



Substitute Teacher Handbook

WELCOME SUBSTITUTE TEACHERS

Welcome to Depew Union Free School District! As a substitute teacher for Depew Schools, we consider you to be an essential and valuable part of our educational team. We appreciate your willingness to provide service to our students and teachers in your role as a substitute. We also acknowledge the challenging nature of this task. This handbook has been developed to assist you professionally and to present important guidelines that will enable you to make your substitute teaching a rewarding experience. Our goal is to work together to provide Depew's students with the best possible education. We wish you a successful, productive and rewarding school year!

In the event that you are in need of further information, please feel free to contact the Personnel Department in the District Offices between 8:00 am and 4:00pm, Monday through Friday, at (716) 686-5103.

DEPEW UNION FREE SCHOOL DISTRICT **DISTRICT ADMINISTRATORS**

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Curriculum, Instruction, and Personnel

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Assistant Principal Depew High School

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INTRODUCTION

This handbook is divided into seven sections:

- 1) **Introduction and Overview:** contains the role of the substitute in the educational process.
- 2) **General Information:** contains information on school time schedules and directions to schools.
- 3) **Process and Procedures:** contains information regarding pay and long-term assignments, conditions for continued employment, and school closing and delayed openings.
- 4) **Expectations and Responsibilities:** contains general guidelines for implementing lesson plans, discipline, seeking help and what can be expected from district staff.
- 5) **District Policies:** contains guidelines for dress/grooming, reporting of sexual harassment and child abuse/neglect, Social Media Guidelines, and use of cell phones.
- 6) **Safety in Schools: contains** information to safeguard the well-being of students and staff.
- 7) **Helpful Hints, Ideas and Resources:** contains ideas and suggestions for success, what to put in a Sub-Pack, teaching strategies, references, and internet resources.

OVERVIEW

The substitute teacher's role in the Depew Union Free School District is considered to be very important. Providing continuity in the classroom instructional program is essential to a sound education. Your job is extremely valuable to the District as planned and unplanned absences happen on a daily basis. To ensure that instruction that engages students in learning continues in the absence of the regular classroom teacher, coverage of that classroom teacher is crucial! You serve as an "Educational Bridge".

Role of the Substitute Teacher

It is the responsibility of the substitute teacher to:

1. Contribute to the maintenance of a safe and orderly physical environment;
2. Maintain an awareness and concern for individual student needs and interests;

3. Follow as closely as possible the lesson plans and directions left by the teacher;
4. Follow all school policies at all times;
5. Model courteous, respectful treatment of others.
6. Refer to pink sheet for information regarding medical alerts and additional classroom policies.

GENERAL INFORMATION

ARRIVING AT SCHOOL

You should be on duty at the designated school during the times indicated below. Upon arrival at school, check in at the main office. This is where you will receive classroom keys and necessary information regarding your assignment.

If you have any questions, the principal and school secretary will be pleased to help you.

Substitute Teacher Start and End Times

High School	7:30 a.m. - 2:55 p.m.
Middle School	7:30 a.m.- 2:55 p.m.
Cayuga Heights	8:10 a.m. - 3:30 p.m.

PROCESS AND PROCEDURES

NEW YORK STATE REGULATIONS

(a) A substitute teacher is one who is employed in place of a regularly appointed teacher who is absent but is expected to return.

(b) The responsibility for the employment of appropriately qualified substitutes rests with the chief school officer. Persons serving on a long term basis shall have the proper certification for the position.

(c) There are three categories of substitute teachers as follows

- **Hold a New York State Certificate:**
 - A substitute teacher may be employed in any capacity for any length of time, in any number of school districts. However, if employed on a long-term basis (more than 40 days in one school district in any given school year), the substitute teacher must hold the proper certificate for the position or be working toward certification in that specific field or area.

- **Do NOT hold a New York State Certificate, but are working toward it:**
 - Working toward certification means completing collegiate study at the rate of not less than six semester hours per year.
 - A substitute teacher may be employed in any capacity for any length of time, in any number of school districts. However, if employed on a **long-term basis** (more than 40 days in one school district in any given school year), **the substitute teacher must be employed to teach in the subject or area for which certification is being sought.**
- **Do NOT hold a New York State certificate and are NOT working toward it:**
 - A substitute teacher may be employed in any capacity in any number of school districts, but are limited to 40 days in a given school district in a school year.

A substitute teacher may be employed for up to an additional 50 days (90 days total in a school year) In extreme circumstances where there is an urgent need for a substitute teacher and the district has undertaken a good faith recruitment search for a properly certified candidate, and determined that there are no available certified teachers to perform the duties of such position.

In New York State, no certificate is offered specifically for substitute teaching.

PAYROLL

Paychecks for services performed are issued every two weeks on Wednesday. The checks are mailed to the substitute teacher's home unless arrangements for direct deposit have been made. Pay is normally distributed on a two-week delayed basis, that is, pay is provided at the end of a payroll period for work performed during the previous payroll period. If you have any questions regarding your paycheck, please contact Carol Cavaretta in the Payroll Department at (716) 686-5132.

RETIREMENT BENEFITS

Membership in the New York State Teachers' Retirement System is optional for substitute teachers. For anyone joining the New York State Teachers' Retirement System after July 1, 1976, membership requires a contribution of 3% of annual teaching service earnings for 10 years. For anyone joining the New York State Teachers' Retirement System after January 1, 2010, membership requires a contribution of 3 ½ % of annual teaching service earnings forever. And, after April 1, 2012, the required contribution is a percentage based on earnings. This is an automatic payroll deduction on monies earned. A part-time member of the New York State Teachers' Retirement System is entitled to all of the retirement system benefits, on a prorated basis, that are available to a member who works full-time.

CLOSING PROCEDURES

Closing schools due to hazardous weather conditions during the winter months is a difficult decision. The final decision is made by the District's Superintendent after consultation with the local weather bureau, area police agencies, and neighboring school districts. Parents are urged to follow these guidelines for school closings.

GLOBAL CONNECT Rapid Notification system will dial the home, and cell phone numbers of staff to deliver important messages. The district will record emergency messages, school closing information and other pertinent information and broadcast these messages rapidly to all stakeholders in the district. It is an improved way of disseminating information under our District Safety Plan. Please ensure the school building has your current phone numbers.

LISTEN TO YOUR LOCAL RADIO AND TELEVISION STATIONS - Announcements will be made over the radio and television stations as early as possible (between 6:00 and 7:00 a.m.). Please check announcements on one of the following if the weather is stormy. Do not telephone the schools as phone lines are used to handle the emergency situation.

IF SCHOOL IS CLOSED DURING THE SCHOOL DAY, Students will be kept at the schools until the latest possible moment for safety reasons. As a teacher it is the substitute's responsibility to remain at the school with the students. In the event that children **MUST** be returned home, dismissal will occur on a school-by-school basis.

DELAY POLICIES

ONE HOUR DELAY: On those bad weather days, when the weather would appear to be ending on or about 6 a.m., the District will call for a one-hour delay. Therefore, the Middle and High School will begin their day at 8:40 a.m. and Cayuga Heights Elementary will begin their day at 10:05 a.m. with scheduled bus pick-ups, to be delayed by exactly one hour. Please note that the dismissals for each of the buildings will remain the same and not be affected by a delayed start.

TWO HOUR DELAY: On those bad weather days, when the weather would appear to be ending on or about 7 a.m., the District will call for a two-hour delay. Therefore, the Middle and High School will begin their day at 9:40 a.m. and Cayuga Heights Elementary will begin their day at 11:05 a.m. with scheduled bus pick-ups, to be delayed by exactly two hours. However, if the out-of-District placements close for the day. Please note that the dismissals for each of the buildings will remain the same and not be affected by a delayed start.

It is important to note that in either scenario, if the bad weather persists throughout the morning and the delayed time period, which would indicate that there is a concern for student safety, the District would then make the decision to close and call for a full snow day. If you should have any questions about our protocol, please feel free to contact the superintendent's office at (716) 686-5104.

EXPECTATIONS AND RESPONSIBILITIES

BEING PREPARED AND PROFESSIONAL

Professionalism is a basic expectation of all employees of the Depew Union Free School District. As a substitute in the district you will be responsible for providing instruction, managing the classroom environment, and promoting student learning in the absence of the regular classroom teacher. You may be working at the High School, Middle School or Cayuga Heights Elementary School. As such, it is very important to be at all times prepared and professional.

GENERAL GUIDELINES

- Sometimes, if you accept a job through AESOP the school may change your assignment for the day depending on the situation. For example, the teacher cancels the job and no longer needs a substitute teacher or the school needs to make a change. Please, be flexible and understanding.
- Arrive at least 15 minutes early to find parking, introduce yourself to the administrator and secretary in charge, sign in, get your assignment, get the layout of the school building, find your classroom, make contact with the surrounding classroom teachers, go over the lesson plans, locate the cafeteria, find the appropriate bathroom, locate the nurse's office, and find the teacher's lounge to relax in during free periods and/or lunch.
- Dress professionally and not like the students. It is always wise to bring a pair of sneakers or flats.
- Once at the school and in the classroom, glance over the emergency procedures in case of a fire drill or other event that may arise during the day (Emergency Procedures have been included in this handbook for your convenience). Note if there are any students with special needs or accommodations and address them accordingly. Ask questions if you have concerns.
- Carry out the lesson plans and assigned duties to the best of your ability.
 - REMINDER: -- Be mindful that students should be actively engaged Providing students with too much "down time" has the potential to cause chaos.
 - At the end of the day, be sure to leave the room as you found it. Give students time to put away any supplies they used during the day. This will help keep the room tidy throughout the day.

CLASSROOM MANAGEMENT

Classroom management has so many levels and definitions. Classroom management is the full range of teacher efforts to oversee classroom activities, including learning, social interaction,

and student behavior (Unal & Unal, 2012, p. 41). The key to being a successful substitute teacher is maintaining the interest of the students in the learning process in the absence of the regular classroom teacher.

UPPER GRADES:

Always arrive to the room on time. Dress professionally as not to blend in with the students.

Greet the students at the door. Have your name on the board, the date, the objective, the assignment, and let them know you will collect the work which will be graded.

Take attendance, refer to seating chart, and look attentive. If a seating chart is not available, you can make your own for personal reference.

Go over what the classroom teacher left for them to do and make sure they are doing it. If they need help, help them or get another student to help.

No one should be moving about the room. Limit hall passes.

If a student does leave the room, make sure that they sign out and give them a pass. Make sure they sign back in upon coming back to class. [If there is no sign in and out sheet, make one. YOU are accountable for each student in your room.]

LOWER GRADES:

Arrive early and acclimate yourself to the classroom and the centers.

Always greet the little ones with a smile as it is very stressful when they see a strange face that is different from their normal teacher.

Establish yourself as a "safe" person who will be the teacher for the day.

Stick to the routines of the classroom teacher as instructed. These include morning, lunch and dismissal routines.

Follow the seating chart. If a TA is available in the room, be sure to seek their guidance.

Follow recess schedule, bus, and lunch schedules.

Always follow established lesson plans as scheduled.

Little ones need structure and they have their "habits". It's very important to know the teacher's protocol for handling students that "act out" ... Don't be afraid to ask the TA or another student for assistance.

CLASSROOM MANAGEMENT TECHNIQUES CONTINUED

It is up to you to establish the classroom expectations and consequences at the beginning of the day or class (in line with what you see in and around the classroom). Effective classroom management can be achieved through adhering to the following:



Respecting Students

Students respect adults who respect them. Each student is a person who deserves to be treated with respect regardless of his or her intellectual abilities, personal circumstances, cultural background or socioeconomic status.



Staying in Control

It is extremely important for the teacher not to lose his or her temper. Teachers should model appropriate behavior even under highly stressful situations



Sticking to the Lesson Plan – Be Pro-Active

Always follow the lesson plans left by the teacher to the best of your ability and make sure that the class knows that the work will be graded and counted. Let the class know that the teacher expects them to do their best work and be on their best behavior. If a lesson plan is not there, call the main office for guidance or seek out a “team “teacher for assistance. Students want to learn.



Follow the School’s Code of Conduct and Your Own Smile at the beginning of the period as you cover classroom expectations as well as remind the students of the school’s code of conduct.

When interacting with students, consider these items:

1. Never threaten a student.
2. Listen before you discipline.
3. Never single out a student.
4. Avoid talking over students. Gain the attention of all students before beginning class or making announcements. Look for how other teachers might gain student silence. For example, “1,2,3 eyes on me” or “2 fingers up” or “Raise your hand....”
5. Limit the number of students out of their seats.
6. Use direct eye contact and physical proximity to discourage student misbehavior.
7. Never argue with a student.
8. Switch activities/ approach to the activity if it isn’t working out.
9. Do not hesitate to call the main office for assistance.

ATTENDANCE PROCEDURES

Depew High School

The role of the first period teacher is the key element in our system of attendance and communication.

*The first period teachers are required to keep accurate records of student attendance. The accuracy must be of the degree that will sustain a court case or hearing about a pupil's attendance, non-attendance, or punctuality. **Under no circumstances should students be assigned the responsibility of taking attendance.***

1. First period teachers record ABSENCES FROM SCHOOL. The first period teacher will take attendance on rosters provided by the teacher or in Powerschool if access is provided. In the event access is not provided, call Patty Budniewski in attendance at #5084 immediately after first period begins at 7:38 a.m. At 7:35 a.m. a warning bell will sound at which time you are to move students out of the hall and into their seats in the classroom. Require students to be in their seats at 7:38 a.m. or at least inside the door when the bell rings at 7:35 a.m. for the start of school. Close the door at 7:38 a.m. Take attendance--**any student arriving late must report to the attendance office for a late slip to be admitted to class.**
 2. Tardiness - Any student entering school after 7:38 a.m. bell must report to the attendance office for a late slip to be admitted. This late slip will be given to the student immediately upon arrival.
 3. Classroom and study hall teachers RECORD ABSENCE FROM CLASS.
 - a. List students who are absent and tardy on the form provided in your sub folder.
 - b. If the absent student's name is on the daily attendance list, it means that he/she did not report to first period in the morning and was, therefore, marked absent from school. Record his/her absence from class on the sub form provided. **A PUPIL WHO IS LATE WITHOUT A PASS SHOULD BE ADMITTED TO CLASS, BUT KEEP A RECORD OF ALL ILLEGAL TARDINESS TO THE CLASS.**
 4. Other Attendance Procedures

Re-admit slip

- 1) Yellow re-admit slips will be issued to students who are tardy to school. The re-admits will be signed by an attendance person, indicating the time of arrival to school.
- 2) Teachers are asked NOT to admit to class, without a re-admit slip, any student whose name appears on the daily absentee bulletin for that day. Ask the pupil to report immediately to the attendance office.

Depew Middle School

First period teachers record ABSENCES FROM SCHOOL. The first period teacher will take attendance on rosters provided by the teacher or in Powerschool if access is provided. In the event access is not provided, take attendance using the provided classroom roster and report it to the attendance office immediately after first period begins. Require students to be in their seats at 7:38 a.m. or at least inside the door when the bell rings for the start of school. Close the door at 7:38 a.m. Take attendance--**any student arriving late must report to the attendance office for a late slip to be admitted to class.**

Tardiness - Any student entering school after the bell must report to the attendance office for a late slip to be admitted. This late slip will be given to the student immediately upon arrival.

Cayuga Heights Elementary School

- Please follow the directions left by the classroom teacher. If you have any questions, please contact the main office.

DISCIPLINE PROCEDURES

Depew High School

Substitute Teacher Responsibility:

- Please refer to the copy of the teacher's Classroom Management Plan.
- Classroom management plan will be followed before students are removed from class.
- Teachers should exhaust their Classroom Management Plan before taking further action.
- Students who pose a threat of violence, interfere with teacher's authority in the classroom, or are disruptive to the educational process should be removed from the class and sent to the Internal Suspension Room which is located in room #249.
- Follow-up for students who have been removed from class will consist of a discipline referral which will be submitted to the assistant principal.
- Teachers also will make arrangements to conference with the assistant principal by the end of the day.

Administrator Responsibility:

- Conference with student – develop a plan of action.
- Assign and follow-up on consequence to student.
- Parent notification of incident/consequence.

Academic Assistance Center (ISS Room):

- Teachers should notify the main office immediately after a student has been removed from their room.
- The assigned monitor will be notified that a student will be arriving.

- Students who are sent to the Student Assistance Center will remain there from the rest of that class period, then will proceed to their next class unless the monitor is given further instructions from an administrator.
- Students are to enter the room, sign-in, sit quietly and complete a form pertaining to the incident.
- The assistant principal will be notified and if possible will meet with the student.
- Teachers will write a referral and check-off the “student removed from class” box and will notify parents of the incident.

Depew Middle School

- Please refer to the copy of the teacher’s Classroom Management Plan.
- Classroom management plan will be followed before students are removed from class.
- Teachers should exhaust their Classroom Management Plan before taking further action.
- Students who pose a threat of violence, interfere with teacher’s authority in the classroom, or are disruptive to the educational process should be removed from the class. Please call the main office for support.

Cayuga Heights Elementary School

- Remember to cover classroom rules and procedures at the beginning of the day. This will insure that students are aware of expectations.
- Younger students may need reminders regarding expectations.
- Refer to the teacher’s classroom management system.
- If a student’s actions are interfering with the learning of the entire classroom, please call the office for assistance.

CAFETERIA SUPERVISION

Teachers’ assigned to supervise the student cafeteria should enforce the expectations on the information sheet taped to the staff table and in the Student Handbook which are listed below. Teachers are more effective when they circulate around the cafeteria, are visible at all times, and treat students with respect during supervision.

Students are expected to:

- take responsibility for the general upkeep of the cafeteria—cleaning up after themselves.
- properly dispose of all garbage and return dirty trays and utensils to the appropriate location.
- clean up any spills or mishaps.
- refrain from throwing any objects at any time.
- keep all food and beverages in the cafeteria.
- maintain a reasonable noise level—screaming or yelling across the cafeteria is not considered reasonable.
- use appropriate language in their conversations with peers and adults.
- be in the cafeteria when scheduled for lunch and to be on time.
- be responsive and respectful to the requests and instructions of adults **without argument.**
- refrain from using nail polish and applying makeup.

- remain seated until the “end of lunch period” bell rings.
- refrain from card / game playing.

STUDY HALLS

Students are assigned to study halls for any period other than scheduled classes and a designated lunch. Study halls are to be regarded like any class assignment--punctuality, accurate attendance, and proper behavior must be maintained. Attendance should be checked in the same manner as a class and cuts/truancy reported to the assistant principal. **An atmosphere conducive to studying should be maintained.**

Students should be allowed to go to the library after attendance is taken, UP TO A MAXIMUM OF FIVE STUDENTS. Please rotate this privilege. Please use the procedures established by the library media specialist to send students to the library. Any student who does not follow the established guidelines should be denied library privileges for two weeks. Please be alert for abuses of these privileges.

Please maintain the same consistent, structured atmosphere in the study halls that you have in your classes.

Any study hall changes will occur as any regular class change would, with official paperwork through the counseling center. In the absence of this, no change is to occur.

No student is to leave study hall without a pre-signed pass to a third location. They should be required to return with that signed pass five minutes before the end of the period to confirm having gone where the pass intended.

No students should leave study hall to get materials from their lockers. Students should report to study hall prepared to work when they arrive.

Only one student at a time should be released from study hall for lavatory purposes. NO GROUPS ON ONE PASS.

Students called to the office from study hall should be given a pass.

The student leaving the room must have a pass, not matter how short the journey.

ASSEMBLIES

Assemblies will be offered at various times during the school year. Seating instructions will accompany a description of the particular assembly.

Teachers should:

- Accompany their students to the assembly and insist on orderly behavior.
- Sit with their students and enforce proper behavior.
- Dismiss their students upon the conclusion of the assembly.

Teachers who have a free period during the scheduled assembly time should assist in the supervision of students moving in the hallways.

END OF THE DAY

All Depew teachers, including substitutes, are required to be on duty for the entire duration of a school day. The arrival and departure times for teachers vary from school to school, and you will be expected to observe the rules of the district and the school at which you are substituting regarding the length of your day.

At the end of your assignment, be sure to leave a written report for the regular teacher to review upon his/her return. This report should indicate the work that you covered, the homework that was assigned, any discipline problems encountered, and notations regarding any departure from the lesson plans of the regular teacher.

The communication that you leave for the regular classroom teacher is as important to him/her as the lessons that he/she leaves for you. Without cooperation between both teachers the students' educational experience will suffer.

POLICIES AND PROCEDURES

CHILD ABUSE AND NEGLECT

(to see full policy, see District Policy 7530 on the district website).

Employees Obligated to Report Cases of Suspected Child Abuse in an Educational Setting

Mandatory reporters pursuant to Education Law are teachers, school registered professional nurses, school guidance counselors, school psychologists, school social workers, Superintendents and other school administrators, School Board members, and other school personnel required to hold a teaching or administrative license or certificate.

Duties of Employees upon Receipt of an Allegation of Child Abuse in an Educational Setting

In any case where an oral or written allegation is made to an employee specifically enumerated above that a child has been subjected to child abuse by an employee or volunteer in an educational setting, that person shall upon receipt of such allegation:

- 1) Promptly complete a written report of such allegation including the full name of the child alleged to be abused; the name of the child's parent; the identity of the person making the allegation and their relationship to the alleged child victim; the name of the employee or volunteer against whom the allegation was made; and a listing of the specific allegations of child abuse in an educational setting. Such written report shall be completed on a form prescribed by the Commissioner of Education.
- 2) Except where the school administrator is the person receiving such oral or written allegation, the employee shall promptly *personally deliver* a copy of that written report

- to the school administrator of the school in which the child abuses allegedly occurred.
- 3) In any case where it is alleged that a child was abused by an employee or volunteer of a school other than a school within the school district of the child's attendance, the report of such allegations shall be promptly forwarded to the Superintendent of Schools of the school district of the child's attendance and the school district where the abuse allegedly occurred; whereupon, both School Superintendents shall comply with the reporting/notification requirements as mandated by law and enumerated below.

SOCIAL MEDIA GUIDELINES FOR EMPLOYEES

1. The District does not allow personal use of social media during work hours and on District owned hardware. However, limited personal use of social media during free time in the work day (lunch) may be permitted on non-district owned personal computers or devices.
2. District employees are personally responsible for all comments/information they publish online. Be mindful that what is published will be public for a long time. Be sure to protect privacy.
3. Online behavior should reflect the same standards of honesty, respect, and consideration that are used in face-to-face contact, and be in accordance with the highest professional standards. District employees are expected to behave honorably in online spaces. Online activities or communications which are improper, unethical, illegal, or which cause undue discomfort for students, employees, parents, or other members of the school community should be avoided.
4. Posting comments and having online conversations on social media sites makes those comments public and available to anyone who has any online access. Please be aware that even with the strictest privacy settings what is said online should be within the bounds of professional discretion. Comments expressed via social media under the impression of a "private conversation" could end up being shared in a larger, more public domain.
5. Comments related to the District should always meet the highest standards of professional discretion. When posting, employees should act on the assumption that all postings are in the public domain. Remember that posted information could be interpreted as an extension of your office or classroom. What is inappropriate in your office or classroom is also inappropriate online. If posting comments or viewpoints on topics related to the District using any online medium be sure you state that the information is representative of your views and opinions and not necessarily the views and opinions of the District.

6. Before posting personal photographs or avatars that represent you, consider how the images reflect on your reputation and professionalism. Also, remember not to use copyrighted images.
7. Due to the evolving nature of social web sites, District personnel should not use personal social networking sites to create or maintain personal relationships with students. For purposes of these guidelines, “personal relationships with students” shall mean any behavior or conduct that is unrelated to course work or official school matters. Teachers should not “friend” or “follow” current students or any student currently enrolled in any school within the District Pre-K through 12, or their parents.

ACCIDENT REPORTS

All accidents involving injury to students and/or teachers are to be reported immediately to the nurse. Students and personnel are to be advised that prompt reporting of accidents is necessary for both health and insurance reasons and that undue delay may jeopardize both.

Injuries to employees: teachers, cafeteria staff, cleaning personnel, clerical staff, and custodians:

1. **All injuries to any of the above must be reported to the nurse immediately upon occurrence.**
2. **The school nurse will then prepare the necessary forms.**

Accidents to pupils while in school and/or participating in school directed and supervised activities can create unpleasant situations and problems involving parents, teachers, Administrative staff and the school district.

All employees acting in discharge of their duties within the scope of their employment should realize that the Board of Education has the duty to protect all teachers and members of the supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit, or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person within or without the school building.

All should note that the “save harmless” clause operates only when acting in discharge of assigned duties. The teacher becomes personally liable and the Board of Education does not assume responsibility under the “save harmless” clause when for example:

1. An accident occurs in area where a teacher assigned to duty was not present.
2. A teacher, without authorization, sends a student on an errand outside the building.
3. A teacher sends student out of room to stand in corridor as punishment for misbehavior.
4. A teacher walks out of the classroom, leaving class unsupervised.
5. A teacher organizes a picnic or similar activity without authorization.

In order to provide a consistent and prompt action with respect to reporting of accidental bodily injuries, the following procedure will be in effect:

1. Injuries in school – gym, shop, corridor, classroom, etc.
 - a. The teacher concerned must immediately report the accident to the school nurse and **send the injured pupil to the nurse.**
 - b. The school nurse will prepare the accident reports.

*** If a severe head injury occurs, the student is not to be moved until medical aid arrives.**

6 THINGS TO KNOW (LEGAL AND MEDICAL)

As a substitute teacher in the Depew Union Free School District, it is important to understand one's legal responsibilities and what you can and cannot do regarding student injuries. The following section outlines areas that are of particular importance to substitute teachers.

- Ensure that students are properly supervised.
- Never touch a student.
- A teacher is required to exercise due care and caution for the safety of the students in his/her charge.
 - Students may tell you, "My teacher lets me do x, y, and z" However, if it does not look safe to you, do not allow it and just say that you will wait until the teacher returns.
- Never be in a room alone with a student.
- Never "befriend" a student.
- Sometimes a student may want to stay for extra help at lunch. You are not required to cover for extra help at lunch even if a classroom teacher has students for extra help at lunch. It is not recommended that a substitute teacher do this.
- Never raise your voice, call names, or speak negatively to a student.
- Keep all confidential records in a safe place and confidential.
- The substitute teacher takes the place of the regular classroom teacher and has the full responsibility of the class when a student teacher or paraprofessional is present.
 - A student teacher or paraprofessional can be of great value in implementing the teacher's lesson plan and the substitute teacher should use these people to his or her advantage. Note: The substitute teacher is the one who has legal responsibility for the class.
- Only a medical person like a nurse can dispense medications.
- If a student is injured, call for assistance immediately.
- The nurse should be notified immediately if you see that a student is experiencing any medical difficulty.
- Follow school protocols.

SAFETY IN SCHOOLS

EMERGENCY PROCEDURES

Emergencies can arise at any time and you should be prepared to handle them with a minimum of confusion. Procedures differ throughout the district, depending on whether you are serving at the elementary, middle, or high school.

Upon arrival at the school, you should check with the administration regarding emergency situations involving student accidents or illnesses.

At various times throughout the year, fire or other emergency drills may be conducted. Such drills are preceded by a siren or announcement over the school public address system. When such a drill is announced you should:

- 1.) Remain calm.
- 2.) Conduct your class in the appropriate manner (pending the type of drill).
- 3.) Ensure that students are silent and in an orderly manner.

Please be assured that student, faculty and staff safety is the district's number one priority. Below are our Emergency Response Guidelines; these guidelines are procedures required by the district in emergency situations. It is of the utmost importance to familiarize yourself with the following procedures.

Fire Drills

Fire drills are for the purpose of training students and staff to evacuate the building quickly and safely under adequate control. The Regulations of the Commissioner mandate the holding of eight (8) such drills between September 1 and December 1, and four additional drills in the spring for a total of twelve (12.)

All teachers:

- Familiarize yourself with the route for the evacuation of students in each of the rooms you occupy during the day. This route is posted above or near the doorway.
- Designate a reliable pupil to be at the head of the line/column--the teacher will bring up the rear. Pupil leader should be told what to do if route is blocked, closed or unsafe.
- The teacher should bring the class register (student roster, in case attendance must be taken) and should close the classroom door. Students descend stairwells in a double column.
- If the student leader at the head of the column encounters problems (e.g. blocked stairwell) along the exit route, he/she should turn around and hold his/her hand up in the air--palm outward--as a signal for the column to stop. The teacher will designate the alternate route for

the students to take. Each pupil will reverse him/herself if the direction of march has to be reversed.

- Once outside the building, the leader will take the column along the sidewalk or grass way, far enough away from the building so that succeeding columns and classes will be able to exit the building and everyone will be at least the height of the building away.
- It is important that no students are on the roads or highways alongside the building or it will seriously hinder the arrival and stationing of fire department vehicles and the lying of hoses and ladders. Keep streets and the area next to the building free of students or traffic--FIRE LANES.
- Return to the building will be only on the signal of the principal that the building is safe and may be re-entered in the reverse order that columns and classes left.

****Middle School students on the second floor who cannot take the stairs must be directed to room 316 (Counseling Center conference room) and supervised by a faculty member.**

LOCKDOWN

In the event of, but not limited, to the following:

1. **Intruder**
2. **Other significant safety risk**

There is an immediate threat to the school building population and leaving your location is a significant risk.

- Lockdown will be announced by intercom, public address system, or otherwise.
- Immediately gather students from hallways and areas near your room into your classroom/office.
- Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view of the door window. Stay out of sight.
- DO NOT cover window. Leave the window blinds and lights as they are.
- Document and attend to any injuries as well as possible.
- No one should be allowed to enter or leave a classroom or office under any circumstances.
- DO NOT communicate through your locked door. DO NOT answer the classroom telephone.
- DO NOT allow anyone into your "secured" area.
- DO NOT respond to fire alarm unless imminent signs of fire are observed.
- DO NOT talk within your secured area, except only as absolutely necessary.
- DO NOT respond to the intercom, public address system, or other announcements.
- Take attendance - include additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.

- Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority.

LOCKOUT

A threat to safety or an incident that is occurring exists external to the building.

- Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- Lock all exterior doors and windows.
- All outside activities are terminated. Students/staff outside will return to the building immediately.
- Internal classes continue as normal.
- Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate.

SHELTER IN PLACE

In the event of, but not limited, to the following:

1. Weather Emergency 2. Chemical Release 3. Biological Release 4. Bomb Threat

Entire building population remains in place or is moved to a single/multiple location(s) in the school (depending on the situation).

The SHELTER procedure may be implemented in two ways:

- A. Shelter in place:
 - a. Teachers and students remain in assigned rooms.
 - b. All students should be accounted for by roll-call by teachers.
 - c. Names of students not accounted for should be referred to attendance officer.
 - d. Teachers and students should remain in place until either given further directions or released by building administrator.
 - e. Good conduct and discipline
- B. Shelter in location(s):
 - a. Teachers and students will be given directions as to where to assemble.
 - b. Movement of students to locations should be done in a quiet, orderly fashion.
 - c. Students should be accounted for by roll-call by teachers.
 - d. Names of students not accounted for should be referred to attendance officer.

In both cases, stand-by for additional instructions.

EVACUATION PROCEDURES

- Remain calm and maintain supervision of students.
- If fire alarm sounds, evacuate per your fire emergency routes. If directed to evacuate by administration, follow instructions.

- Be sure to take attendance roster(s) for an accountability check.
- Stand-by for additional instructions from administration or law enforcement officials.
- If “all clear” is given, report back to classroom.
- If evacuated to off-site location, perform a second accountability check upon arrival and stand-by for further instructions.

HELPFUL HINTS, IDEAS AND RESOURCES

Most of the information that you will need to carry on a regular classroom program is usually kept in one location by the regular classroom teacher.

There are many things that you will need and should be looking for; lesson plans, seating charts, daily schedule, lists of student helpers, recess schedules, seating for assemblies as well as fire drill/ safety drill instructions. You will find that your teaching duties in an unfamiliar classroom will go a lot smoother if you review this material before the students arrive.

Of course, the amount and kind of information that you will need will depend on the school at which you are substituting. The requirements are different for elementary, middle and high school. If you have any questions do not hesitate to contact the main office.

DAILY CHECKLIST

1. Sign in at the Main Office.
2. Collect room keys.
3. Get directions to your classroom.
4. Check the teacher’s mailbox.
5. Locate the class list and seating charts.
6. Locate the lesson plans.
7. Get information from school staff about the bell schedule and any special activities/ alternative schedules for the day.
8. Get special information about your assignment, such as schedules for exceptional students.
9. Locate instructional and student materials.
10. Write your name on the Smartboard.
13. Leave a note for the teacher informing him/her as to how the day went.
11. Check attendance and make a head count.
12. Return all materials to the proper location at the end of the day.
and note specific problems.
14. At the end of the scheduled work day, return keys and /or other materials, and checkout out through the main office.

SUBSTITUTE TEACHER ONLINE RESOURCES

Be prepared to teach the lesson plans left by the classroom teacher. However, it is wise to be prepared to implement your own instructional exercises, games or activities, if needed. The following websites will provide some great tools for success.

Substitute Teaching Division

<http://stedi.org>

Super Substitute Teachers

<http://www.supersubstituteteachers.com>

Substitute Survival

<http://www.education-world.com>

The Master Teacher

www.disciplinehelp.com

Substitute Teaching from A to Z

www.substituteteachingatoz/resources.htm

Teaching Heart

<http://www.teachingheart.net/SUB.htm>

From Survive to Thrive: What Great Substitute Teachers Do Differently, by Dr. Trent Bowers