fingerprinting in order to start employment.

D. APPOINTMENT

Before beginning their substitute duties, all substitute teachers new to the Elmira City District, **must** attend an appointment provided by the Office of Administrative Services. The appointment includes information on the Aesop substitute placement system, basic information about the role of the substitute teacher, district policies and procedures, and answers to the most frequently asked questions about substitute teaching. **At that appointment applicants must present valid identification, such as a driver's license, birth certificate, or passport. Applicants will also need to present their social security card for Employment verification.**



SUBSTITUTE TEACHER REQUIREMENTS

E. COMPENSATION

Substitute teachers will be paid per diem basis. Your rate of compensation is determined each year by the Board of Education.

F. RATES OF PAY

Non- Certified	\$130
Certified	\$140
ECSD Retiree	\$160

Substitute teachers receive their paychecks in the mail bi-monthly (15th and last working day of the month). These checks are for work performed in the pay period. It is the substitute teacher's responsibility to confirm all time worked.

G. PAYROLL QUESTIONS

All questions regarding your paychecks should be directed to the Personnel Department at 607-735-3020.

H. BENEFITS

Substitute teachers are not entitled to benefits regardless of length of assignment.

I. LONG-TERM JOBS

When a position becomes a long-term position (25 consecutive days in the same position), the substitute teacher must hold a valid teaching certificate in the subject area being taught to have the pay adjusted to the appropriate ETA contract salary rate. Approval of this request would provide guidelines for the remuneration and assignment in these instances.

J. REMOVAL FROM SERVICE

Substitute teachers may be removed from service to the district at any time it is deemed necessary and appropriate to do so. Removal from the system or deactivation may also result from not accepting jobs for a long period of time, declining too many jobs, not keeping up with the daily availability/unavailability, not keeping personal or contact information current, or for other legal reasons deemed necessary and appropriate. If inactive for more than six months employees need to reapply. If circumstances warrant it, the substitute may be restricted immediately from service to the District, pending the outcome of any investigation of Policy violations. Substitutes may also be excluded from working at particular campuses if the school administration and the Office of Administrative Services Administrator conclude it is in the best interest of the District to do so.

K. ANNUAL RENEWAL OF SERVICE

Substitute teachers work as "at-will" employees from school year to school year and must keep their contact information updated at all times with the Office of Administrative Services. Substitutes who are not performing satisfactorily by the end of any school year will be removed and deactivated from the system.



REPORTING PROCEDURES

A. PARKING AND PRIVILEGES

Substitutes are employed as TEACHERS. They are not visitors or volunteers. Substitute teachers should not park in “reserved” or “visitor” parking areas. When working on campus, they should use the faculty parking lots, the faculty lounges, and may take advantage of any other privileges or amenities offered full time teachers. Substitutes may eat lunch either in the cafeteria or in the teachers’ lounge.

B. PUNCTUALITY

Substitute teachers are expected to be on duty the same length of time as a regular classroom teacher. This includes reporting to duty AT LEAST fifteen (15) minutes before the start of school. Follow the teacher’s schedule (this includes **all** duties)

Many experienced substitutes advise arriving at school 30 minutes before the start of school in order to allow time to find the office, to sign in, find the classroom, locate the lesson plans, prepare the room and instructional materials, and otherwise prepare for a successful day of substitute teaching. The exact beginning and ending times for substitute teachers may vary from school to school. If you are called to sub late, please inform the building principal. **When in doubt, call the school the day before to verify the start time and to get directions to the school if needed.** You will also find starting and ending times for the schools and teachers in this handbook.

C. WHERE TO REPORT

Report to the school’s main office to receive information about your specific assignment. Remember to present your **Job Number**, get a school identification badge and sign a voucher. The voucher is used to pay you, so be sure to sign in. Don’t forget to return the ID badge at the end of the day.

D. LEAVING THE CAMPUS

At no time during the day should the substitute leave campus unless authorized to do so, this includes the teacher’s prep periods. Substitute teachers should not leave the campus at the end of the school day unless they have signed out through the school office.

E. OTHER DUTIES AS ASSIGNED

Occasionally, a substitute teacher may be asked to perform duties in addition to those of a substitute teacher. Also, a substitute may be asked to teach in a classroom other than the one she/he had agreed to teach when she/he accepted the assignment on the Aesop system. In both cases, the substitute is expected to demonstrate **flexibility** and **cooperation** with the school administration in its attempts to meet the instructional and safety needs of the students under their care. If substitutes are asked to work during teacher’s prep period for a teacher other than the one they were assigned, they are expected to accept this administrative request (at no additional pay). However, substitutes are still entitled to a duty free lunch.

F. AT THE END OF THE DAY

When the children have been dismissed for the day or placed safely on the correct school bus, the substitute still has several more duties to perform. The room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Successful substitutes will take a few minutes to leave a detailed note for the teacher. The teacher appreciates knowing how much of the lesson plans was accomplished and any other information about the substitute’s instructional efforts they might need to know about. The teacher would also want to be informed of any behavior problems or unusual events that may have occurred during his/her absence. Finally, the substitute should always check out through the office when leaving for the day. This provides the office staff with an opportunity to deliver any messages to the substitute they may have received and for the substitute to sign his/her pay voucher and sign out.



SCHOOL ADDRESSES

ELEMENTARY

Beecher Elementary School

310 Sullivan Street.

735-3500

Kelley Bacalles, Principal

kbacalles@elmiracityschools.com

Broadway Elementary School

1000 Broadway

735-3550

Rebecca Kiley, Principal

rkiley@elmiracityschools.com

Coburn Elementary School

216 Mt. Zoar Street

735-3650

Matthew Burch, Principal

mburch@elmiracityschools.com

Diven Elementary School

1115 Hall Street

735-3700

Jo Legare, Principal

jlegare@elmiracityschools.com

Fassett Elementary School

409 West Thurston Street

735-3900

Mary Cox, Principal

mcox@elmiracityschools.com

Hendy Elementary School

110 Hendy Avenue

735-3900

Marc Vesci, Principal

mvesci@elmiracityschools.com

Pine City Elementary School

1551 Pennsylvania Avenue

735-3800

Rhonda Baran, Principal

rbaran@elmiracityschools.com

Riverside Elementary School

409 Riverside Avenue

735-3850

Heather Donovan, Principal

hdonovan@elmiracityschools.com

MIDDLE SCHOOLS

Broadway Academy

1000 Broadway

735-3300

Carrie Rollins, Principal

crollins@elmiracityschools.com

Ernie Davis Academy

933 Hoffman Street

735-3100

Colin Werfelman, Principal

cwerfelman@elmiracityschools.com

HIGH SCHOOL

Elmira High School

777 South Main Street

735-3200

Christopher Reger, Principal

creger@elmiracityschools.com



SCHOOL HOURS

ELEMENTARY SCHOOLS	GRADE	AM BELL	PM DISMISSAL
BEECHER Teacher Schedule 7:30 am - 3:00 p.m.	Gr. 3 - 6 M, T, Th, F W	8:05 a.m. 8:05 a.m.	2:25 p.m. 1:25 p.m.
BROADWAY Teacher Schedule 7:30 am - 3:00 p.m.	Gr. 3 - 6 M, T, Th, F W	8:05 a.m. 8:05 a.m.	2:20 p.m. 1:25 p.m.
COBURN Teacher Schedule 7:30 am - 3:00 p.m.	Gr. 3 - 6 M, T, Th, F W	8:05 a.m. 8:05 a.m.	2:25 p.m. 1:25 p.m.
DIVEN Teacher Schedule 7:30 a.m. - 3:10 p.m.	Gr. PreK - 2 M, T, Th, F W	8:20 a.m. 8:20 a.m.	2:45 p.m. 1:45 p.m.
FASSETT Teacher Schedule 7:30 a.m. - 3:10 p.m.	Gr. PreK - 2 M, T, Th, F W	8:15 a.m. 8:15 a.m.	2:45 p.m. 1:45 p.m.
HENDY Teacher Schedule 7:15 a.m. - 3:00 p.m.	Gr. PreK - 2 M, T, Th, F W	7:45 a.m. 7:45 a.m.	2:15 p.m. 1:25 p.m.
PINE CITY Teacher Schedule 7:30 a.m. - 3:10 p.m.	Gr. PreK - 2 M, T, Th, F W	8:15 a.m. 8:15 a.m.	2:45 p.m. 1:45 p.m.
RIVERSIDE Teacher Schedule 7:30 a.m. - 3:10 p.m.	Gr. PreK - 2 M, T, Th, F W	8:15 a.m. 8:15 a.m.	2:45 p.m. 1:45 p.m.

MIDDLE SCHOOLS	GRADE	AM BELL	PM DISMISSAL
BROADWAY ACADEMY Teacher Schedule 7:45 a.m. - 3:15 p.m.	Gr. 9 Monday - Friday	8:50 a.m.	3:10 p.m.
ERNIE DAVIS ACADEMY Teacher Schedule 7:45 a.m. - 3:15 p.m.	Gr. 7-8 Monday - Friday	8:34 a.m.	3:15 p.m.

HIGH SCHOOL	GRADE	AM BELL	PM DISMISSAL
ELMIRA HIGH SCHOOL Teacher Schedule 8:00 a.m. - 3:30 p.m.	Gr. 10 - 12 Monday - Friday	8:40 a.m.	3:10 p.m.



IMPORTANT INFORMATION

SCHOOL CLOSINGS, DELAYED OPENINGS

In case of inclement weather or other reasons that schools might be closed or delayed in opening, information will be posted on our Website, Facebook page, local news/radio or you can call 735-3970 for information. Of course, if schools are closed, there will be no need for you to report for duty. Therefore, we will be unable to compensate you for that day.

Superintendent of Schools

Hillary J. Austin

Board of Education

Sara Lattin, President
Michele Johnson, Vice-President

Ruth Bruning; Christopher Denton; Gerald Holleran; Kellie Lowman; Josh Palmer; Julie A. Wray

Board meetings

The Board holds regular meetings throughout the school year. For the meeting schedule, go to <http://www.elmiracityschools.com/boardmeetings.cfm>. Regular meetings are usually held one Wednesday a month at the Washington Administration Offices. Check the school calendar for details and specific listings.

A Letter to the Community from the School Board

Dear Friend,

Please accept our invitation to become involved in the Elmira City School District by attending regular meetings of the Board of Education. It is through involvement that you can learn what challenges face us, become aware of the programs we provide and combine your voices with our efforts to prepare students for the future.

We have made a commitment to collaborate with staff, families, and community members as we work to meet the needs of our students. In turn, we need your commitment to become involved in the education of the young people of our community.

The board sincerely invites you to join us at our monthly meetings as an important member of the community team. Your support will make it possible for us to provide a quality education for all of our students.

- ECSD Board of Education

We Invite Your Participation

The public is invited to all regular Board of Education meetings. The board also encourages participation in the education of our students through communication with us, the Superintendent of Schools and school principals. Many opportunities exist for participation, including in-school volunteering, parent organizations Family and Community Outreach Coordinators, and Building Planning Teams. Contact school principals to learn more about how you can help further the education of our children.

VISITORS TO THE BOARD

The Elmira City School District welcomes public comment. Visitors wishing to address the Board are asked to sign in. Comments should be kept to three minutes. The Clerk will notify you when 30 seconds remain.

The Board will listen to your comments carefully. This is an opportunity to provide your thoughts so the Board may include concerns in its consideration of the item you address.

Board members will not answer specific questions or engage in a dialogue or debate. If you have a question or request further discussion, the Clerk will take your phone number so the appropriate staff member can respond at a later time. Please be respectful of our students, staff, board and fellow visitors in making your comments. Thank you!



EXPECTATIONS AND RESPONSIBILITIES

Substitute teachers are expected to perform all the duties of the regular teacher unless the administrator releases the substitute from a particular responsibility. Check the teacher's master planning book to see if there are any students with special needs or medical conditions of which to be aware. If the planning book is unavailable, check with the office. Substitute teachers should maintain the regular routine of the class. They should follow the daily class schedule and lesson plans provided by the regular teacher.

A. IMPLEMENTING LESSON PLANS

When teachers are absent from school, they will leave **lesson plans** for the substitute to follow in order to maintain continuity of instruction in the classroom. Substitutes are to implement the lesson plans exactly as the teacher wrote them. The substitute is expected to adhere to the scope and sequence of instruction documented in the teacher's lesson plans. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instructional theory and practice.

Most of the time, teachers anticipate their absences due to scheduled appointments or staff development requirements. However, if a teacher is absent due to an emergency, the substitute may not have lesson plans provided by the teacher. When this occurs, help is available from other teacher and support staff in the school. Teachers from the same grade level or field of study should be able to help with missing lesson plans. Also, in the elementary schools, instructional support teachers (IST's) can assist the substitute. At the high school level, department chairpersons will provide assistance. And at the middle school- where learning is organized into instructional teams, the team leader should provide help when lesson plans are missing or insufficiently developed.

B. STUDENT ATTENDANCE

One of the many regular duties of the full-time teacher is the taking of student attendance. State law and district policy require that student absences be excused only with a written note from the parents or legal guardians. Substitutes are expected to assist in compliance with the requirement. Attendance must be taken in every class and this information must be provided to the school office following the procedures established at the school. Attendance taking procedures are included in the substitute's folder or are available from the office or any full-time teacher.

C. WRITTEN WORK/GRADING PAPERS

The substitute teacher should not assign written work and leave it to be graded, except at the request of the regular teacher. Nor should the full-time teacher expect the substitute to grade papers not assigned in the lesson plans. Extreme caution should be used when a substitute teachers asked to grade papers, the results of which will be made a part of the student's permanent grades.

D. CLASSROOM MANAGEMENT

Substitute teachers are expected to model and reinforce the expectations of the permanent teacher. Classroom rules are posted in most classrooms, and except for the first few days of class, all students know what the rules of behavior are and what the consequences are for not following them. Effective classroom management will lead to effective teaching.



EXPECTATIONS AND RESPONSIBILITIES

E. DISCIPLINE

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior in order to resume effective teaching. Substitutes must **never** administer **corporal punishment**, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is forbidden. **Sarcasm is ineffective in the classroom and should not be used with students.** Some additional examples of inappropriate and ineffective discipline strategies include but are not limited to:

- 1) Telling the students to "Shut up!";
- 2) Hitting, poking, flicking or making any other physical contact with students-especially when angry;
- 3) Screaming or yelling at all students when only one or a few need redirection;
- 4) Denying students access to the restroom or the nurse as retribution for misbehavior;
- 5) Slamming or throwing things down on the desk or throwing things across the classroom to get students' attention.

Use of derogatory terms or racial slurs must not be used and will not be tolerated. Nor should the substitute confiscate personal items belonging to the students such as cell phones, tablets, airpods, etc. If a student's use of electronic equipment is disruptive to a class or violates classroom rules, the student can be sent to the office where the appropriate steps will be taken in dealing with the disruptive behavior. Only when all reasonable efforts to maintain order have failed should the substitute refer students to school administrators with a referral explaining the circumstances.

a) Referral Process

Elmira City School District uses an ECSD Student Conduct Report form when sending a student to the office or reporting disruptive behavior. A supply of these forms should be in the substitute folder or they are available from any teacher or school office. When completing the form, indicate your name on the line for the teacher AND the teacher's name from whom you are substituting. Send the student with the completed form to the office or send the completed form to the office with another student if the situation warrants it.

b) Office Communication

In every classroom there is a telephone for use in contacting the office. Be sure to locate contact numbers from the main office and the assistant principal(s) before you need them. You can also send a student to the office with a message.

c) Unattended Classroom

The substitute should never leave the classroom with students unattended. Even if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and they will handle the situation. If the substitute needs to leave the classroom for personal reasons, a nearby teacher should be notified so that the classroom will be supervised.

d) Firm, Fair and Consistent

Most literature on substitute teaching indicates that in order to be successful in their treatment of students, the substitute needs to treat them in a **firm, fair and consistent** manner. Fairness and consistency are key issues with students, especially in the middle school. The substitute must not "play favorites" when dealing with student behavior or performance.

EXPECTATIONS AND RESPONSIBILITIES

F. ACTIVE INVOLVEMENT

The successful substitute teacher is actively involved with instruction. This includes moving around the classroom often, checking student work and assisting with assignments. The expression, “Be on your feet, not in your seat,” is good advice to the substitute. Many discipline problems can be avoided by the substitute’s use of proximity to the students. While you are in the classroom or supervising students, you are **not** to conduct personal business. Your focus should be on ECSD students and nothing else. NEVER leave students unattended, and always follow designated release procedures (for example, making sure children go to designated areas for “parent pick-up line” as well as “bus line”).

G. WORKING WITH A TEACHER’S AIDE (IF PRESENT)

Teacher aides, if present, are part of the classroom team. The aides are usually familiar with all the material, equipment, and policies of the regular teacher to accomplish a smooth and uninterrupted day of learning for the students. The substitute teacher is responsible for delivering instruction and should discourage the aide from doing the actual teaching. If the aide does not know what s/he should be doing during an assigned period, substitutes should refer to the teacher’s plan for aide assignments.

H. WORKING WITH A STUDENT TEACHER (ASSIGNED TO THE REGULAR TEACHER)

The substitute teacher should refer to the lesson plans or contact the school office to learn the responsibilities of the student teacher.

I. CARE OF MATERIALS AND EQUIPMENT IN THE ROOM

Substitute teachers are expected to assume responsibility for the care of the room and equipment. Books and supplementary materials should be left in the same condition as they were found. Please report damages or losses to the office.

J. SEEK HELP

At all times, and in all matters related to substitute teaching, the substitute should never hesitate to SEEK HELP when needed. Everyone in the school system wants the substitute teacher to be successful-the teachers, administrators, students, and parents. Help is only a few steps or a call to the office away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist the substitute with either instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders and department heads.



RESPONSIBILITIES OF THE DISTRICT, SCHOOL and TEACHER

Successful substitute teaching is a partnership between the substitute, the full-time teacher, the staff at the school where the teacher works, and the district staff.

A. DISTRICT STAFF

1. The Office of Administrative Services

Administrative Services staff provide services and support to ECSD substitute teachers. Administrative Services responsibilities include creating and maintaining employee files, coordinating payroll information with the Payroll Office, and scheduling Orientations. Administrative staff is also available to answer any questions substitutes may have about their duties and responsibilities. Questions about any of these matters can be directed to the **Office of Administrative Services at 735-3020**.

2. Payroll Office

It is the responsibility of the Payroll Office staff to provide the substitute with accurate and timely delivery of payroll checks. Checks are mailed to the substitute's home address on a **bi-monthly** basis (15th and last working day of the month).

B. SCHOOL STAFF

1. Substitute Folder

Many of the schools provide the substitute with a **Substitute Folder** in which has everything the substitute needs to carry out his/her responsibilities. Ask for this folder when you check in at the office upon arrival.

2. School Routines

The substitute will be provided a schedule of the regular school program and any schedule changes, such as school assemblies, pep rallies, etc. The substitute should be made aware of the routine information, such as special duties or assignments, absentee reports, dismissal times, special needs students, etc. The substitute should be informed of and follow the procedures for attendance reporting.

C. FULL TIME TEACHER

1. Lesson plans

It is the responsibility of the full-time teacher to provide sufficiently detailed lesson plans for the substitute to follow in their absence. If a teacher fails to provide lesson plans, the substitute should report this failure to the school administrator in a professional manner. The only time a teacher may fail to provide lesson plans is in a case of an emergency. When this occurs, other teachers and staff are available to the substitute for assistance.

2. Routines

The substitute will be provided with the following: lesson plans for each class, class rolls, specific procedure to be used with special needs students (when appropriate), pupil seating charts, and key, if necessary. Other schedules and routines may be posted in the classroom.

3. Support

Whenever the regular teachers anticipate an absence, they should prepare students to work with the substitute teacher. Such planning should emphasize helpfulness, consideration, good manners, and appropriate behavior. Teachers should never criticize or express dissatisfaction with the work of the substitute teacher in the presence of the students. If the regular teacher does find it necessary to express dissatisfaction with the substitute's work, this should be discussed with the school administrator.

4. Substitute Job Performance

Teachers should complete the "Report of Substitute Employee Service" form if the substitute's job performance is less than satisfactory. Teachers should be specific in their feedback of the substitute teacher so that improvement may be made. The report should be submitted to the Office of Administrative Services as soon as possible so that the issue can be addressed and resolved in a timely manner.



DISTRICT POLICIES

A. DRESS/GROOMING

Substitutes should exercise discretion and good judgment in their attire. Dress should be appropriate for the assignment. T-shirt, jeans, and tennis shoes are discouraged in the classroom, except in physical education. Visible tattoos, as deemed offensive and/or inappropriate, must be appropriately covered.

B. STUDENT SURVEYS/PERSONAL QUESTIONS

District policy prohibits teachers from conducting student surveys without prior approval by the principal and permission of the parents. Substitutes should never conduct student surveys for any purpose. Also, **personal questions** of a sensitive or private nature not included in the teachers' lesson plans should be avoided. These include questions about religious beliefs, sexuality, substance abuse, and family life. Finally, substitute teachers should also refrain from discussing their personal lives with students, especially as it pertains to religion, sexual preferences, and other aspects of their personal life of no relevance to the instructional content being presented or reviewed.

C. SEXUAL HARASSMENT

Elmira City School District takes very seriously its commitment to stopping sexual harassment in the workplace. All allegations of sexual harassment are investigated, and appropriate action taken.

1. Employee to Employee

Engaging in conduct constituting sexual harassment is strictly prohibited and is grounds for immediate termination. Sexual harassment includes but is not limited to the following examples: unwelcome sexual advances, making sexually offensive remarks to fellow employees, treating employees differently because of their gender, or the seeking of sexual favors. If an employee has a complaint concerning allegations of sexual harassment, the employee should file a complaint detailing such claim with the **Office of Administrative Services**. In the event that the employee is unable to file the complaint in writing, the Office of Administrative Services will arrange for a transcript of the employee's oral testimony to be prepared.

2. Employee to Student

Sexual harassment of students includes such activities as engaging in sexually oriented conversations, telephoning/texting students at home or elsewhere to solicit social relationships, sharing of social media, and physical contact that would reasonably be construed as sexual in nature. In the instance of employee to student sexual harassment, it doesn't matter who initiates the contact or whether the contact is welcomed or not. **Avoid all physical contact that may be represented by the student as sexual in nature.** At the secondary school level, male substitutes should not accept substitute jobs working in the girls P.E. classes; female substitutes should not work in the boys P.E. classes.

3. Student to Student

Sexual harassment may also occur between students. When this is observed, the substitute teacher should report the activities to the school administration and let them take whatever action is deemed necessary and appropriate. The rules of conduct regarding sexual contact between students are spelled out in the student handbooks and the Code of Conduct.

4. Investigation

All allegations of sexual harassment are taken seriously and are investigated thoroughly. The investigations may lead to disciplinary action against the employee, including a recommendation for termination.



DISTRICT POLICIES

D. ADVANCEMENT OF RELIGION

Federal law and District Policy prohibit the advancement of religious beliefs in the classroom. Substitute teachers are not to pray, lead prayer, or discuss their religious beliefs with students at any time they are working as a substitute teacher. Additionally, religious texts or materials shall not be distributed to students.

E. CHILD ABUSE/NEGLECT

As a substitute teacher, you are considered a **mandated reporter** which legally requires you to report incidents of suspected child abuse or neglect. Reports must be made by the person who suspects, witnessed, or was informed of abuse or neglect. Immediately contact school support staff (such as Administrators, Counselors, Nurses) who can assist you in following the reporting procedures.

However, the legal duty to report lies with each person who has cause to believe that abuse or neglect has occurred. It is the responsibility of the individual, not the school district, to make the report. A person who has cause to make a report, but knowing fails to do so, commits a criminal offense.

Statewide Toll-Free Telephone Number is 1-800-342-3720

School staff should be alert to signs or symptoms suggesting child abuse (e.g., unexplained bruises, cuts, burns, welts, etc.) Students' comments are often the key to discovering suspected neglect or emotional or sexual abuse.

F. VISITORS IN THE WORKPLACE

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees (including substitutes) who observe an unauthorized individual on District premises should immediately direct him or her to the building office or contact the Administrator in charge.

G. CELL PHONES

Cellular phones are allowed on the school campus as long as they are turned off and out of sight during the school day. No personal calls should be made or received during the instructional day or during after school meetings with the exception of limited personal calls which may be made during a planning period and lunch.

H. SMOKING/TOBACCO PRODUCTS

District policy prohibits the use of tobacco products anywhere on school property as well as at school sponsored events.

I. DRUG FREE WORKPLACE

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug, and alcohol, as those terms are defined in state and federal law, in the workplace, on school premises, or as part of any of the District's activities. Employees who violate this prohibition shall be subject to disciplinary sanctions. Such sanctions may include termination from employment with the District and referral to appropriate law enforcement officials for prosecution. Compliance with these requirements and prohibitions is mandatory and is a condition of employment.



DISTRICT POLICIES

J. CRIMINAL RECORDS CHECK

1. Pre-employment

A criminal history background check is run on all applicants when they apply to be a substitute teacher. If the applicant clears the background check, they may be employed as a substitute teacher.

2. Ongoing

If an employee is **arrested at any time**, she/he must report the arrest to the Office of Administrative Services within three (3) calendar days. After the Office of Administrative Services receives the report, a determination will be made whether or not the employee will be allowed to continue as a substitute teacher.

K. DISTRICT'S ELECTRONIC COMMUNICATIONS SYSTEM (DECS)

Although substitute employees will be given access to District telephones, they generally are not given access to the District computers or other Electronic Communications Systems. On specific, rare occasions approved only by District Administrators, substitute employees may be given access to the District's Electronic Communications System. **The Electronic Communications System is defined as the District's network, servers, computer workstations, telephones, peripherals, applications, databases, library catalog, online resources, internet access, email, online class activities and any other technology designated for use by an authorized supervisor to the substitute employee.**

With this education opportunity comes responsibility. It is important that employees read the information contained in the **Agreement for the Acceptable Use of the District's Electronic Communications Systems (DECS)**, sign the agreement form, and then ask any questions if you need help understanding them. **The Elmira City School District Staff Use of Computerized Information Resources will apply to personal laptops and the use of personal laptops brought to the workplace for long-term substitutes.** Inappropriate system use of the District's Electronic Communications System will result in the consequences below, including loss of the privilege to use this educational tool.

Please acknowledge receipt and understanding of these items by completing the "Substitute Employee Agreement for Acceptable Use of the District's Electronic Communications Systems" form in the back of this handbook.

Please note that internet access is part of the District's Electronic Communication System. The internet is a network of many types of communication and information networks, which are used frequently in classroom assignments and include access to library materials and purchased online databases. Some material accessible via the internet may contain content that is illegal, inaccurate, or potentially offensive to employee. It is possible for employees to access (accidentally or otherwise) these areas of content. While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. It will be each employee's responsibility to follow the rules for appropriate and acceptable use.

SOME RULES FOR APPROPRIATE USE

- Substitute employees must only open, view, modify, and delete their own computer files, unless they have specific permission from supervisor to do otherwise.
- Internet use must be primarily related to work assignments and projects.
- Some substitute employees may be assigned individual accounts to District resources and must only use accounts and passwords they have been granted permission by the District to use. All account activity should be for District purposes only.
- Substitute employees are responsible at all times for the use of the District's Electronic Communications System policy and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.



DISTRICT POLICIES

SOME EXAMPLES OF INAPPROPRIATE USES

- Using the District's Electronic Communications System which in any way results in unauthorized charges or expenses to the District.
- Using the DECS for illegal purposes (e.g., gambling, pornography, computer hacking).
- Damaging, disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- Using unauthorized software on the DECS.
- Sharing your username and password with others, borrowing someone else's username, password or account access.
- Sharing confidential information on students and employees.
- Employing the DECS for personal gain, commercial purposes, product advertisement or political lobbying.
- Purposefully opening, viewing, using, or deleting files belonging to another system user without permission.
- Electronically posting personal information about yourself or others
- Downloading or plagiarizing copyrighted information without permission from the copyright holder. Intentionally introducing a virus or other malicious programs onto the District's system.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Wasting or abusing school resources through **unauthorized** system use (e.g. online gaming, internet radio, downloading music, watching videos, going onto social media sites, checking personal email, etc.)
- Gaining unauthorized access to restricted information or network resources.
- Use which violates any other aspect of School District Policy and/or regulations, as well as local, state or federal laws or regulations.

PERSONAL WIRELESS LAPTOPS

- Personal laptops will be provided **filtered access to the Internet** as well as access to any web-based applications that would normally be accessible to employees from home. Laptops are valuable devices that can be damaged. **The District is not responsible for the loss or theft of a personal laptop, nor for damage, not unauthorized access to the device nor the data that resides therein.** In addition:
- Employee must take full responsibility for setting up and maintaining their personal laptops, charging them, etc. The District will not provide technical support for these devices including work orders/repairs/software installation.
- An employee's use of his/her laptop in the workplace must be primarily for job-related instructional and administrative purposes and in accordance with administrative regulations.
- Employee selection of appropriate, tasteful screensavers and wallpaper is expected.
- All employees with personal wireless devices must use the District-provided wireless which is filtered according to the Children's Internet Protection Act (CIPA) requirements. Employees are not to use non-District wireless service providers while on District property (cell phones, handheld devices, etc.).
- Personal laptops are not to be connected to the wired network. They are only authorized for connectivity on the District's public Wi-Fi network.
- If an employee uses a personal laptop in an inappropriate manner, he/she will be subject to consequences for inappropriate use as outlines in Acceptable Use of the District Electronic Communication System, the Employee Handbook, and the employee agreement.

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the District's Electronic Communications System;
- Revocation of the District's Electronic Communications System account(s); and/or
- Other appropriate disciplinary or legal action in accordance with applicable laws.



SAFETY IN SCHOOLS

Remember that being alert to activities around you leads to prevention. Always report any suspicious activity to a building administrator. Be sure to secure all personal belongings while on school property. Ask the school office where personal belongings (purse or briefcase) should be stored during the school day.

SUBSTITUTE TEACHER RESPONSIBILITIES

During Emergency Situations

Substitute teachers are responsible for implementing appropriate procedures to protect students. Be sure to know the emergency procedures for the school you are substituting in and how to contact the main office in the event of an emergency.

These responsibilities include:

1. Establishing procedures for evacuation.
2. Supervising evacuation of students to a designated safe area.
3. Verifying the location and status of every student and staff member assigned to his/her class during this instructional period.
4. Maintaining order during the emergency and alleviating the fears of students by employing strategies to create a calming atmosphere during their supervision.
5. Remaining with students throughout the duration of the emergency until every student has been released through the official "student release process."

SUMMARY OF UNIVERSAL PRECAUTIONS

Blood borne pathogens

Universal precautions are the steps taken to reduce the spread of blood borne diseases from one person to another. It is very important that these steps be fulfilled within the school to protect children, staff members, vendors, visitors, and others who have contact with the facility.

1. Consider all blood and bodily fluids contagious.
2. Avoid contact with bodily fluids-contact the nurse.
3. If necessary to come in contact with bodily fluids, use disposable gloves.
4. Wash hands with warm water and soap after properly removing and disposing of gloves.
5. If your skin comes in contact with bodily fluids, report the incident at once to a school administrator or immediate supervisor. Not all reported situations will automatically be considered "**exposure incidents.**" Each situation will be handled on an individual basis, including the determination by OSHA standards whether or not the Hepatitis B vaccine will be offered.

FIRST AID

Medications

1. Never give students medications-send them to the nurse.
2. Do not give students over-the-counter medicines.
3. Never deny a student access to the nurse when they have requested it.
4. Don't move a severely injured student.
5. Don't leave the classroom with students unattended-if you need assistance, call the office or send a student to the office with a message.
6. Don't allow students who are bleeding to participate in class until the bleeding has stopped and the nurse has cleansed and bandaged the wound.

VISITORS IN THE SCHOOLS

1. Never allow a visitor to take a child from your classroom or from your care, even if you know the person.
2. Redirect the visitor to wait in the main office to collect the student.
3. Contact the office and let them know that someone is there to pick up the student.
4. Ask the office to call you back when the visitor has come to the office to be sure the person arrived.
5. Send the student to the office to be picked up.

Students should only be dismissed from the Office.



CLASSROOM MANAGEMENT STRATEGIES

Classroom Management Strategies

The key to effective behavior management is to acknowledge and reinforce positive behavior.

Expectations:

Be sure students have a clear understanding of what is expected of them. Positive behavior is greatly enhanced when the teacher has instructed the students in what is expected of them. Students need to become familiar with the expectations of the teacher as quickly as possible. Getting students to engage in desired behavior is greatly enhanced when they know what is expected of them.

- ~ Expectations should be kept to a minimum of four or five.
- ~ Expectations should be stated in positive and in instructional terms.
- ~ Particularly younger elementary students need to be reminded of the expectations within the context of each situation. Remind them of proper behavior when waiting in line, going from one location to another, bathroom behavior, and working and on task behavior.

Tell a misbehaving student that you want him/her to change and why. Tell him/her exactly what you expect:

Tell the student what will happen if they do the expected behavior rather than what will happen if they don't do it. Be sure to reinforce acceptable behavior.

Importance of Task:

Getting students on task as quickly as possible makes it much easier to get and keep students engaged in learning. When students are actively involved with learning, they will seldom have the time to get into trouble. The more free time students have the greater the likelihood that they will create classroom disruptions.

Proximity Control:

Move closer to the student who is misbehaving (often effective) or the child closer to you (not as effective).

Avoid Confrontation:

The ensuing actions are usually negative.

Determining the Difference Between Minor and Major Student Misbehavior:

Teachers need to distinguish between minor and major disruptive student behavior. If the student's behavior is just merely annoying or irritating, it is usually minor misbehavior. Minor misbehavior can be best dealt with by ignoring it and recognizing other students' positive behavior. Teachers should use caution in bringing attention to minor classroom behavior, since it can result in strengthening the unwanted behavior. For some children a negative reaction is better than no reaction. If you must take action to stop a behavior, try **signal interference**. Let that child know s/he is doing something unacceptable by a **raised eyebrow, a frown, or a shake of your head**.

Major disruptive behavior occurs when a student interferes with student learning. This cannot be permitted. Even with major disruptive behavior, correction should be done quickly and privately, whenever possible. Stopping the behavior quickly and getting the student to repeat what is expected of them is essential in getting students to be cooperative and to minimize classroom disruptions.



CLASSROOM MANAGEMENT STRATEGIES

Classroom Management Strategies (continued)

Extinction:

Purposely ignoring minor and insignificant student misbehavior and then recognizing positive student behavior is an essential tool in creating and maintaining a positive classroom environment.

Management by Proximity:

Walking around the classroom and being in close proximity to students is a good way to manage a positive classroom.

Behavior “shaping”:

Reinforce behavior that is close to desirable behavior then raise your criterion for reinforcement in slight steps so performance will move toward your desired goal.

Teacher Models Mature Behaviors:

Teachers should remain professional, model positive behavior even when under stress and maintain a calm and serene demeanor.

Maintaining a High Rate of Positive Interaction:

Research shows that 90% of the positive things that students do in the classroom go unrecognized. Maintain a high rate of positive interactions with students. This will greatly enhance the probability of a positive classroom environment.

Acknowledge Positive Behavior at Irregular and Unexpected Intervals:

- Acknowledge positive student behavior when it is not expected.
- Verbal praise should be done in a casual manner.
- Praise the *value* as well as the *behavior*. Values such as hard work, kindness, dependability should be recognized.

Continual Teacher Reflection:

Highly effective teachers reflect upon lessons, student learning, and classroom environment on a continual basis. Teachers carefully analyze situations and devise strategies in which the instruction can become more effective in the future.



CHECKLIST

At Home

- _____ Dress neat, clean, and appropriately for the teaching assignment.
- _____ Enter the school enthusiastic and serious about your role.
- _____ If possible, arrive at the school at least 20 minutes prior to the beginning of classes.
- _____ Be sure to take along your sense of humor, your **Super Sub Pack**, an objective for the day, two aspirin and a snack for yourself.

Prior to entering the class

- _____ Report to the principal or the office to let them know you have arrived.
- _____ Ask about the policies regarding students in the halls and student passes.
- _____ Ask if there will be any special duties associated with the permanent teacher's assignment.
- _____ Find out how to refer a student to the office.
- _____ Look for the fire alarm and know the proper drill directions.
- _____ Ask if there might be a student who has a medical problem.
- _____ Obtain any keys that might be necessary.
- _____ Find out how to report students who are tardy or absent.
- _____ Find the locations of restrooms and the teacher's lounge.
- _____ Ask the names of the teachers on both sides of your classroom and if possible, introduce yourself to them.

In the classroom

- _____ If possible greet your students as they come in the door
- _____ Enter the classroom with confidence, the first impression can take you a long way.
- _____ If lesson plans are provided, follow them as closely as possible.
- _____ If money needs to be collected, record the amount, the name of the student, and the purpose for the collection on a sheet of paper and turn it in to the office at the end of the school day.
- _____ Locate the books, handouts, and papers that will be needed throughout the day.
- _____ Study the seating chart or be prepared to make your own.

End of class

- _____ If a teacher has classroom sets that are used by the students, be sure to have them all returned before anyone in the class leaves. It is easier to locate one book or calculator in a class of 30, than trying to find it in the whole school at the end of 7 periods.
- _____ Remind students of homework. It is often helpful to write it on the board.
- _____ Have students clean their desks and the area around their desk.

End of day

- _____ Leave the desks, books, and classroom in good order.
- _____ Turn in any money collected at the office.
- _____ Fill out a "Substitute Teacher Report" and leave it with all other materials for the permanent teacher. A sample report form is located on page 200 of the appendix.



Sub PACK

SubPack

A *SubPack* is like an emergency preparedness kit for the classroom. It should contain a variety of useful and necessary classroom supplies and materials. Check the pack at the end of every day, refill it with what is necessary, and have it by the door or in the car ready for the next day.

The contents of a *SubPack* can be organized into three categories:

- Personal and Professional Items
- Activity Materials
- Everyday Stuff

Personal and Professional Items

Clipboard
Pen, pencil, and colored (non-red) marking pen
Substitute teacher report (to leave for the permanent teacher)
District information (maps, addresses, phone numbers, policies, starting times, etc.)
A coffee mug or water bottle
A whistle (useful for P.E. and playground duty)
A small package of tissues
Snacks (granola bar, pretzels, bottled water, etc.)
An individualized Hall Pass
A small bag or coin purse for keys, driver's license, money (enough for lunch), and other essential items.
Band-Aids®
Headache medicine (for you only)
Small sewing kit with safety pins

Activity Materials

Tangrams
Bookmarks
Picture books and brainteasers
A number cube or dice for games
Estimation jar
Timer
Copies of a 5 minute filler (or early finisher) activity
One class set of a short activity

Everyday Stuff

Crayons
Rubber bands
Colored markers, pencils, and/or crayons
Labeled ball-point pens (red, blue, black)
Pencils and small pencil sharpener
Transparent and masking tape
White board markers and dry eraser
Chalk
Scissors
Glue sticks
Paper clips, staples, and a small stapler
Post-it® note pads (various sizes and colors)
Ruler
File folders
Calculator
Lined and blank paper
Name tag materials (address labels or masking tape will work)



SUBSTITUTE TEACHER REPORT

Substitute Teacher Report

Substitute Teacher: _____ Date: _____

Phone Number: _____ Grade: _____

Substituted for: _____ School: _____

Notes regarding lesson plans:

I also taught:

Notes regarding behavior:

Terrific helpers:

Students who were absent:

Messages for the permanent teacher:



Please let me know of any areas you feel I can improve to be a better substitute teacher for you.



ECSD STUDENT CONDUCT REPORT

ECSD Student Conduct Report
Student Name _____ Grade _____ Date of Incident _____ Day of week M T W R F
(circle one)
School _____ Staff/Driver _____ Period/Time ____/____ Bus # _____

Behavior (✓)

<input type="checkbox"/>	Tardiness
<input type="checkbox"/>	Skippping Detention/ISS
<input type="checkbox"/>	Skippping School/class
<input type="checkbox"/>	Tech misuse/Obscene Material/Exposure
<input type="checkbox"/>	Tobacco/smoking
<input type="checkbox"/>	Forgery/lying/plagiarism
<input type="checkbox"/>	Language/gestures
<input type="checkbox"/>	Disorderly conduct
<input type="checkbox"/>	Bus misconduct
<input type="checkbox"/>	Insubordination/refuse reasonable request
<input type="checkbox"/>	Dress code violation
<input type="checkbox"/>	*Reckless endangerment
<input type="checkbox"/>	*Use, poss or sale of drugs or alcohol
<input type="checkbox"/>	*Weapon possession
<input type="checkbox"/>	*Other disruptive
<input type="checkbox"/>	*False alarm
<input type="checkbox"/>	*Bomb threat
<input type="checkbox"/>	*Criminal mischief
<input type="checkbox"/>	*Burglary, larceny, other theft
<input type="checkbox"/>	*Intimidation, harassment, menacing, bullying
<input type="checkbox"/>	*Minor Altercation
<input type="checkbox"/>	*Robbery
<input type="checkbox"/>	*Arson
<input type="checkbox"/>	*Assault w/physical injury
<input type="checkbox"/>	*Assault w/serious physical injury
<input type="checkbox"/>	*Kidnapping
<input type="checkbox"/>	*Sexual offense
<input type="checkbox"/>	*Homicide
<input type="checkbox"/>	*Weapon Use (check w/additional behavior category)

Location (✓)

<input type="checkbox"/>	Classroom
<input type="checkbox"/>	Hallway
<input type="checkbox"/>	Cafeteria
<input type="checkbox"/>	Restroom
<input type="checkbox"/>	Gym
<input type="checkbox"/>	Bus area
<input type="checkbox"/>	On bus
<input type="checkbox"/>	Parking lot
<input type="checkbox"/>	Special Event
<input type="checkbox"/>	Computer lab
<input type="checkbox"/>	Common area
<input type="checkbox"/>	Tutoring area
<input type="checkbox"/>	Planning Room
<input type="checkbox"/>	Office area
<input type="checkbox"/>	Media center
<input type="checkbox"/>	Off school Prop
<input type="checkbox"/>	Playground

Check ALL actions taken prior to referral. (✓)

<input type="checkbox"/>	ACTION
<input type="checkbox"/>	Use of Pre-established cues: verbal/non-verbal
<input type="checkbox"/>	Expectation reminder
<input type="checkbox"/>	Used a MOD structure
<input type="checkbox"/>	including consequence statement
<input type="checkbox"/>	Assigned reflection time
<input type="checkbox"/>	Conference with student
<input type="checkbox"/>	Responsible Thinking Plan
<input type="checkbox"/>	Student developed a personal improvement plan
<input type="checkbox"/>	Speak to parent/guardian Date _____ Time _____
<input type="checkbox"/>	Planned Follow-Up
<input type="checkbox"/>	Teacher conference with student
<input type="checkbox"/>	Send letter to parent/guardian
<input type="checkbox"/>	Refer to Intervention Team

Type of Behavior (✓)

<input type="checkbox"/>	Aggression
<input type="checkbox"/>	Breaking Rules
<input type="checkbox"/>	Confrontation
<input type="checkbox"/>	Disengagement

Others involved (✓)

<input type="checkbox"/>	None
<input type="checkbox"/>	Peers
<input type="checkbox"/>	Staff
<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Substitute

Possible motivation (✓)

<input type="checkbox"/>	Avoiding Failure
<input type="checkbox"/>	Attention Seeking
<input type="checkbox"/>	Control Seeking
<input type="checkbox"/>	Anger
<input type="checkbox"/>	Energetic
<input type="checkbox"/>	Bored
<input type="checkbox"/>	Uninformed

Administrative action (✓)

<input type="checkbox"/>	Bus Suspension # of days _____	<input type="checkbox"/>	Loss of privilege	<input type="checkbox"/>	Require restitution
<input type="checkbox"/>	Agency contact: _____	<input type="checkbox"/>	Detention Dates _____	<input type="checkbox"/>	Superintendent Hearing
<input type="checkbox"/>	Counselor consulted: _____	<input type="checkbox"/>	Hold in office	<input type="checkbox"/>	Home visit
<input type="checkbox"/>	Community service	<input type="checkbox"/>	ISS Dates _____ # of days _____	<input type="checkbox"/>	Time Out
<input type="checkbox"/>	Teacher conference with student	<input type="checkbox"/>	OSS Dates _____ # of days _____	<input type="checkbox"/>	Expectation/ Consequence Reminder
<input type="checkbox"/>	Parent conference	<input type="checkbox"/>	Require apology	<input type="checkbox"/>	No action taken
<input type="checkbox"/>	Recommend to STAR	<input type="checkbox"/>	Completed a plan	<input type="checkbox"/>	Combined w/other incident

*VADIR category

Incident Description:

Admin Comments

Action taken by _____ Date _____

Updated 4/08

Distribution: Original retained with student record; Copy to Parent, Teacher, Planning Room as Needed



REPORT OF SUBSTITUTE EMPLOYEE SERVICE

REPORT OF SUBSTITUTE EMPLOYEE SERVICE

(This form may also be used for coaches, volunteers and others in the District)

Purpose: To improve service in all titles by:

- 1). Giving recommendations to individual substitute employees who have demonstrated a need for modification in their work performances
- 2). Acknowledging a substitute's commendable performance(s)

Use of this form by building supervisors is not mandatory; however, it will be useful to the district in evaluating the performance of our substitutes. Reports may be shared with the individual as indicated by the nature of the comments.

EMPLOYEE'S NAME: _____

REPORT SUBMITTED BY: _____ TITLE: _____

BUILDING OR DEPT: _____ DATE OF REPORT: _____

Select One Category:

_____ Performance Concerns

_____ Commendation

SUBSTITUTE/COACH/VOLUNTEER CONFERENCE

(Personnel will hold a conference with the individual in cases where there are performance concerns. Commendations will be placed in the personnel file for future reference.)

Date: _____

Person(s) Present: _____

Comments:

Action:

Director of Administration