



Substitute Teacher Training and Protocols

Ashford School

440 Westford Road, Ashford, CT 06278

Overview:

Classroom Management and Student Behavior

The purpose of this training session is to provide all substitute teachers with:

- Strategies for establishing and maintaining student motivation
- Approaches for constructively handling student discipline issues
- A step-by-step protocol for the student removal and referral process



Get to Know the Class

Begin each day in the classroom familiarizing yourself with the information left by the classroom teacher. This will often include important information about:

- Students who have specific behavior plans
- Accommodations for special education students
- If applicable, seating charts

Often, you can avoid many smaller behavioral issues by sticking to the routine that the students are familiar with.

Remember: You set the tone for the day. The initial impact of the substitute teacher is the key factor to a successful day in the classroom. Be self-confident, resilient, and resourceful as well as patient, honest, and enthusiastic.

Be Sure You Understand the Lesson Plans

- Read the lesson plans thoroughly. Be sure to identify any pieces of the lesson that you need to differentiate for specific students
- In the case that the teacher is unable to leave lesson plans, the wall hanger containing the School Safety and Emergency Guide binder should also contain “Emergency Substitute Lesson Plans”
- Each teacher should have identified a substitute partner teacher. If there is any confusion about sub plans or you have any specific questions, seek this person out before the school day begins
- Follow the lesson plans as closely as possible. If a situation arises where certain tasks were not accomplished, make sure you leave a general explanation with feedback for the classroom teacher so they know where to pick up instruction upon their return
- If there is an instance where there are no lesson plans and you are unable to find emergency plans, you **MUST** notify an administrator

Strategies for Behavior Management

When dealing with minor behavioral infractions (disrupting the learning of others, horse-play, throwing objects, teasing, not listening, etc.), use the following strategies to redirect the students involved:

Proximity- Often your presence when standing near a student who is off task will be enough to redirect them



Peer Role-Model- Acknowledging examples of positive behavior works well to reinforce expectations and redirect off-task behavior

Seat Change- If behavior persists, move a student's seat to an area of the classroom where they will be less likely to distract others or to be distracted



Private Conversation- Have a private discussion with the student in the hallway, where you can address their behavior without their peers hearing the conversation

Use the Sub Partner- If a student is finding it difficult to stay on task, have them complete their work in the Sub Partners classroom



Be sure to read the sub plans carefully for specific individual behavior plans that may be in place

Use your resources...

If there are building behavioral issues, give the office a quick phone call. If an administrator is available, they will take a walk down to the classroom to check in. Many times, this can serve to correct smaller behavioral issues.

Major Behavior Infractions

Any students who has a major behavioral infraction should immediately be sent to the main office

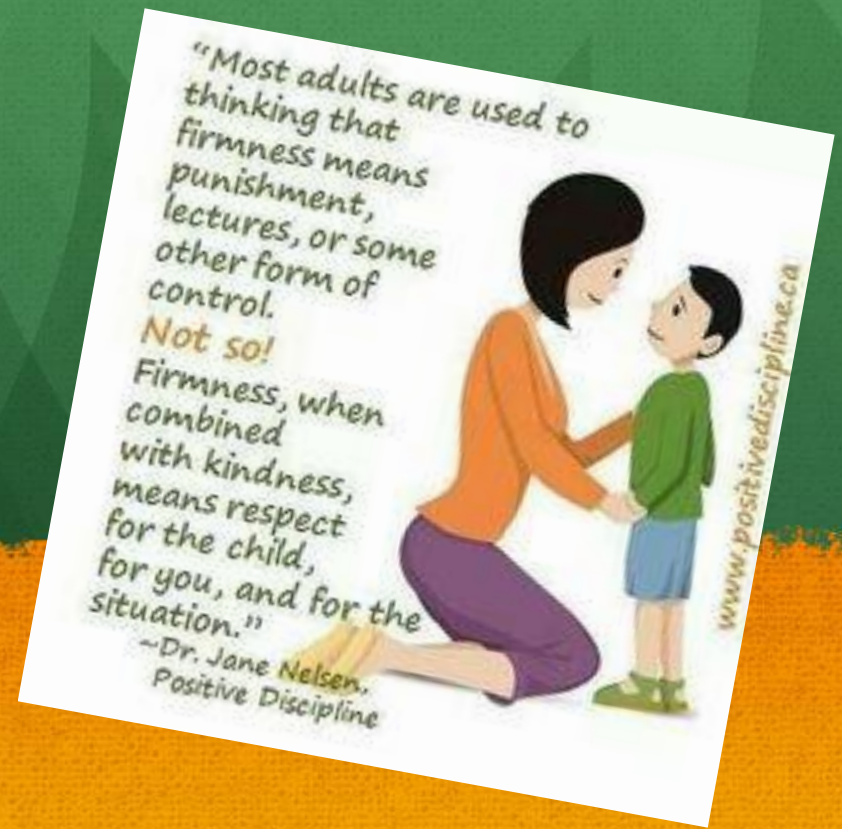
However...

Please consider a student's behavior plan, prior to making any decisions in regards to removal from the classroom.

Examples of major behavioral infractions include but are not limited to:

- Verbal Threats ("I will kill you!") For younger students (Pre-K to 2), an in-class/verbal response may be appropriate
- Causing physical harm to others or to themselves - Threat to the teacher/major classroom disruption
- Obscene language. For younger students (Pre-K to 2) , an in-class/verbal response may be appropriate
- Breaking or damaging property - Misuse of computers (visiting inappropriate sites)

If a student is being sent out of the classroom, follow these simple steps:



1. Speak to the student quietly, in a calm tone of voice, and in private if possible.

2. Be specific about your expectations when they leave.
"Please report to the main office. I will call to let them know you are on your way."

Office Referral Procedure

Once a student has been sent to the office for behavioral reasons, a note to the classroom teacher is mandatory. As the person in the room during the incident, it is the responsibility of the substitute to document the incident as close to the time of occurrence as possible, and no later than the end of the school day on which the incident occurs.

Steps:

1. As soon as a student is sent from the classroom, call the office to notify them that the student is on the way.
2. Leave a detailed account of the incident for the classroom teacher.

Remember... They are just kids...

Like adults, kids aren't perfect. They make mistakes in their pursuit of learning about themselves and the world. If a student is not doing the right thing, don't be afraid to talk to them. Showing that you genuinely care about their thoughts and opinions will go a long way with most of our students and will earn you more respect and buy-in than force or anger will.

For more information on managing student motivation and behavior, visit the following helpful site:

<http://www.livesinthebalance.org/walking-tour-educators>

To receive credit for completing this part of the training, please complete the "Reflection on Behavior Management Strategies" located on the school website.

Click [here](#) to visit the reflection now

Overview:

School Policies and Procedures

The purpose of this training session is to provide all substitute teachers with:

- An understanding of emergency procedures at Ashford School
- Direction on attendance and other procedures
- Clarification of responsibilities beyond the classroom
- Clear explanation of important rules and policies



Be Prepared!

- It is the responsibility of the substitute to locate the room copy of the “School Safety and Emergency Guide” binder at the beginning of any day as a substitute. There is critical information and paperwork in this binder that is necessary in the case of a fire drill or other emergency.
- The substitute should also take the time to study the Ashford School evacuation map, located within the “School Safety and Emergency Guide” binder to understand where you need to bring your class in the case of an evacuation or drill.

Substitute Responsibilities During an “Evacuate School” Drill



An “Evacuate School” plan is used during a fire drill or bomb threat.

1. Remain calm and collected. Remember, your students are looking to you for guidance and protection.
2. Remove the class roster and evacuation slip from the “School Safety and Emergency Guide” binder.
3. No cell phone use is allowed during an “Evacuate School” drill.
4. Escort students out to their designated fire drill area. (See school evacuation map) Count students as they leave your room. Stay as a group. No locker or bathroom visits allowed at this time.
5. Fill out your evacuation slip, complete with the names of all students present (which may include students who **ARE NOT ON YOUR ROSTER**) as well as the names of students who are missing.
6. Hand your evacuation slip, once completed, to the “Captain” at your designated area. This person will be holding a walkie-talkie and will be collecting slips from all groups in your designated area.
7. Maintain student silence.
8. Return to the building only when the “All Clear” signal has been given.

Substitute Responsibilities During a School Lockdown

The code for a lockdown is “AT THIS TIME IT IS NECESSARY FOR THE SCHOOL TO GO INTO A LOCKDOWN,” which will be repeated over the intercom system. During a lockdown, follow these steps:

1. Pull any students in the hallway that are near to your classroom into the room, then shut the door. (It should already be locked. If not, lock the door.)
2. Turn off the lights and have the students sit on the floor against a wall where they are not visible from the door window, or from the exterior windows.
3. Ignore all fire alarms unless you physically see smoke or a fire.
4. Use the evacuation form to take attendance.
5. The office will do an “all call” once the lockdown is complete.

Daily Responsibilities

1. Substitute personnel should report for their assignment to Suzanne Schillinger in the main office no later than 8:00 AM. Half day substitutes should sign in or out, at 11:45AM. The school day does not end until all students have left the building and are on the bus to go home.
2. At the beginning of the day (for PK- grade 4) or at the beginning of each period (grades 5-8 or specials) take attendance on the class roster. Call the office with the names of any absent students.
3. Be sure to follow all sub plans as closely as possible. Teachers spend a lot of time and effort creating lessons that minimize the impact of their absence on their students and as such it is critical that their plans are followed. If plans are confusing, seek out the substitute partner teacher for assistance or clarification.
4. Accidents, illnesses, administration of medication, or other emergencies should immediately be reported to the Principal or Assistant Principal.
5. At the end of the school day, please report to the Main office to return keys and sign a payroll sheet.

Other Substitute Responsibilities

Cell Phone Usage

The use of cell phones is not allowed in the classroom. Students must have their cell phones turned off and out of sight from 8:10 - 3:10. Please refer to the Cell Phone Policy and Contract (grades 5-8)

**See following slide.

Hallway Monitoring

Between class periods, please be standing in the hallway monitoring students during their passing times. Students should be walking (not running) on the right side of the hallway and maintaining a low volume. Remind students of our expectations by stating, "Please walk calmly." "Please speak quietly, classes are in session."

Remember: Vigilance in the hallway helps to reduce problems and injuries.

Cell Phone Policy

Maintaining the integrity of the learning environment is the top priority.

- Students **MUST** have their cell phones **turned off and out of sight** between 8:30 a.m. and 3:10 p.m.
- Cell phone charging is not allowed on school grounds.

If a student is caught using a cell phone during class, in the halls, restroom, etc., the following consequences will apply:

- **First Infraction-** Confiscation of cell phone by administration. Cell phone will be kept in a school administrator's office. Administrator will review this contract with the student and the cell phone will be returned to the student at the end of the school day.
- **Second Infraction-** Confiscation of cell phone by administration. Parent/Guardian will be notified by the school office. Administrator will return the cell phone to a parent/guardian at the end of the school day and review this contract with the parent/guardian.
- **Third Infraction-** Confiscation of cell phone by administration. Parent/Guardian will be notified by the school office. Student will participate in an extended day program until 4:30 p.m. The cell phone will be returned to the parent/guardian at the end of the extended day program at 4:30 p.m.

Certain infractions will result in students immediately losing the privilege to possess a cell phone on school grounds. The penalty will be decided by school administrators and includes, but is not limited to, infractions such as:

- Posting harmful material against students and/or any members of the school community
- Refusing to give the cell phone to a school administrator who requests it
- Making threats against the school community

During times of testing and other student evaluations, teachers may request that students remove their cell phone from their possession reducing the possibility of compromised test security.

PRIVACY IS CRITICAL

Through the course of your stay in Ashford School, you will undoubtedly come across information about student needs, services, etc. You **MUST** treat all information you receive about students, staff, or the school, as confidential.



Mandated Reporter Training

Please complete the Mandated Reporter Training, print out your certification of completion, and submit this to Suzanne or Pam in the main office.

https://www.proprofs.com/training/course/?title=connecticut-mandated-reporter-training-for-school-employees-oct-2020_5f884dd18cad2

Remember!

In following school policies and procedures, you are going a long way towards providing students with the consistency they need to be successful.

Familiarize yourself with evacuation routes, with your sub plans, and with the schedule for the school day. The more you prepare, the more you will succeed as you work with our students towards their education.

To receive credit for completing this part of the training, please complete the “Reflection on School Policies and Procedures” located on the school website.

Click [here](#) to visit the reflection now