

# Hoven School District 53-2 Substitute Teacher Handbook



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## **HOVEN SCHOOL DISTRICT 53-2 SUBSTITUTE TEACHER HANDBOOK**

Welcome aboard!!! Quality substitutes are vital to our school staff when absences are needed and contribute tremendously to the success of our students! It is our hope that the information presented to you in this handbook makes your time in the classroom a positive one. You help us to ensure the continuity and efficient operation of our instructional program.

Our professional staff will make every effort to assist you during your assignment. Call on the Superintendent or teacher you are assisting if you have concerns or need help. We will be counting on you to be a positive role model for students and the school community.

We expect that you will behave and dress in a professional manner, and will model the highest ethical standards, which includes maintaining confidentiality. Should you suspect any child abuse, you are to report it immediately to the Superintendent.

You are in an excellent position to interpret the school operations and instructional program to the public. We all look forward to the service you provide to the students of Hoven School District. Have a great year!

## NOTIFICATION

Being available to receive calls from the administrative assistant from 6:00 AM Central to 8:00 AM Central is important. Prior notification will be given when possible and it is possible that you may be needed at any time during the school day. **Always check with the administrative assistant before you start your assignment and before you leave the building at the end of the day on days you substitute. The administrative assistant may need you to substitute the next day, if you are available.**

## PAY RATE/PAY DAY

Please see chart below for pay rate for teacher substitutes with or without teaching degrees, four-year college degrees, or less than a four-year college degree. Pay is prorated if you put in less than a full day. Subs must have a current teaching certificate (from any state) to be paid at the certified rate. The payroll cycle runs paychecks every once a month in accordance with a schedule determined in the business office. Please be sure to visit with the business manager about the pay schedule so you are aware when payments will be processed.

## EMPLOYMENT POLICY

1. In hiring teacher substitutes, candidates with degrees will be given preference. Substitutes holding a teaching certificate, from any state, must have a current certificate to receive the certified substitute pay rate.
2. The district's goal is to ensure that we use only currently certified substitutes for long-term substitute needs.
3. Substitute teachers will be paid at a rate to be established annually by the School Board.
4. The district will hire substitutes for classified staff only when it is deemed necessary to do so. Classified substitutes will be paid at the entry level per diem rate for their job assignment.

### ***Approved by the Hoven School Board--July 2019***

<b>Substitute Qualification</b>	<b>Rate of Pay</b>
<b>Certified Teachers w/ valid teaching certificate</b>	<b>\$105/day</b>
<b>After Teaching for five (5) consecutive days for the same teacher</b>	<b>\$95/day</b>
<b>Classified Substitute—All Positions</b>	<b>\$85/day</b>
<b>Subs for Paraprofessionals—All Positions</b>	<b>\$70/day</b>

## CHECK-IN AT HIGH SCHOOL OFFICE

Each day you agree to substitute, **check-in with the Superintendent's administrative assistant before school starts.** The administrative assistant knows you are at the school and ready to start. They may also need to give you last minute instructions as needed. This also gives you the opportunity to get your questions answered before the class hour starts. Please note different buildings start school at different times. Check the chart below to see which building you will be working at and report in with the building administrative assistant at the teacher start time for that particular building.

## SCHOOL SCHEDULES

SCHOOL	STUDENTS		TEACHERS	
	START	END	START	END
Hoven Elementary	8:15 AM	3:16 PM	7:45 AM	3:45 PM
Hoven JH/HS	8:00 AM	3:16 PM	7:45 AM	3:45 PM

## SUBSTITUTE FOLDER

Teachers are required to leave an **up-to-date** folder with all the needed information to run a class smoothly in their absence. There may be an occasion when a teacher has an emergency and cannot prepare. In such cases the building Superintendent will assist you with preparation or contact another teacher with familiarity of the classroom you are substituting.

The substitute folder includes a minimum of the following:

1. Lesson plans
2. Recess Guidelines
3. Daily time schedule
4. Seating charts--roll call book
5. Classroom discipline rules/procedures
6. List of special classes students participate in
7. Any other pertinent information needed for successful classroom operation
8. Description of special student procedures or modifications needed
9. List of special classes students participate in
10. In addition, special education teachers will include:
  - Role identification for periods involving collaborative teaching
  - Care plans for students who have unique needs
  - A listing of teacher assistants, their responsibilities and time schedules

Teachers will leave materials necessary for teaching, such as copies of textbooks, etc., on the desk to assist educational delivery in the class

## STAFF MEETINGS

Long-term substitutes are asked to attend all staff meetings scheduled during the absence of the regular classroom teacher.

## CLASSROOM PROCEDURES

Here are some hints at what you should do to prepare for the classroom you are about ready to supervise:

1. **Get to the room on time** and greet the students at the door as they enter
2. To convey a sense of order, remove the previous class's work off the whiteboard
3. Ensure the room looks neat and the environment is acceptable
4. Write your name on the board
5. Start the lesson as soon as possible

## CLASSROOM MANAGEMENT

It is your responsibility to maintain proper a proper classroom learning environment by exercising proper classroom management. Report all serious disturbances to the building Superintendent. Do not leave the room unless an emergency exists. Here are some suggestions:

- **BE FLEXIBLE** - Every student is different and every class is different. Some classes require more structure than others.
- **TELL IT LIKE IT IS** - Let your expectations be known. Do not keep the students guessing about what is going to happen next.
- **INSIST ON ORDER FIRST** - Students appreciate calmness in a classroom. You may sacrifice the teacher's lesson plan if you sense order must be restored. The regular teacher will not want to return to a class where chaos reigned the day before. One can always catch up to the lesson plan, but it may take weeks to restore order.
- **RECOGNIZE ATTENTION SPANS** - If your students become restless, change the pace of the activity.
- **IGNORE CERTAIN THINGS** - Be selective about what you react to. You cannot react to every comment or action; make good choices.
- **USE BODY LANGUAGE** - Use nonverbal skills to show disapproval for certain behaviors--nod, glance, stand near student(s).
- **LISTEN TO YOUR VOICE** - Avoid becoming loud and shrill. Refrain from making inappropriate statements.
- **CHECK YOUR TEMPER** - You will find it very difficult to control a class if you are out of control. **Be mobile in the room--let your physical presence be felt by students by wandering around.**
- **FOLLOW THROUGH** - Don't say things to students that you have no intention of carrying out.
- **BE CONSISTENT** - You may know some students in the room. Don't be their "buddy" in this environment.
- **USE ENCOURAGEMENT BUT NO LAVISH PRAISE** - Praise must be sincere to be accepted by the person you are praising. Students know the difference between praising and patronizing. Be careful.
- **BE A SALESPERSON** - The soft sell will deflate a volatile situation. Don't be afraid to kid the aggressive student along, if your "soft-sell" fails. Diplomacy is critical.
- **IN SHORT:**
  1. Maintain your composure.
  2. Be respectful of the students and they will be respectful of you. If you back a student into a corner they will react in a negative manner. Antagonism and sarcasm will get you the same in return.
  3. React to classroom accidents in a calm manner.
  4. Hold students individually accountable for their behavior.
  5. Follow school discipline policies and only assign consequences according to policy and for which you are willing to follow through on.

Implementation of the following hints used by successful classroom teachers will promote your enjoyment of the substitute teaching experience.

- Describe situations that invite student action.
- Recognize students' feelings.
- Invite cooperation.
- Give brief and clear instructions.
- Remain flexible.
- Model appropriate behavior.
- Focus on solutions. Use the class for suggestions.
- Recognize conflict and diffuse it.

- Ignore minor skirmishes and concentrate on the total picture.
- Allow face saving.

It is important to remember **YOU ARE TO MAINTAIN THE WAY THE REGULAR TEACHER HAS ORGANIZED THE CLASS**. There are several specific Board Policies at the end of the handbook which address student discipline issues. Please review them.

## USING COMPUTERS

Use of a teacher's computer is permitted only when you have been given specific directions to do so. Do not "play with" or "fix" a teacher's computer, such as changing backgrounds or other settings. **At no time are subs allowed to play games, use the Internet, or e-mail.** Your role is interacting with the students by moving around the room seeing if they need help. Monitoring students is important even during test taking.

## CHECKING OUT

In the substitute folder you will find a daily summary sheet. On this sheet make written comments about how the day went. This gives the regular teacher input as to what was accomplished - i.e., discipline problems, positive things, summarize the day.

Secure the room before you leave. Close windows; pick up the room, leaving the room in good order.

Stop in the High School office to check out with the administrative assistant and complete the appropriate paper work prior to leaving for the day. The administrative assistant will tell you whether you are to continue the assignment the next day.

## STUDENT CONDUCT

**Common sense should prevail. A general "rule of thumb" is one should not be involved in any activity which is unsafe or unkind. Here are some specific rules to follow:**

1. Students entering the building outside of the regularly scheduled school hours are expected to report directly to the location of the activity in which they are involved and conduct themselves in an orderly manner. Students are not to enter other school areas.
2. No running or playing on the walks or entryways.
3. Use only assigned restrooms, and do not loiter or play in this area.
4. It is recommended that each sub be familiar with the handbook of the respective school in which they sub

**Under current Board policies, students who exhibit the following kinds of behavior either while on school property, while participating in school-sponsored activities, or while interfering with a school-sponsored activity are subject to suspension from school, or possible recommendation for expulsion pursuant to procedural due process:**

1. Students, including those 18 years or older, who consume, possess, buy, sell, give away or are under the influence of a controlled substance and alcohol;
2. Students who alter school records, forge signatures of parents, teachers or other school personnel, or who forge signatures of doctors or employers, or knowingly use a falsified document;

3. Students who steal or damage the property of the school [including other school districts] or of other individuals;
4. Students who willfully disobey or defy reasonable directions given by school personnel on or off school property;
5. Students accruing frequent unexcused absences or tardiness as specified in the school attendance policy;
6. Students failing to observe parking lot regulations regarding speeding, reckless driving and unauthorized presence;
7. Students who violate the use of tobacco, vaping, alcohol, or drug policies of the District;
8. Students who possess, transmit, buy, sell, or use weapons of any kind. Weapons will include objects not commonly considered as such, but modified for use as weapons. Imitative weapons may be included in this category;
9. Students who physically assault students or school personnel;
10. Students who threaten others or verbally harass students, patrons or school personnel;
11. Students who spread rumors or agitate conflict situations, which may encourage fighting by other people;
12. Students who block or restrict the free, safe travel of students and staff;
13. Students who exhibit behavior, including profanity, which is disruptive.

## **STUDENT DRESS CODE**

The Board of Education has determined that a student's appearance and attire at school should be primarily the parents' responsibility. However, reasonable regulation concerning dress, hairstyle, and cleanliness is vital, not only to the individual student but also to those with whom he/she shares a classroom. Appearance and attire must be consistent with the basic educational mission of the Hoven School District.

1. Students are not to wear clothing or hairstyles that are hazardous to them in their school activities such as shop, lab work, physical education, and extra-curricular activities.
2. If the teacher feels that a student could be endangering his/her health, precautionary measures may be taken, i.e., hair nets, goggles, etc. When a student is unsure of what is considered appropriate, the Superintendent will give an interpretation of the Handbook.
3. Footwear will be required at all times.
4. Students are not to wear clothing or display items or symbols, when there is reasonable perceived connection with sex, alcohol, drugs, or violence.
5. Students are not to wear attire or display items or symbols with vulgar or offensive words, or dress in such a way as to cause a disruption of the education environment.
6. Students are not to wear hats, caps, or bandanas during school hours.
7. Students are not to wear halter or backless tops or have undergarments visible, or wear short shorts or short skirts.

## **STUDENT DISCIPLINE**

Students will conform to rules and regulations of the Hoven School District or face disciplinary action. Administration, teachers, paraprofessionals, and any other school district staff have the authority to use the disciplinary action that is reasonable and necessary for supervisory control over students. Like authority over students is given any person delegated to supervise children who have been authorized to attend a school function away from their school premises and to school bus drivers while students are riding, boarding or leaving the buses. Legal Reference: SDCL 13-32-2

Staff and students share responsibility for maintaining a positive school climate and will observe the following principles in maintaining control and discipline in the schools:



1. The approach to discipline should be of a positive nature as most individuals modify behavior faster under praise. The professional staff will identify the social, emotional, and academic problems that contribute to a student's misconduct and poor attitude.
2. Every individual needs to feel worthy and accepted as a person. In addressing a student's conduct or attitude and in taking disciplinary action, staff members will endeavor to show the student that it is his behavior that is objectionable, not the student.
3. Appropriate and adequate classroom management offers students the freedom to experience and acquire self-control and self-discipline.
4. Disciplinary regulations are developed at each school site.
5. Building Superintendents review discipline regulations annually with their staff, students and parents. Any proposed changes in regulations are submitted to the superintendent PRIOR TO THE END OF THE SCHOOL YEAR so the changes can be implemented into the District Student/Parent Handbook for the upcoming school year.
6. The Board of Education approves the Student/Parent Handbook annually prior to the beginning of each school year. The Board extends to its entire professional and classified staff the authority to enforce policy and regulations governing student behavior. Students will comply with the directions given them by staff members.

## **PROHIBITION OF CORPORAL PUNISHMENT**

1. The use of corporal punishment, defined as any act of physical force on a pupil for the purpose of punishing that child, shall not be used in this district, will not be tolerated as a disciplinary measure. The term will not apply, however, to the use of reasonable physical force in the following situations.
  - a. For self-defense;
  - b. To protect other persons from physical injury;
  - c. To protect property of the school or others;
  - d. To remove a student who has refused to comply with requests to refrain from disruptive behavior; and
  - e. To restrain or control a student that is out of control.
2. By law, physical force may be used when a student's safety or that of other students in staff is in jeopardy by the Superintendent, supervisor, and teachers and their aids and assistants. This authority extends to any person delegated to supervise children who are authorized to attend a school function away from school premises, including school bus drivers.
3. Any employee using physical force to control a student is to document the incident in writing, with copies given to the Superintendent by the close of the following school day. The superintendent keeps the Board apprised of unusual or extreme incidents of the use of physical force.
4. Inservice training for new staff in the use of alternative, positive measures of discipline will be provided. This same training shall be provided to bus drivers by any agency with which the district may contract for pupil transportation services.

## SAFE AND DRUG-FREE SCHOOLS

**Drugs/Alcohol/Tobacco** – The use of these substances on school property, at school activities, or in school vehicles is prohibited by board policy. It is important that staff using tobacco do so off school property and attempt to be out-of-sight of students.

**Weapons** - Board policy forbids having dangerous and/or illegal weapons on school property, at school-sponsored activities, or in school vehicles. Exceptions would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms or air guns at fire ranges, gun shows, and supervised school training sessions for the use of firearms. Dangerous weapons taken from pupils must be reported to the building Superintendent immediately. Appropriate disciplinary action shall be pursued by the building Superintendent. A dangerous and/or deadly weapon is defined as any firearm, knife or device, instrument, material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm. Facsimiles [imitations] of weapons will be considered as dangerous and/or deadly as defined by District policy.

### SMOKING/E-CIGARETTES/VAPING (TOBACCO USE ON SCHOOL PROPERTY)

Tobacco products of any kind may not be used on District property, at school activities, or in school vehicles. Please visit with the Superintendent to ask about designated areas for these activities for adults.

### STUDENT ACCIDENT, INJURY AND ILLNESS PROCEDURES

There may be times throughout the school year when student injuries occur in your classroom or on school property.

In general you:

- Notify the Superintendent/designee to direct first aid if needed.
  - Provide assistance as needed.
  - Fill out an accident report for **every** incident.
1. No treatment of injuries, except first aid, shall be permitted in the schools.
  2. First aid is defined as the immediate and temporary care given to a sick and injured person by the best-qualified individual at hand. Any care beyond first aid is the responsibility of the parent/guardian or the contact person the parent/guardian has designated for emergencies.
  3. Each Superintendent, or his/her designee, shall direct the immediate care of ill or injured persons who come within his/her area of responsibility.
  4. A master first aid kit shall be kept and properly maintained in each school.
  5. Procedures for the proper handling of such emergencies are attached to this policy (see Appendix B).

When a student is ill and feels s/he must go home, the administrative officer in charge (i.e., building Superintendent or a teacher) will call the home to be certain there is someone there before either sending or taking the pupil home. It is the responsibility of the school to talk to some responsible person connected with the

child, if not the parents, before the student is released. Students must receive a "Permit to Leave Building" slip, prior to leaving.

## Appendix A Substitute Teacher Feedback Report

Substitute Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Teacher Substituted For: \_\_\_\_\_

	YES	NO
Teacher provided clear instruction for the day(s)	<input type="checkbox"/>	<input type="checkbox"/>
Teacher provided lesson plans	<input type="checkbox"/>	<input type="checkbox"/>
Teacher provided enough content for the entire class/day	<input type="checkbox"/>	<input type="checkbox"/>
Student behavior was acceptable	<input type="checkbox"/>	<input type="checkbox"/>
Emergency procedures were posted in the room	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to substitute for the teacher again in the future	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

SUBSTITUTE SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

## Appendix B Teacher Feedback for Substitute Report

Classroom Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Substitute Teacher Name: \_\_\_\_\_

	YES	NO
Substitute teacher followed instruction for the day(s)	<input type="checkbox"/>	<input type="checkbox"/>
Substitute teacher followed the provided lesson plans	<input type="checkbox"/>	<input type="checkbox"/>
Substitute teacher completed content for the entire class/day	<input type="checkbox"/>	<input type="checkbox"/>
I have concerns about this substitute teacher (comment below)	<input type="checkbox"/>	<input type="checkbox"/>
I commend this substitute (comment below)	<input type="checkbox"/>	<input type="checkbox"/>
I would request this substitute in the future	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

TEACHER SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

## Appendix C

### Teacher Sub-Folder Items

Each teacher is required to have a substitute folder on the desk. Each folder should contain:

1. A lesson plan for each period/section of the day
2. Lessons should contain something of value and be meaningful to the students. It should not just be busy work, but motivating to the students. Plan lessons that gain learner interest, involves group work, and requires limited teaching of new content from the sub.
3. Detailed enough so that a substitute does not have to spend time studying before he/she initiates the plan.

The substitute folder should contain:

#### **INSTRUCTIONAL**

- Dates covered by the plan
- Time for each subject at the top of plans
- Lessons are well planned in advance
- Plans should be comprehensive and easily understood by anyone reading them
- Materials and equipment should be available to implement lesson(s)

#### **DISCIPLINE/SAFETY**

- Classroom rules that you have established
- Seating charts are important. Knowing a student's name is necessary for developing rapport and exercising class control.
- General classroom routine. Example, students who are dismissed for special purposes, number of students to be dismissed.
- School Safety procedures
- Directions for roll and lunch count
- Duty schedule
- Possible classroom helpers, if applicable
- Leave instructions as to what you wish the substitute to do with materials collected or other information you would like to know when you return
- Have equipment put away

**\*\*Each substitute shall follow the plans in the folder in the classroom. Please let me know if this is not happening**

## Appendix D

### Substitute Teacher Procedures Checklist

#### **At Home**

Leave early enough to arrive at school at least 30 minutes prior to the beginning of school.

#### **Prior to Entering the Classroom**

- Report to the High School office.
- Ask about student passes and special procedures.
- Ask if there will be any extra duties associated with the permanent teacher's assignment.
- Ask about any special school-wide activities planned for the day.
- Find out how to refer a student to the office.
- Ask if any students have medical problems.
- 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 workroom.
- Ask the names of the teachers on both sides of your classroom and if possible, introduce yourself to them.

#### **In the Classroom Before School**

- Enter the classroom with confidence and prepare for the day
- Write your name (as you wish to be addressed by the students) on the board.
- Review your awareness of Student Handbook with students. Assert yourself as the adult in the classroom
- Locate the school evacuation map.
- Read through the lesson plans left by the permanent teacher.
- Locate the books, papers, and materials which will be needed throughout the day.
- Study the seating charts. If you can't find any, get ready to make your own. When the bell rings, stand in the doorway and greet students as they enter the classroom.
- When the bell rings, stand in the doorway and greet students as they enter the classroom.

#### **Throughout the Day**

- Greet the students at the door and get them involved in a learning activity immediately.
- Carry out the lesson plans and assigned duties to the best of your ability.
- Improvise to fill extra time, enhance activities, or supplement lesson plans as needed.
- Be fair and carry out the rewards and consequences you establish.
- Be positive and respectful in your interactions with students and school personnel.

#### **At the End of Each Class Period**

- Make sure that all classroom materials are accounted for.
- Challenge students to recall projects and topics they have studied that day.
- Remind students of homework.
- Have students straighten and clean the area around their desks.

#### **At the End of the Day**

- Complete your Substitute Teacher Report and leave it for the permanent teacher.
- Neatly organize the papers turned in by the students.
- Close windows, turn off lights and equipment, and make sure the room is in good order before you lock the door.
- Turn in keys and any money collected at the office.
- Check to see if you will be needed again the next day.
- Jot down a few notes to yourself about what was accomplished, how things went, and ways to improve.

## Appendix E

### Emergency Procedures

When a student is found to be ill or injured:

1. The staff member first encountering the student should:
  - a) **Secure a history of beginning symptoms:**
    - i) If possible, determine how the injury occurred, when incident happened or symptoms first noticed, indications of pain, etc.
    - ii) This is of utmost importance; it is necessary in accurately relating the nature of the situation to the Superintendent/Administrative Assistants and the parents.
  - b) **Contact the Superintendent's office or Administrative Assistant(s):**
    - i) Advise them of the situation.
    - ii) If the child has severe injuries or a severe illness, or if the staff member has any doubt regarding the severity of the injury or illness, ask the office to first contact an emergency care facility.
    - iii) Request the office contact the student's parents (guardians).
  - c) **Secure further instruction from the contracted school nurse:**
    - i) The Superintendent or Administrative Assistant(s) may call the county health nurse for more information as needed
    - ii) If the office is unable to reach the nurse, or if the nurse is immediately unavailable do the following:
      - a) Isolate the ill student.
      - b) If appropriate, keep the injured student lying down and protected from excessive heat or cold.
      - c) Provide first aid or give other necessary immediate care within your abilities.
      - d) Note any complaint of pain.
  - d) **Fill out accident/injury report:**
    - i) Complete at a later time, after the issue has been resolved.
      - a) Original copy sent to Superintendent/Administrative Assistant
      - b) Second copy to parent
      - c) Third copy put in accident/injury file, which later will be put in student's file.
      - d) Fourth copy to administration office.
    - ii) Provide feedback to the building Superintendent regarding any problems encountered in getting the situation dealt with efficiently.
2. **The Superintendent's Office:** Actions a) and b) detailed below should be addressed concurrently, if possible
  - a) **Notify the school nurse:**
    - i) Advise the nurse of the situation

- ii) Obtain the nurse's guidance for emergency care, or request the nurse's presence (as dictated by the circumstances)
- iii) Communicate same with the staff member with the ill or injured student
- iv) If the office staff is unable to contact the nurse:
  - a) If the child has a minor injury or illness, retain in nurse's office or school office until appropriate arrangements with the child's parents can be made.
  - b) If the child has a more serious injury or illness:
    - (1) Request the staff member in the building trained in first aid be sent to the classroom where the sick or injured child is located
    - (2) Provide the staff member attending the sick or injured child with necessary support.
    - (3) If the student is to be transported to an emergency care facility:
      - (a) Obtain a signed emergency treatment consent form from the student's file
      - (b) Provide emergency personnel with a copy of the consent form.

**b) Notify the student's parents:**

- i) Inform them of the district's policy for students who become ill or are injured in school.
- ii) Request that they pick the student up from school, or advise them the child is being transported to an emergency care facility
- iii) If the office staff is unable to contact a parent:
  - a) If the child has a minor injury or illness, retain in nurse's office or school office until appropriate arrangements can be made.
  - b) If the student is to be transported to an emergency care facility:
    - (1) Advise the care facility that the parents were not contacted
    - (2) Send a staff member (nurse, Superintendent, etc.) with the child to the care facility.
  - c) Continue to make efforts to contact the parent, a near relative, a neighbor, etc.