

Dear Substitute Teachers,

Welcome to the Chilton School District!

Our success can be attributed to teamwork, dedication, professionalism, and our employees. As a substitute teacher, you are one of our district's most valuable assets and are a very important member of the professional team serving our students.

The importance of your role in helping to educate the young people in the Chilton School District cannot be measured. Quality substitute teachers are viewed as essential, and we are happy that you have chosen to share your knowledge, caring and professionalism with the students and staff of the Chilton School District.

We hope that your experience in the Chilton District is rewarding to you both professionally and personally. We appreciate your service and will assist you in every way possible. Please do not hesitate to contact us with questions or concerns.

Have a great year!

Sincerely yours,

The Administrative Team

**SCHOOL DISTRICT OF CHILTON**

**ADMINISTRATION**

**AND**

**SECRETARIAL STAFF**

Dr. Claire Martin, Superintendent ..... 849-8109  
530 W. Main St., Chilton, WI 53014  
... Dawn Bartel, Administrative Assistant  
... Lisa Lau, Business Manager  
... Mandy Potratz, Business Manager  
... Barbara Walber, Administrative Assistant

Mr. Ty Breitlow, High School Principal ..... 849-2358  
530 W. Main St., Chilton, WI 53014  
... Diane Stenz, Administrative Assistant  
... Becky Koenigs, Administrative Assistant

Mr. Rich Appel, Middle School Principal ..... 849-9152  
421 Court St., Chilton, WI 53014  
... Ann Hanamann, Administrative Assistant

Mrs. Pamela Schuster, Elementary School Principal ..... 849-9388  
421 Court St., Chilton, WI 53014  
... Michele Hoerth, Administrative Assistant  
... Sharon Weber, Administrative Assistant

## **SUBSTITUTE TEACHER INFORMATION**

- Application: (New substitute only) Apply to the grade level where you desire to work. Application forms can be obtained from any principal's office and on the district website at [www.chilton.k12.wi.us](http://www.chilton.k12.wi.us).
- Assignment: By principals:  
Ty Breitlow, High School Principal  
Rich Appel, Middle School Principal  
Pamela Schuster, Elementary School Principal
- Calling time: 5:50 a.m. – 10:00 a.m., 5:30 p.m. – 9:00 p.m. or when needed; AESOP system is used to fill absences.
- Pay: \$110.00 a day. Complete a withholding statement, employment eligibility and a direct deposit information sheet.
- Pay Date: 10<sup>th</sup> and 25<sup>th</sup> of each month; if these dates occur on Saturday or Sunday, pay day will be on the previous Friday. This applies to both short and long term substitutions. The cut off dates for pay are the 14<sup>th</sup> through the 28<sup>th</sup> of the previous month will be paid on the 10<sup>th</sup> (i.e. work performed on September 14-28 is paid on October 10<sup>th</sup>) and the 29<sup>th</sup> of the previous month through the 13<sup>th</sup> of the current month will be paid on the 25<sup>th</sup> (i.e. work performed on September 29-October 13 is paid on October 25<sup>th</sup>).
- License: A current teacher's license copy must be filed in the business office and the principal's office. A Life License becomes invalid if the license holder is not regularly employed in education for 5 or more consecutive years. A day-to-day per diem substitute teacher does not count as regular employment. To reactivate a life license the individual needs to complete either a PDP or six credits within the five years immediately preceding the reactivation of your license.
- Physical Exam: We have to have assurance that you have successfully passed a physical examination and tuberculin skin test (or x-ray). The School Board may permit the school employee to submit proof of an examination, which was taken within the past ninety days, in lieu of requiring such examination, x-ray or test. If the reaction to the tuberculin test is positive, a chest x-ray shall be required.
- Payroll Information: Contact Mandy Potratz (849-8109) as soon as you are employed. If you wish to make changes in payroll information you should also contact Ms. Lau.
- Phone Numbers: Chilton High School ..... 849-2358  
Chilton Middle School ..... 849-9152  
Chilton Elementary School ..... 849-9388

## **PROCEDURES FOR LICENSE APPLICATION**

Substitutes desiring certification should make application to:

Wisconsin Department of Public Instruction  
Certification Division  
125 South Webster Street, P.O. Box 7841  
Madison, Wisconsin 53707

See <http://tepd.dpi.wi.gov/licensing/elo> for additional information.

## RESPONSIBILITIES AS A SUBSTITUTE

The philosophy of the Chilton Public School System stresses a primary concern for helping each student acquire necessary knowledge, skills, abilities, and attitudes in order to help him/her reach maximum potential. This involves providing an educational program which is sufficiently broad and varied in order to meet an individual's needs, so as to be able to succeed in a rapidly changing society.

A substitute teacher has the important and challenging task of insuring continuity of instruction in the classroom. This can be done more effectively if there is an understanding of the responsibilities and interrelationships between the substitute teacher and the school.

This manual is intended as a guide for those who are called to serve as substitutes in the Chilton Public School System.

### A. INITIAL STEP

Substitute teachers are to meet with Ty Breitlow to become familiar with the school and its classroom procedures.

### B. RESPONSIBILITIES OF THE SUBSTITUTE TEACHER

As a substitute teacher, we unfortunately expect you to be ready for employment via, a telephone call, sometimes upon short notice. This call may come unexpectedly. Work assignments may vary from several hours to several weeks depending upon the unique circumstances experienced by our teaching staff.

1. Actively visit Aesop at <https://www.aesoponline.com/login2.asp> and/or be available between 6:00 a.m. – 10:00 a.m. and 5:30 p.m. – 9:00 p.m. to receive calls for possible substitute teaching employment.
2. Become familiar with the school's procedures and its general curriculum. You may wish to talk with the building principal before accepting substitute work to gain this information.
3. Report to the office upon arrival at the building and be present at the school in accord with its operational hours of 7:50 a.m. to the end of the official school day. This ending will differ in each building.
4. Follow lesson plans for classroom activities and procedures left by the regular teacher as closely as possible.
5. Assume the duties of the regular teacher which may include area supervision, collection of monies, lunch period supervision, playground supervision, securing supplies, fire drill procedures, etc. Dates and times of duties are identified in specific teacher's substitute folder.
6. Seek guidance from the principal or designee in any unusual situation and notify him/her immediately in event of an accident, severe problem or serious disturbance.
7. Check out the room; understand office phone system.
8. Maintain a proper classroom environment conducive to learning.
9. Make sure all students are safely evacuated out of the classroom during a fire or storm warning drill. Talk with neighboring teacher for "Emergency Drill" procedures.
10. Each employee is responsible for the supervision of students assigned to them for the entire class period. **Do not leave students unsupervised at any time**, this includes the times when a guest speaker or an outside unit is being presented to your students. Failure to actively supervise students may result in an unforeseen event which will place you in an uncompromising position.
11. Employees are required to remain in the school building during school hours except during their lunch break. Check with your Building Principal when in doubt.
12. Leave student assignments and the classroom in order at the end of the school day.
13. Leave a note of explanation as to what occurred during the day. Please identify on the substitute form what went well and where improvements can be made.
14. Check out with the school office and ask if help will be needed the next day.
15. Attend faculty meetings and other meetings if the assignment is on a long- term basis (after 5 days).
16. Treat any information about the school and its students as confidential.
17. Report any illness, injuries, or accidents you have encountered with your students to the school office or the school nurse.
18. Return the room key and any money collected during the day to the building office before leaving your last afternoon class.

19. Consider calling the absent teacher for additional information.
20. Check the substitute folder carefully for assigned duties, medical data, and emergency data.
21. At the end of the day complete the daily evaluation form and return it to the building office secretary.
22. Please notify the business office if you take a long-term position in another district or for any other reason that you will not be available.
23. Leave the classroom in order. (Excellent student activity)

### **C. OUTSTANDING CHARACTERISTICS OF A COMPETENT SUBSTITUTE TEACHER**

#### **Classroom Characteristics**

- Follows lesson plans
- Maintains discipline and a learning environment
- Is flexible, adaptable, and creative
- Cares about students, shows understanding for their age level
- Relates well with student
- Goes beyond the call of duty
- Teaching/learning goes on during the teacher's absence
- Written, detailed reports left for the teacher
- Grades homework classroom papers (especially elementary)
- Leaves room in order at end of the day
- Cooperative attitude with the staff
- Knows and follows classroom rules
- Knows and follows school expectations
- Executes duties of teacher rather than placing responsibilities on student assistants

#### **Personal Characteristics**

- Conscientious, dependable, reliable, responsible
- Enthusiastic, positive attitude
- Knowledgeable in subject matter
- Organized
- Friendly, pleasant personality
- Sense of humor, cheerful
- Professional
- Prompt arrival
- Dresses appropriately

#### **Tips on Classroom Management**

The substitute teacher has the prime responsibility to teach, as well as possible, what the regular teacher has outlined. The following suggestions will help the substitute teacher eliminate classroom management problems, establish good classroom routine, provide for an efficient learning situation, and establish mutual respect between teacher and student.

- **Conduct yourself as the teacher and accept the role of a professional.** Introduce yourself and write your name on the board and/or wear a name tag.
- **Be patient.** It is natural for a class to rest a substitute. You represent a change for them. Patience, understanding, firmness, and respect toward the students will diminish distrust.
- **Expect Good Behavior.** Students tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules!
- **Be Fair and Consistent.** Your success in classroom management will depend in a great extent on your degree of fairness and consistent treatment. Students must know what to expect of you and what you expect of them. Uncertainty is a breeder of misbehavior.
- **Be Ready.** Materials and plans for the day are a must. The regular teacher has left plans that you should follow. Go over these plans carefully to ensure that you know what you want the class to be

- doing during the day. Begin class on time to avoid restlessness and disinterest. If you should have to deviate from the teacher's plans, leave a note for the teacher explaining the reason for the change and what you did in its place.
- **Make clear presentations and use effective teaching methods.** What the students gain from the lesson will depend on how well you present it.
  - **Provide for student involvement** in discussion, planning, questioning, and classroom activities. Be sure that directions are clear and supervision is provided.
  - **Leave time.** Especially on the secondary level when classes change each period, leave enough time at the end of each period for the class to gather materials together and for you to prepare for the next group.
  - **Use Common Sense.** All the rules, regulations, guidelines, and directives in the world are no substitute for it.
  - **Keep Your Sense of Humor!**

### Hints on Classroom Control

- **Be Businesslike and Confident.** The students will be watching you to see what kind of person you are. Remember that first impressions mean a great deal.
- **Be Prepared.** High school students are quick to note indecision, vacillation, and lack of preparation on the part of the teacher. Start each lesson on time and know what you are going to say and do.
- **Keep Your Lesson and Presentation Engaging.** Bored students often get into trouble. Interested students seldom do.
- **Know When to Overlook.** Don't seek trouble. Overlook small things which are unintentional and do not matter.
- **Know When to Assert Yourself.** This is one of the most important principles in maintaining proper classroom control. Every experienced teacher (and every student) know that for the common good there is, in every democratically run classroom, and invisible line beyond which student must not pass.
  - Distinguish between unintentional and intentional pupil misbehavior.
  - Distinguish between pupil discussion and pupil argumentation.
  - Distinguish between pupil humor and pupil insolence.
- **Do Not Bluff.** Students are quick to see through and lose respect for the teacher who continually threatens, but who does nothing about pupil misbehavior. Such a teacher is fair game for a roomful of high-spirited adolescents. Once you have decided that action is merited, administer it matter-of-factly and return to the lesson.
- **Be Consistent.** Do not suppress certain pupil actions one day and tolerate them the next. This leads to pupil insecurity and distrust of you as a teacher and person. Let the pupil know what you will or will not tolerate and your disciplinary problems will be few and far between.
- **Be Fair.** There is no place for favoritism in the classroom.
- **Do Not Pretend That You Know Everything.** Simply because you are a teacher does not mean that you must always be right. Your students already know that you are not infallible and will respect you if you say, "I don't know. Let's look it up."

### D. RESPONSIBILITIES OF THE REGULAR TEACHER

The classroom teacher should be prepared for another teacher to carry on in their place in case of illness or emergency. The teacher has the responsibility to:

1. Have in or on their desk:
  - a. Lesson plans for the day made out in sufficient detail.
  - b. Detailed weekly time schedule of classes (preferably fastened in the lesson plan book.)
  - c. List of student's names and seating chart.
  - d. List of supervisory duties, etc. of the regular teacher.
  - e. Important information about any student – (physical disabilities, discipline problems, reliable helpers, special ed., etc.
  - f. Fire drill and emergency procedures.
2. Have available teachers' copies of textbooks and workbooks used in the classroom.
3. Be available by phone, when possible, to answer questions or assist in other ways.

4. File the classroom teacher report with the office.

Any teacher, especially those in the same department or nearby classrooms, should be willing to assist the substitute in any possible way.

## **GENERAL INFORMATION**

### **STUDENT ILLNESS**

Students who become ill during your class may be permitted to report to the office. The office will handle the situation from that point on. Please exercise caution and observe the following guidelines when releasing all students to the office.

1. If the student appears healthy enough to walk to the office without assistance, please dismiss the student and immediately contact the office to report the student's dismissal, and the reason for such dismissal.
2. If the student appears too ill to report to the office without assistance (possible fainting, falling, etc.) either call the office for assistance or ask the nearest colleague to watch your class and take the student to the office yourself.
3. If a student vomits, etc. in your class, observe either guideline #1 or #2 above and contact the office for custodial assistance.

### **STUDENT INJURIES**

Due to liability reasons, all student injuries are to be reported to the office. If a student receives an injury or has an accident while under your supervision the following steps should occur.

1. Determine the severity for the injury. If no immediate cause for concern exists report the injury to the office as soon as possible.
2. If the injury requires immediate attention, render what first aid you can and send someone to contact the office immediately. The office will locate the appropriate people qualified to treat the injury. If any body fluids are present (vomit, blood, etc.) be sure to wear rubber gloves. These are available at any time in the office.
3. All injuries will require the person(s) who witnessed the accident, or charged with the supervision, to complete an "Accident Report" located in the office.
4. Under no circumstance is any student accident or injury to go unreported to the school office!

In the case of any injury, no matter how minor, be sure to get all of the facts straight when you submit the information to the office. In these days of increasing numbers of malpractice suits, the money you save may be your own!

### **LIABILITY**

You, like all full-time and part-time teachers, are liable for whatever happens to your students in the event of personal negligence.

State law is very specific in requiring districts to supervise all children at all times and to provide a "safe place" for the children entrusted to its care. We ask your help in carrying out this charge.

### **LUNCH TIME**

Each teacher is entitled to at least one-half hour of duty-free time to eat lunch. Check with the office to determine when your lunch time is scheduled.

### **MONEY**

It may be necessary for you to collect money from the students for any one of a host of reasons. Do not leave money in the room! At your first opportunity, count the money, turn it into the office and obtain a receipt.

### **PRINCIPAL**

The office in each building is there to help you. Any problems you have with your assignments should be called to his/her attention immediately.

Be sure to check in at the office when you arrive. This will give them a chance to give you keys, special instructions or tips you may need before you start to work. Check out with the office at the end of the day, especially if you were called for one day only. Leave the keys and any information that the regular teacher may need for the next day.

### **SENSITIVE ISSUES**

All teachers should be aware that there are areas of sensitivity in working with the children of others. Discussions on controversial, sensitive issues are sometimes misinterpreted and misunderstood by students. Substitute teachers should avoid these topics if at all possible. In the short time substitutes generally spend at one location, they will do the best job by carefully following the lesson plans prepared by the teacher.

Unethical practices should be reported to local, state or national commissions on ethics.

### **SCHOOL COMMUNICATION**

Research has repeatedly shown that the level of communication quality a school possesses, both internal and external, has a direct correlation to its overall effectiveness. Good communication will not act as a panacea to all school problems. However, it is a necessary building block in the development of positive relationships between teachers and administrators, teachers and students, teachers and parents, teachers and teachers, and the school and community.

At Chilton we expect good communication habits from everyone. The administration needs to hear your ideas and concerns. The students must be kept informed of their difficulties and accomplishments. Teachers need to all and/or write parents to let them know we need their help. Collegial relationships must be solid and our community needs to know what our school is all about. Please do your share in keeping the communication lines open at Chilton Schools.

### **SNOWDAY PROCEDURE**

If a snow day is called on a day that you were supposed to substitute, you will not report for duty and thus not receive pay for that day.

### **IN-SERVICE PARTICIPATION**

When appropriate and necessary, substitute teachers will be invited to participate in in-service activities.

### **APPROPRIATE DRESS**

We would appreciate dress that would be complimentary toward the teaching profession. Students tend to be more respectful toward appropriately dressed substitutes.

### **USE OF AIDES**

Aides are not to be used as a replacement for a certified teacher or substitute. Under no circumstances should an aide be allowed instructional duties.

### **BUILDING HANDBOOK**

Each classroom has a substitute teacher's folder. This document will have the following information about the classroom and building. (At the High School these are located in the office and will be given to you.) Please refer to this handbook when you arrive at your room and assignment for the day. This folder or handbook will include, but not be limited to the following list of items:

1. Seating chart
2. Fire and tornado evacuation
3. Daily program schedule
4. List of helpful students



5. Location of lesson plans, attendance charts, etc.
6. Special assignment listing
7. List of classroom rules
8. List of critical health problems, etc.
9. List of LD, speech, reading, instrumental music students and their schedules

## **DISTRICT POLICY ON WEAPONS, DRUGS**

### **DRUG FREE**

School officials will use reasonable and constitutionally permissible means to assure that the property and schools of the district shall be made free of alcohol, drugs and other controlled substances.

School officials will also cooperate with local law enforcement agencies in efforts to meet the goal of property and buildings being free of alcohol, drugs and other controlled substances and does hereby authorize reasonable and periodic searches of school property and buildings to detect and to legally take possession of any such materials found upon school property or within its buildings. Such legal methods of search may include, but are not limited to inspection by means of trained canine units, or other such legal and recognized detection methods. Such searches may be unannounced and periodic, but shall be with the consent of school administrative authorities.

### **WEAPONS ON SCHOOL PREMISES**

No person shall possess a weapon nor look-alike weapon on school premises, school bus or at any school related event.

“Weapon: or “look alike weapon” means any firearm (gun); a knife; any electric weapons, as defined in s.941295(4); metallic knuckles or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles; a nunchaku or any similar weapon consisting of 2 sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather; a cestus or similar material weighted with metal or other substance and worn on the hand; a shuriken or any similar pointed star like object intended to injure a person when thrown; a chain having weighted ends; pepper spray or any other device or instrumentality which, in the manner it is used or intended to be used, is capable of or likely to produce death or great bodily harm.

## **TORNADO/STORM DRILL**

1. Storm Warning Signal:
  - (a) Will be by word of mouth over the P.A. System – “This is a storm warning drill – follow instructions now.”
  - (b) If the power is out, the warning signal will be provided by word of mouth by those in the chain of command.
  - (c) A member of the chain of command will give the signal.
2. Procedure: After storm warning signal is given.
  - (a) Teachers will escort the students that they are teaching at that moment, to the Teacher’s Storm Drill Station.
  - (b) Students are to move to the stations quietly and orderly.
  - (c) When they arrive at the station, they are to take the kneeling protective position.
  - (d) The teacher is to be in charge of the class/classes under the supervision of members of the chain of command. Adaptability and flexibility are important.
  - (e) Teachers and students are to remain in the station area until the all clear signal is given; except in dire emergencies.
3. The ALL Clear Signal – over the P.A. System by word of mouth:
  - (a) “Sky Watch is over. Sky Watch is over.”
  - (b) Teachers are to escort their classes back to their class in a quiet and orderly manner.
  - (c) If power is out, see 1(b).
  - (d) See 1(c).

4. The chain of command in descending rank order: Principal – Maintenance - Secretary
5. First Aid: The office will serve as a First Aid Station.
6. Sky Watch Rooms: All rooms on the west side of the building – notify the office if you see potential danger approaching from the sky.
7. Flashlights: Operating flashlights are located in the office and maintenance area.
8. Battery operated Radio: Local stations for weather reports.
9. Telephone and Usage: Only dire emergencies – must be cleared through the chain of command.
10. Storm Warning – During Lunch Hour – Gym Class – Playground Recess
  - (a) When students are in the cafeteria, in the gym or on the playground, students are to move swiftly and orderly to their teacher's station. Teachers will meet and escort them, if they are in the building during the lunch hour.
  - (b) Students located in the gym are to be taken to their classroom area providing time is available. If not, they are to be protected in the locker room area under the gym teacher's supervision.
11. Storm Warning During Gym Class: The gym teacher/teachers will escort these students to their teacher's station.
12. Release of students: To parents only. All other requests must be cleared through the chain of command.
13. Restrooms: They are available near all stations.
14. The maintenance men and the custodian will check to check to make certain that the windows and doors are properly opened or closed: west and south closed – north and east open.
15. We will continue to refine and update as concerns emerge.
16. The maintenance men/custodian will turn off the gas first and next the two electric mains located in the building.

**FIRE SAFETY DRILLS, TORNADO WARNING, CIVIL DEFENSE**  
**INTRUDER EMERGENCY**

The following ideas are to be discussed with the class as soon after school starts as possible. A practice drill run through should be given the first day of school. They should evacuate the room in orderly procedure, using the designated exit, and each proceed to outside reassembly area assigned to the class and wait for the roll call. Teachers are also to practice taking an obstructed drill in case the normal exit is blocked.

- A. The tornado warning and civil defense signal will be a series of short bursts of the fire alarm or through the use of the P.A. system.
- B. In case of a tornado or civil defense warning, children will not be dismissed from school, but will be taken to the safest part of the building and given the best protection available. Reasons:
  - It is unsafe to send panicky children home with no traffic protection.
  - Inside a building is safer than outside. (If the warning comes at the school's closing hour, or if any unusual dismissal seems advisable, the central office will make the decision and inform the respective schools.

- C. Children will be dismissed only if parents come to the principal's office for them. A messenger from the office will be sent for the child. Reasons:
- Going to the classroom disturbs the other children
  - Telephones and radio must be kept open for centralized information
- D. Each principal will establish a listening post in his office and decide when to move the children to the predetermined safest place in the building; he will also make decisions on all matters not covered in this bulletin.

### Pupil Safety and Emergency Readiness

Faculty members, office personnel, maintenance personnel and school pupils are required to learn and know what to do when an emergency warning signal is received.

A series of short bursts of the fire alarm or P.A. announcement means "Take Cover" in the assigned hall shelter as given on the civil defense plan found in the teacher's handbook. If the P.A. system is inoperable, messengers will be sent throughout the school to inform you of the "Take Cover" notice.

- A. Teachers
- Hold the door open
  - Make certain all are out and get the class record book
  - Close the door
  - Check roll call. If someone is not there, assign the class to another teacher and search for the missing person(s).
  - Teachers who have no classes at the time of the fire drill should step into the corridor and be ready to give directions and control whenever need arises. All teachers should leave the building and remain outside with student until the "All Clear Signal" is given via the P.A.
  - Report any problems or difficulties that develop during evacuation to the principal. Your suggestions that will make the procedure more efficient and safe will be appreciated.
  - Do not permit crowding, running or shouting in shelter areas.
  - Have your students sit against the walls in your shelter areas.
  - Do not occupy any area next to or across from glass doors, so plan accordingly.
  - Wait for a signal from the principal before returning to your classroom.
  - On return to your classroom following a practice drill, discuss good and bad features on drill and make plans to improve the practice.
- B. Student Activities
- Stand immediately at the sound of a fire gong or P.A. warning. The Civil Defense signal will be a series of short bursts of the fire alarm or P.A. announcement.
  - Pass quickly, do not run, to the assigned exit or area.
  - Dispense with all taking and pushing.
  - March in single file to the far end of the playground or assigned area and remain in line.
  - Do not enter the building or leave safety area until the announcement is made.
- C. In the following cases, students are to report to their homeroom shelter area if the "Take Cover" alarm is sounded:
- When the students are in the gym attending an auditorium program.
  - When the students are out for recess.
  - When students are going to or returning from the IMC, phy. ed., music, art, remedial reading or any other special subject or activity.

**SPECIAL NOTE:** The primary responsibility for the welfare of our students during any type of emergency rests with the teachers who have students under their care during the emergency time period. Please plan for emergencies. Fire and Civil Defense Cards are clearly posted in the classroom. If you have handicapped children in your room, plan for their safety during each type of drill.

MAIN IDEA: If a fire occurs, students/staff are to exit the building as quickly as possible through the closest doors to the housed area at the time.

Intruders – Report any suspicious person or activity to the principal’s office immediately!!!!

### **GUIDELINES OF SUPERVISION** **SCHOOL GROUNDS/PLAYGROUNDS/GYM**

1. The closer you are to a child the more control you are likely to have.
  - Move around in a continuous manner to cover the entire assigned area.
  - Move around in a random manner so that the children do not anticipate your “route”.
  - Make contact with children but do not dwell with certain groups or stay in certain areas.
  - Avoid joining in games.
  - Avoid visiting with anyone for lengthy periods (other staff or students).
  - Avoid the “Pied Piper Syndrome” (otherwise your attention may be divided).
2. Use your eyes to supervise all areas at all times.
  - Continuously scan your assigned area.
  - Look in all directions particularly behind you.
  - Avoid fixing your eyes in one place.
  - Continuously watch the most distant areas.
3. Catch problems early
  - Watch for unusual gatherings of children.
  - Move towards children displaying unusual or suspicious behavior.
  - Watch for unusual levels of loudness or excitement.
  - Interrupt rough play.
  - Interrupt excessive arguing.
  - Interrupt provocative behavior.
4. Closely watch dangerous situations
  - Interrupt inappropriate use of equipment (slides, swings, etc.)
  - Interrupt potentially injurious games (“Keep Away”, “King of the Mountain”, etc.)
  - Interrupt activities involving throwing objects (snow, rocks, sand, etc.)
  - Report potential dangers (strangers, dogs, faulty equipment, etc.)

### **DEFINITION OF MAJOR AND MINOR INFRACTIONS**

Infractions are divided into minors or majors based on the severity of the behavior and each type have corresponding specific consequences.

Minor infractions are not serious behaviors, however, they need to be dealt with to maintain behavior control and to buttress against serious behavior evolving. Minor infractions would be:

- Name calling
- Rough play
- Profanity
- Provocative behavior
- Interference with other children’s property
- Play fighting or wrestling (no aggression involved)

A hierarchy of penalties is to be used to equate minor infractions. See yellow playground slip for details.

Major infractions are serious behaviors, which warrant immediate removal of the child. Major infractions would be:

- Smoking on school grounds
- Fighting (anywhere on school grounds or on the bus)
- Directing profanity at a teacher or supervisor
- Major vandalizing
- Threatening or actual violence directed toward a teacher
- Possessing or being under the influence of controlled substance
- Major insubordination
- Major theft
- Leaving school grounds without permission
- Acts that endanger the health or safety of others
- Sexual assault
- Harassment
- Intimidation
- Bomb threats
- False fire alarm
- Arson
- Verbal abuse
- Unauthorized use of keys
- Trespassing
- Willful disruptions/disobedience
- Truancy
- Other similar offenses

For major infractions send the child to the office immediately. If a child refuses to go to the office, send another child (or another staff person to the office for the principal or designee). Do not get into a “wrestling match” with a child. Staff should never try to use force to get a student to the office. Simply send for the principal or designee.

### **SUMMARY**

A fruitful substitute teacher program is the result of cooperative efforts on the part of regular classroom teachers, substitute teachers and administrators. Regular staff members are willing to provide help and advice to substitute teachers. Substitute teachers should be willing to seek help or advice whenever it is needed.

The ultimate goal of the total staff is to provide students with meaningful learning experiences on a sustained basis. This goal can only be achieved through the organized, competent and cooperative efforts of administrators, teachers and substitute teachers.

### **SCHEDULES**

1. Follow the individual teacher’s lesson plan for topics to be covered for the day. Also, please check the teacher’s daily time schedule located in the sub folder.
2. Attendance – information should be in sub folder
3. Announcements – they will be brought down to you around 9:00 a.m.

### **HIGH SCHOOL FACULTY PARKING**

All vehicular traffic should enter the high school complex via the entrance off of Quinney Road. The main faculty parking lot is located in the front of the high school off of which is the main faculty entrance to the academic wing of the building. Other lots and entrances are available that may be more convenient for some faculty, depending on the location of their primary area of teaching responsibility.

## **HIGH SCHOOL HOURS**

School begins at 8:00 a.m. and dismisses at 3:05 p.m. each day. It consists of four 90-minute instructional blocks with a passing period between each block, as well as a 10-minute nutrition break and a 15-minute Homeroom/Advisor-Advisee period. Three 30 minute lunch periods are included with students being assigned to a lunch period dependent upon which class they are assigned to for the 3<sup>rd</sup> instructional block.