

Snoqualmie Valley School District No. 410

2010-2011

Substitute Handbook



Substitute Coordinator (425) 831-8002

(6:00 AM – 3:00 PM)

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Snoqualmie Valley

Public Schools

8001 Silva Avenue S.E., P.O. Box 400, Snoqualmie, WA 98065
Phone (425) 831-8000 ♦ Fax (425) 831-8040 ♦ www.svsd410.org

Welcome to the Snoqualmie Valley School District! We are excited you have decided to join our family of educators, and we look forward to this school year.

Your role as a substitute is essential to the success of our educational program. Only through your services and those of other substitutes can learning continue when regularly assigned staff members are not present in the classroom. Each day you contribute by substituting makes possible the continuation of learning, of high professional standards, and of the positive image of substitutes in our schools and our community.

You are highly valued by the district, and we commend the services you provide and your commitment to our quality educational program.

This handbook provides you with some necessary information regarding substituting in the Snoqualmie Valley School District. Please review it carefully, and do not hesitate to contact Personnel with any questions you may have.

Again, let me welcome you to the Snoqualmie Valley School District family of educators. We wish you the best for a rewarding substitute experience.

Mission Statement

It is the mission of the Snoqualmie Valley School District to meet the individual learning needs of its students, thereby enabling them: to identify and realize their potentials, to develop skills and attitudes for life-long learning, and to be knowledgeable, productive, and involved citizens.

To accomplish our mission, the Snoqualmie Valley School District will:

Emphasize basic skills, effective communication, ability to access and process information, responsible decision making, problem solving, critical thinking, and creative endeavors;

Expect the highest and greatest development of self-esteem, intellectual, and creative abilities through a diverse and integrated curriculum, using varied teaching techniques and resources in a challenging, stimulating, caring, and safe environment;

Foster acceptance, appreciation, and respect among students for themselves and others in the tradition of the cultural and ethnic diversity of our community, nation, and world;

Promote understanding and appreciation of the rights, duties, privileges, and responsibilities through active involvement as a citizen in an everchanging world;

Prepare students to live and work in a rapidly changing technological future;

Cultivate student's environmental awareness and responsibilities;

Involve parents, students, staff, and community in a partnership to take responsibility for the learning process;

Empower parents, students, and staff in the decision-making process in matters effecting the quality of education provided in our schools;

Celebrate educational accomplishments and the excitement of learning.

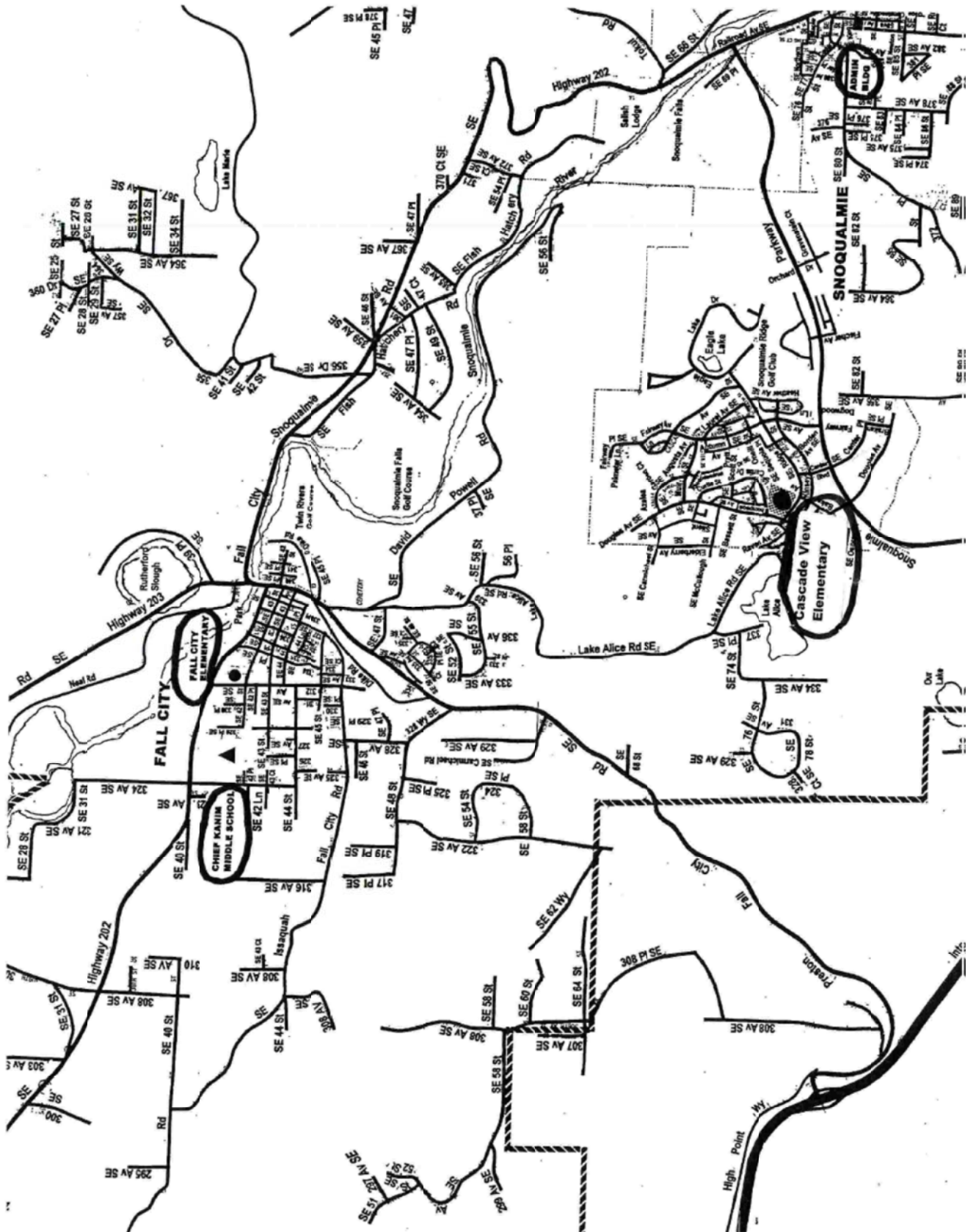
Board of Directors

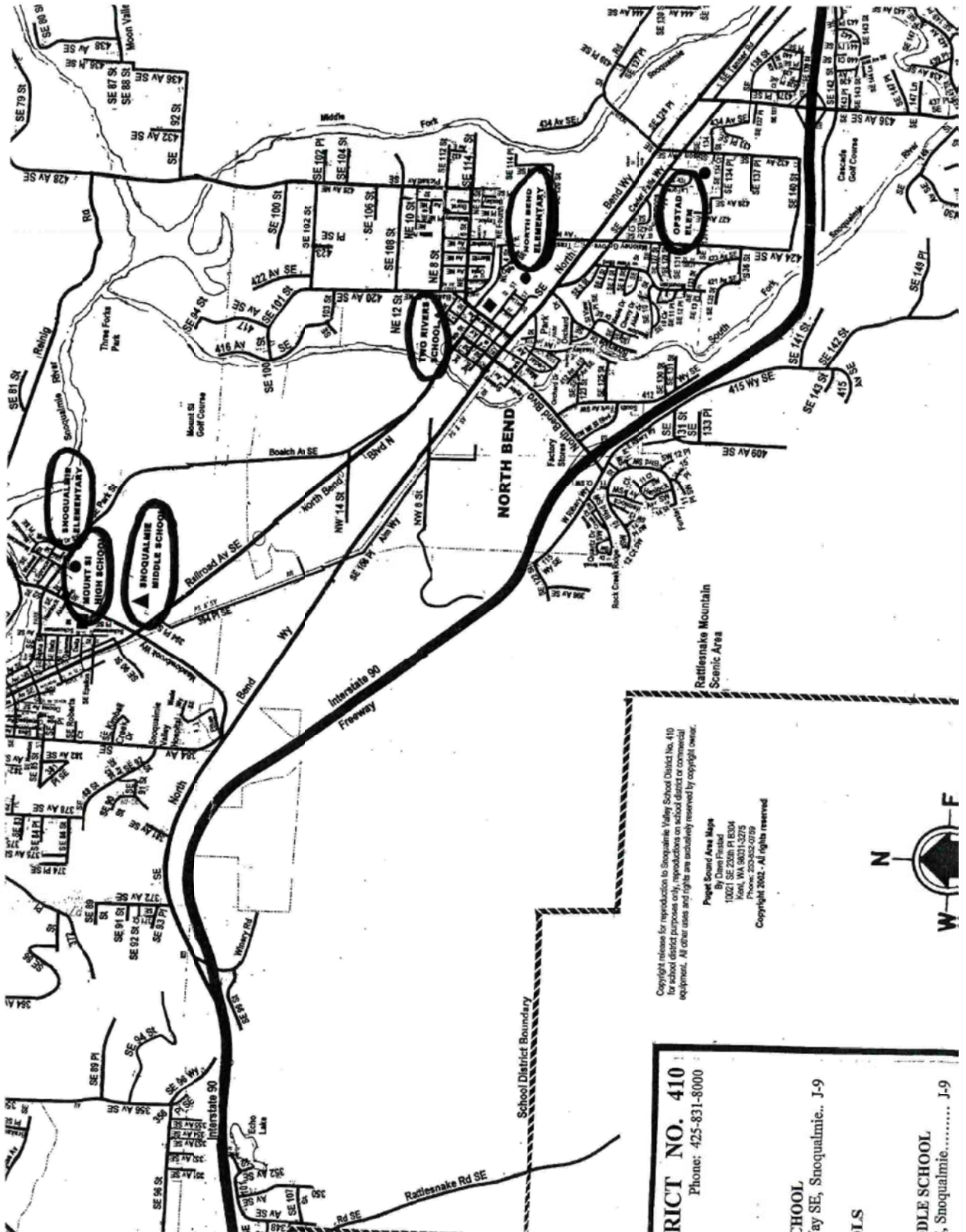
Marci Busby
Scott Hodgins
Craig Husa
Caroline Loudenback
Dan Popp

District Directory

2010-2011

District Administration Center 8001 Silva Avenue SE P. O. Box 400 Snoqualmie, Washington 98065	831-8000	Twin Falls Middle School 46910 SE Middle Fork Rd North Bend, WA 98045	831-4150
Joel Aune, Superintendent	8007	Ruth Moen, Principal	
Peggy Richter, Supt Secretary	8007	Marty Barber, Assistant Principal	
Ryan Stokes, Business Manager	8011	Connie Shroades, Head Secretary	
Sylvia Evans, Admin. Secretary	8011		
Freida Ellison, Accounting Supervisor	8010	Cascade View Elementary	831-4100
Lori Becker, Payroll Officer	8014	34816 SE Ridge Street	
Cheryl Brown, Acct. Payable	8013	Snoqualmie, Washington 98025	
Don McConkey, Asst. Supt. Instructional Services	8018	Ray Wilson, Principal	
Kim Roeber, Admin. Secretary	8018	Terry Mills, Head Secretary	
Nancy Meeks, Director Student Services	8015	Fall City Elementary	831-4000
Cindy Johnson, Admin. Secretary	8015	P. O. Box 200	
Jeff Hogan, Director Technology	8019	Fall City, Washington 98025	
Suzette Bard, Admin. Secretary	8019	Daniel Schlotfeldt, Principal	
Greg Wilson, Network Specialist	8019	Jennie Uhles, Head Secretary	
Beverly Root, Director Personnel	8003	North Bend Elementary	831-8400
Lisa Friedley, Admin. Secretary	8002	400 E. 3rd. St	
Jan Young/Debbie Robinson, Receptionist	8000	North Bend, Washington 98045	
Mount Si High School	831-8100	Jim Frazier, Principal	
8651 Meadowbrook Way SE		Christina Williams, Head Secretary	
Snoqualmie, Washington 98065		Snoqualmie Elementary	831-8050
Randy Taylor, Principal		39801 SE Park Street	
Greg Hart, Associate Principal		Snoqualmie, WA 98065	
Beth Castle, Assistant Principal		Cori Pflug, Principal	
Cindy Wilson, Assistant Principal		Shannon Smith, Head Secretary	
Christi Wright, Head Secretary		Opstad Elementary	831-8300
Chief Kanim Middle School	831-8225	1345 Stilson Avenue SE	
32627 SE Redmond/Fall City Road		North Bend, Washington 98045	
P. O. Box 639		John Jester, Principal	
Fall City, Washington 98024		Cheryl Bachelder, Head Secretary	
Kirk Dunkel, Principal		Two Rivers Alternative	831-4200
Carol Gauntlett, Head Secretary		330 Ballarat Ave N	
Snoqualmie Middle School	831-8450	North Bend, Washington 98045	
9200 Railroad Avenue SE		Thomas Athanases, Principal	
Snoqualmie, Washington 98065		Candi Shreve, Head Secretary	
Vernie Newell, Principal			
Karon Paauw, Head Secretary			





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Puget Sound Area Maps
 By Dave Friesel
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 Kent, WA 98031-3275
 Phone: 206-832-0729
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DISTRICT NO. 410
 Phone: 425-831-8000

SCHOOL
 Snoqualmie, J-9

SCHOOL
 Snoqualmie, J-9

Policy No. 5410

Policy No. 5610
Adopted September 10, 2009

SUBSTITUTE EMPLOYMENT

It is the policy of this school district to attempt to provide the best possible qualified substitute teachers to enhance the quality of the instructional program offered to the students of the District

Substitute teachers will be recruited, employed, and assigned by the Superintendent of schools or designee whenever a teacher's absence requires the employment of a substitute teacher, and whenever such employment may be made within the financial capability of the District.

Cross References:	Board Policy 1610	Conflicts of Interest
	Board Policy 5612	Temporary Administrators
Legal References:	RCW 28A.330.240	Employment Contracts
	RCW 28A.400.300	Hiring and discharging employees — Leaves for employees — Seniority and leave benefits, retention upon between schools
	RCW 28A.405.900	Certain certificated employees exempt from chapter provisions
	RCW 41.32.570	Suspension of pension payments — Service as substitute teacher
	RCW 42.23.030(9)	Interest in contracts prohibited — Exceptions
	WAC 181-79A-231	Limited certificates

Management Resources: *Policy News*, June 2007 Revisions to Retire/Rehire Law
Policy News, August 2001 Legislature Authorizes Retire/Rehire”

Procedures

1. “Day-to-day” substitute teachers shall be paid at the regular daily rate for substitute teachers. After such a substitute has taught ten consecutive days in the same assignment, the daily rate paid the substitute teacher shall be changed to a daily rate schedule, determined by their placement on the current teachers’ salary schedule, beginning with the eleventh day of teaching in the same assignment and each day thereafter in the same substitute teaching assignment.
2. “Long-term” substitute teachers are those substitute teachers who are employed in a single assignment for more than twenty days and such is known at the start of employment for the assignment. “Long-term” substitute teachers shall be paid at a daily rate of pay determined by their placement on the current teacher’s salary schedule. Such teachers shall not be paid for those days not taught.

Report/Release Times - Elementary

	Substitute Report Time	Student Start Time	Student End Time	Substitute Release Time
Cascade View Elementary				
Full Day	8:05	8:35	2:55	3:25
Half Day AM	8:05	8:35	11:25	11:55
Early Dismissal Friday	8:05	8:35	12:55	1:25
Fall City Elementary				
Full Day	8:35	9:05	3:25	3:55
Half Day AM	8:35	9:05	11:55	12:25
Early Dismissal Friday	8:35	9:05	1:25	1:55
North Bend Elementary				
Full Day	8:35	9:05	3:25	3:55
Half Day AM	8:35	9:05	11:55	12:25
Early Dismissal Friday	8:35	9:05	1:25	1:55
Opstad Elementary				
Full Day	8:35	9:05	3:25	3:55
Half Day AM	8:35	9:05	11:55	12:25
Early Dismissal Friday	8:35	9:05	1:25	1:55
Snoqualmie Elementary				
Full Day	8:35	9:05	3:25	3:55
Half Day AM	8:35	9:05	11:55	12:25
Early Dismissal Friday	8:35	9:05	1:25	1:55

These are approximate report and release times. Please confirm the exact times when you accept the assignment from Aesop.

Report/Release Times - Secondary

	Substitute Report Time	Student Start Time	Student End Time	Substitute Release Time
Mount Si High School				
Full Day	7:10	7:40	2:18	2:48
Early Dismissal Friday	7:10	7:40	12:18	12:48
Chief Kanim Middle School				
Full Day	7:10	7:40	2:33	3:03
Early Dismissal Friday	7:10	7:40	12:28	12:58
Snoqualmie Middle School				
Full Day	6:55	7:25	2:12	2:42
Early Dismissal Friday	6:55	7:25	12:12	12:42
Twin Falls Middle School				
Full Day	7:10	7:40	2:33	3:03
Early Dismissal Friday	7:10	7:40	12:28	12:58
Two Rivers School				
Full Day	8:30	9:00	3:00	3:30
Early Dismissal Friday	8:30	9:00	1:38	2:08

These are approximate report and release times. Please confirm the exact times when you accept the assignment from Aesop.

Aesop Telephone Instructions

When you call Aesop

To Review or Change your Personal Information, Press **5**

- To review or change the recording of your name and title, Press **1**
- To change your Pin number, Press **2**
- To change your phone number, Press **3**
- To return to the previous menu, Press **4**

Special Things to Note

- If Aesop prompts you you will need to make a voice recording. This should only be your Name and Title:
 - ① Name (First and Last Name)
 - ② Title (Grade Level and/or Subject Matter)
- You can create an absence up to one month in advance on the phone.
- In the review menu, if a substitute has accepted your absence Aesop will read off his or her name.
- If you work at multiple school locations please refer to the Employee Web guide for detailed instructions.

i Pressing the star key (*) will always take you back one menu level anywhere in the phone system.

1.800.942.3767

When you call Aesop

- Dial 1.800.942.3767
- Enter your ID number followed by the pound key (#)
- Enter your PIN number followed by the pound key (#)

To Create an Absence, Press **1**

1. Select the Start Date

To enter an absence for:

- TODAY, Press **1**
- Tomorrow, Press **2**
- Another Day, Press **3**
- Monday, Press **4**

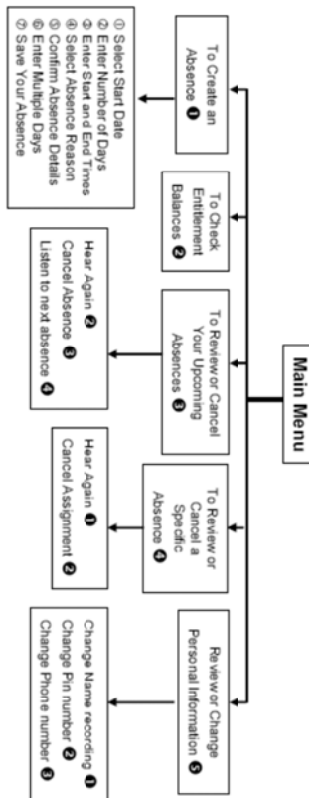
> If option **3** is selected then Aesop will prompt you to enter the DAY OF MONTH followed by the pound key (#).

2. Enter the number of days

- ### 3. Enter the Start and End times
- For a Full Day, Press **1**
 - For a Half-Day in the Morning, Press **2**
 - For a Half-Day in the Afternoon, Press **3**
 - For Specific Start/End Times, Press **4**
- > If option **4** is selected then Aesop will prompt you to enter time in "hh:mm" format and the choice of AM or PM.

- For example: 8:00 AM
 a. Enter "800" followed by the pound key (#)
 b. Press **1** for AM or Press **2** for PM

www.aesoponline.com



Aesop Phone Menu at a Glance

When you call Aesop

- Select Absence Reason
- Confirm absence information
 - If correct, Press **1**
 - To re-enter, Press **2**
 - To cancel, Press **3**

- For a multiple day absence
 - ① Enter the day of month followed by the pound sign (#)
 - ② Aesop will ask the following:
 - If the details are the same as the previous date, Press **1**
 - To change some of the details, Press **2**
 - To change all of the details, Press **3**

- Save your absence
 - ① If you can decide whether a sub is needed:
 - If your absence requires a substitute, Press **1**
 - If your absence does not require a substitute, Press **2**
 - ② If you can assign a substitute:
 - If you want to select a specific sub to assign to the absence, Press **1**
 > It is your responsibility to contact the sub to see if they are willing to accept this absence PRIOR to assigning.
 - If you want me (Aesop) to find a sub, Press **2**
 > If option **1** is selected you will need to enter the sub's full 10-digit phone number.

1.800.942.3767



Phone System Instructions for Employees

1.800.942.3767

Learn how to

- Create absences by phone
- Review Upcoming absences
- Personalize the phone system

FRONTLINE
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When you call Aesop

i When you have successfully created an assignment Aesop will play back the confirmation number.

To Check Entitlement Balances, Press **2**

Aesop will play back your entitlement balances.

To Review or Cancel Your Upcoming Absences, Press **3**

- To review your absences for the next 30 days, Press **1**
- To return to the Main Menu, Press **4**

Aesop will read off all absence details:

- To hear this again, Press **1**
- To cancel this absence, Press **3**
- To listen to the next absence, Press **4**
- To return to the Main Menu, Press **5**

To Review or Cancel a Specific Absence, Press **4**

Enter the confirmation number followed by the pound key (#).

Aesop will read off the absence details:

- To Hear again, Press **1**
- To cancel this absence, Press **2**
- To return to previous menu, Press **3**

Available 24/7

Aesop Telephone Tips

1. Aesop is programmed to show up as 1-800-942-3767 on the Caller ID display.
2. Aesop is voice-activated. When the system calls a substitute for an available assignment, it will not begin to read the job until the substitute picks up the phone and makes a sound (typically by saying “hello”).
3. If the substitute is using a “telezapper” or some other device that blocks calls that were dialed by a computer, he/she will typically not receive calls from Aesop either.
4. Substitutes are able to use their cell phones with Aesop without difficulty.
5. When the system calls a substitute, it only asks for the PIN number. When the substitute calls in to the system, it asks for both the ID number of the PIN number.
6. There are no outbound calls on Friday night, all day Saturday, or Sunday morning.
7. The system will make outbound calls no more than two days in advance of the start of the absence.
8. If a substitute hangs up on Aesop prior to entering his/her PIN, the call is ‘aborted’. If the substitute hangs up on Aesop after entering his/her PIN, the was ‘rejected.’
9. A substitute is over ten times more likely to accept a job when calling IN to Aesop than being called BY Aesop.
10. Pressing the “*” key at any time on the phone system takes the user back to the previous menu.
11. Calls placed in the morning are ONLY for today’s absences. The system will call in the evening for absences either the next day or two days away.

Rate of Pay

Certificated Substitutes

Full Day	\$127.00
Three-Quarter Day	\$ 95.25
Half Day	\$ 63.50

Classified Substitutes

Bus Driver	\$17.88
Cook’s Helper	\$13.00
Custodian	\$16.58
Instructional Assistant	\$14.09

Payday

Timesheet cut-off is the first day of each month. Payday is the last working day of each month.

Example of receipt of payment for services:

A substitute works September 29, 30, October 1, 2.

Payment for September 29 and 30 would be received on the October 31 paycheck.

Payment for October 1 and 2 would be received on the November 30 paycheck.

Tax Deferred 403(b) Program Investments

The Snoqualmie School District has a voluntary tax-deferred 403(b) program available for all employees and substitutes. The purpose of this program is to allow employees to accumulate savings through tax deferred payroll deductions and have the savings paid out after retirement. This is usually done through a Tax Sheltered Annuity (TSA) purchased from an insurance company or through the purchase of mutual fund shares held in a custodial account. Please consult with your financial advisor before choosing. Many annuity programs and mutual funds are sold through licensed stockbrokers and insurance agents. Many no-load and low-load mutual funds may also be purchased directly from the mutual fund companies. To comply with the new IRS laws beginning January 1, 2009, the district has chosen Envoy Plan Services to administer our Tax Sheltered Annuity program.

Employee's and/or their financial advisors need to contact Envoy Plan Services at 1-800-248-8858 or www.envoyplanservices.com to obtain a Salary Reduction Agreement and begin enrollment in the district's TSA program.

Employees are allowed only three agreements per calendar year with respect to the *amount deferred* from income, but the choice of investment companies may be changed more often.

The Snoqualmie Valley School District does not endorse any broker or product.

Salary Reduction Agreement forms are available at the payroll office or on the district website located at www.svsd410.org, under staff resources, nuts & bolts, payroll/benefits.

Inclement Weather

Emergencies such as snow, ice, power outages, and floods alter school and bus transportation schedules.

During inclement weather, check the district website at www.svsd410.org for the most current information or listen to the radio (most accurate and up-to-date) or your local television channel between 5:00 a.m. and 8:30 a.m. for school closure or delay information.

No announcement:	Schools are open and on time
Schools Closed:	All school activities cancelled
Schools Open, One or Two Hours Late:	Scheduled runs are one hour late
Schools Open, Limited Transportation:	Shortened runs due to road or flood conditions

If school is delayed, substitutes are expected to report to work at the regular time, if it is safe to do so. If school is delayed one hour, you have up to one hour to safely arrive; if it is delayed two hours, you have up to two hours to safely arrive.

Tips for Substitute Teachers

Have A Change of Clothing In Your Car: The original substitute teaching assignment sometimes changes after the substitute teacher has arrived at the school. Field trips, student activities, and other unanticipated educational activities may also occur. Substitute teachers should carry tennis shoes, casual clothing, and clothing suitable for physical educational activities in their cars in preparation for these unanticipated events.

Ability To Relate To Others: The ability to work successfully with others is essential. Substitute teachers should treat students, parents, secretaries, classified staff, teachers, administrators, and all others with whom they come into contact in a friendly, courteous and respectful manner.

Negativity: Substitute teachers should avoid speaking negatively about students, other teachers, or about the class or school. Negativity is almost never appreciated. The result is often damaging and frequently results in the substitute teacher developing a negative reputation and not being invited back.

Look & Act Like A Teacher: Substitute teachers are expected to dress appropriately and to serve as role models. Shirts, ties, dress pants and dress shoes (unless teaching a physical activity) are most appropriate for men. Appropriately cut dresses and blouses, pant suits, and women's slacks are appropriate for women. Short dresses, low cut blouses, blouses which expose the navel, nose rings, unusual hair colorings and pierced body parts (other than ears), T-shirts, or pants with holes, are deemed not to be professionally appropriate.

Assignment Preparation: Substitute teachers should have access to a driving instruction map to help locate schools with which they are unfamiliar. In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. However, substitutes should plan on bringing alternative lessons and learning materials should lesson plans not be left, or if additional learning materials are needed. Substitute teachers should plan on arriving early and checking into the school office immediately upon arrival. The office staff will provide classroom keys, maps of the school, duty schedules, class schedules, emergency procedures, lunch procedures, playground and school rules, etc. Substitute teachers should become familiar with this information as soon as possible.

Following Classroom Lesson Plans: Most regular classroom teachers leave detailed substitute teacher lesson plans. Classroom teachers expect substitute teachers to follow their lesson plans closely.

Instructional Aides & Use of Students: Often substitute teachers will not be familiar with classroom or school procedures. If you are fortunate, you will have an instructional aide to assist you. Most often this will not be the case. When there is no instructional aide, substitute teachers will need to select responsible students to assist them and to provide them with necessary information.

Emergency Plans & Exits: Substitute teachers should identify emergency exits, routes, and procedures for student emergency, evacuation and drills.

Confidentiality: Confidentiality is not only a legal responsibility, it is essential for the protection of students and families. Discussing school matters outside of school should be avoided. If there is a serious concern, school administrators need to be notified immediately.

Grading Student Papers: Substitute teachers should follow the direction of the classroom teacher when it comes to grading student papers. If there are no specific grading instructions from the regular classroom teacher, and the substitute teacher sufficiently understands the work to be graded, then the substitute teacher may grade the student papers prior to leaving for the day, if possible. As a minimum, student papers should be organized, so the classroom teachers can more readily grade them upon their return.

Use of Controversial Materials/videos: Substitute teachers should obtain prior approval from school administration before showing private or commercial videos to students. Only "G" rated or "PG" rated videos will be allowed. Videos need to serve a legitimate educational purpose and should be closely related to the school curriculum. If there is any question regarding the use of particular materials, administrative approval should be obtained prior to substitute teachers using the materials in the classroom. With the new video copyright laws, showing a video for entertainment purposes only is now illegal.

Student Use of Computers and the Internet: Students should not use the internet unless specified by the classroom teacher. All SVSD schools have Internet use agreements for every student. If in doubt, don't grant permission. Substitute teachers need to closely monitor student use of computers to ensure their proper educational use. The Internet is being filtered in our district.

Leaving A Comprehensive Report: Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher.

Leaving The Room Neat & Clean: Leave the room neater and cleaner than you found it at the end of the day.

Touching Students: It is against Snoqualmie Valley School District Policy to use any type of physical punishment with public school students. Teachers should exercise extreme caution in touching students. Hugging, putting your arms around students, patting, or touching students in any way can easily be misunderstood, and can place a teacher at legal and professional risk.

Taking Roll: It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.

Bring Your Own Hallway Passes: Regular classroom teachers may not remember to leave hallway passes. Substitute teachers should bring their own hallway passes "just in case."

Being Alone With Students: Unfortunately, in today's society, teachers are placing themselves and the district in "harm's way" if they allow themselves to be alone and outside the view of others with individual students. Teachers should avoid situations where they are left alone with an individual student.

Principal Observation of Substitute Teachers: Many substitute teachers desire a regular teaching position. Remember that the principal has many responsibilities and is very busy. Given the time, opportunity, and when requested, most principals will consider observing a substitute teacher who is a long-term substitute or who substitutes frequently at the school. Substitute teachers may want to ask permission to leave a copy of their resume and/or business card with the principal.

Checking Out At The End Of The Day: Remember to turn your classroom keys in to the office and to find out if your services are needed as a substitute teacher the following day.

Classroom Teacher Perceptions

Teachers were asked to rank a set of 12 statements in order of importance to them as they returned to their classrooms following an absence. Number 1 signifies the item teachers considered to be of greatest importance while number 12 signifies the item regarded to be of least importance.

1. My substitute has left a report which quickly brings me up to date in regard to what has occurred during my absence
2. My sub made the day “special” for my students by adding his/her own creative touch
3. My sub demonstrated skill in dealing with emotional needs of my students
4. My students demonstrated a positive reaction to my substitute when I returned.
5. My sub made an effort to become aware of and to follow school/classroom procedures and policies
6. My substitute has used his or her own initiative in terms of planning and directing classroom activities
7. My plans have been followed carefully
8. Other teachers and observers report that my children were well-behaved during my absence.
9. All papers, workbooks, and assignments have been corrected
10. All correspondence from parents, principal, etc. is located in one spot and labeled appropriately
11. My desk is in order
12. My sub has telephoned a report to me at the day’s end

Student Disciplinary Scenarios

REMEMBER: It is important for substitute teachers to establish their classroom expectations and consequences as early as possible in the day.

Scenario 1: Students Who Interrupt Learning; i.e., Minor Misbehavior

- Use extinction (refuse to recognize the student) until they raise their hand.
- Praise other students for raising their hands.
- Make eye contact with the student(s) and send a non-verbal message not to interrupt.
- Stand near the student.
- Privately, inform the student that you expect them to raise their hand and be recognized before they speak.
- Write student's name on the board.

Scenario 2: Dealing With Students Who Refuse To Do Work

- Check with individual students to ensure they understand the assigned work, be prepared to re-teach and to adjust the level of difficulty of the work as necessary.
- Find out from the student if something is bothering them and if you can help them in some way.

- Contact other teachers who are familiar with this student to determine if this is the student's normal behavior pattern. Try various strategies that might be effective in getting this student to work.
- Withhold a special activity or privilege if the student persists in not doing their work.
- Document a note to classroom teacher that the student chose not to do the work

Scenario 3: Students Who Won't Follow Instructions

- Make certain to repeat and clarify the instructions and then check with the student(s) for understanding.
- Have students repeat that they need to follow instructions.
- Communicate with students regarding possible consequences if they don't follow instructions.
- Withhold a special activity or privileges if the behavior persists.
- Document a note to classroom teacher

Scenario 4: The Class That Refuses To Be Quiet, Pay Attention, Or Be Cooperative

- Remember the students who are doing what they are supposed to do.
- If the students just arrived at class, and they still refuse to be quiet, cooperative or to pay attention, determine why the class is reacting in that manner. If there has been an incident which is upsetting the class, the teacher may need to discuss the incident with the class before academic instruction begins. If the incident has been particularly upsetting, the teacher may consider having students write about their feelings and then discussing those feelings with the entire class (without identifying individual students' concerns).
- Clearly and firmly (not in a hostile manner) state your expectations and the consequences students face if they choose not to comply with your need for quiet, cooperation, and your need for them to pay attention.
- Turning the lights off and on is often effective in getting the attention of the class.
- With elementary and middle school students, the teacher may consider counting orally to five to communicate that you expect the class to give you their attention now.
- If an elementary or middle school class has a quiet signal, such as all students raising their hand, the teacher may initiate the class signal for quiet. The substitute teacher may want to establish a signal for class quiet early in the day, if the regular classroom teacher does not have a signal.
- With primary students, the teacher may require students to lay their heads on the desk and observe five minutes of quiet time to compose themselves.
- Writing individual students' names on the chalkboard who refuses to be quiet or cooperative is often effective (provided there is an appropriate sequence of consequences for each failure to comply).

Scenario 5: Student Activity Transitions

- Teachers should be very precise about the directions they give students. Examples of precise directions include: "Stop what you are doing; put away your English book; take out your math book and turn to page 356; take out a pencil and paper and write your first and last name in the top right hand corner of your paper now," etc.

- Teachers should have educationally beneficial "sponge activities" for students who complete their work before other students are ready to transition to another educational activity.
- Student movement creates increased opportunities for students to become disruptive. Unless the educational activity dictates student movement, it is normally better for the teacher to move to the students.

Scenario 6: Strategies for Working with Problem Student/s

- If you expect students to misbehave, they will usually live up to your expectation. Every student should be able to start each day with a "clean slate." However, when a student has been identified as a problem, the substitute teacher may ask other teachers who have worked with this student about educational strategies which have been effective in the past.
- Enlist a problem student's support by asking for their help or by assigning them a classroom responsibility.
- Individual praise, recognition, or granting of an educational privilege often is effective in encouraging problem students to be more cooperative.
- Short-term rewards are usually more effective than long-term rewards when working with problem students. Usually, the younger the student, the shorter the time recognition needs to be.
- Have the problem student restate what is expected of them.
- If a student has a difficult time cooperating, moving the student closer to the teacher and/or isolating that student from the group may be appropriate (remember, students should remain in full view of the teacher so proper supervision can be provided).
- Calling the parent/guardian and praising or pointing out areas of concern is often effective in getting the student to be more cooperative.

Scenario 7: Students Switching Seats

- The regular classroom teacher generally will leave a student seating chart. If there is no seating chart, the substitute teacher may want to consider making one.
- If the substitute teacher suspects that students are not sitting in their assigned seats, the teacher should explain to the students that for safety reasons they must be seated in their assigned seats.
- Students need to understand that if they are sitting in the wrong seats, they may also be wrongfully blamed for something that they didn't do.
- Giving students the opportunity to sit in their assigned seats, immediately after sharing the expectation that students are to sit in their assigned seats, without disciplinary consequences, will usually solve the problem.
- If students still refuse to sit in their assigned seats, an appropriate disciplinary consequence should follow.

Scenario 8: Student Use Of Profanity And "Put-Downs"

- Substitute teachers should have established their expectations and consequences at the beginning of the day, which deal with these issues. "Put-downs" of other students are not to be tolerated.
- Students need to immediately stop that behavior, a private correction needs to be given, and the student needs to repeat the expectancy.

Scenario 9: Fights, Threats, Weapons & Drugs

- Snoqualmie Valley School District has zero tolerance policies with regard to weapons and drugs. Students in possession of weapons or drugs or who are suspected to be under the influence of alcohol or drugs should be referred to school administrators immediately.
- Schools must provide a safe and secure environment for students to learn, and threats and fighting are not acceptable. Students who are involved in fighting should be referred to school administrators immediately. Threats should be considered as legitimate threats to the welfare of others and should also be dealt with immediately. If threats appear to be serious in nature, then the school administrators need to be notified immediately.

Scenario 10: Sexual Harassment

- Student-to-student sexual harassment is not to be tolerated. Students who subject other students to a pattern of unwelcome sexual jokes or comments are engaging in illegal sexual harassment and should be referred to school administrators. Whenever this type of behavior is observed or brought to the attention of the teacher, the teacher needs to intervene and stop the behavior from reoccurring. Students who touch other students in a sexual manner are also guilty of sexual harassment and need to be immediately referred to school administrators.

Classroom Management

REMEMBER: It is important for the substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for teachers to be perceived by students as confident, as being in charge, and as being fair.

Respecting Students: Remember that each individual student is a person who deserves to be treated with respect regardless of their intellectual abilities, primary language, social training, cultural background, or personal circumstance. Students respect adults who respect them.

Staying In Control: It is extremely important for the teacher not to lose their temper or control of their emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self-control, their behavior often becomes the focus of attention rather than the student's behavior.

Eye Contact: Direct eye contact and non-verbal communication are effective classroom management tools, provided that the non-verbal communication doesn't become threatening or intimidating to students.

Raising Your Voice: Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.

Outside/PE: A whistle can be extremely valuable when supervising students on the playground, bus waiting areas, lunch supervision, when teaching physical education, etc.

Establishing Standards of Conduct: Letting the entire class know your expectations is key to having a successful educational day. "Establishing standards" should be done as early in the day as possible. Teachers need to be firm, fair, and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

Logical Consequences For Student Behavior: Students need to understand that if they chose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students' correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient enough to motivate students to want to continue making correct choices.

Positive Reinforcement: Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

Praise and Correction Guides: It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is "to correct privately and to praise publicly." At the elementary level, it is generally acceptable to praise a particular student in front of other students. At the middle school and high school levels, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be genuine and never contrived.

Surprising Students: Students need and expect clear direction and predictability. Clear direction and teacher predictability provides a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective, it often results in the students perceiving the teacher as being unfair and unreasonable.

Correlation of Success & Student Behavior: There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student

learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.

Proximity & Classroom Management: There is a direct correlation of distance of the teacher from the student and student behavior. The closer a teacher is to a student, normally, the better the student's behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control.

Supervising Students From The Back Of The Classroom: Supervising students from the back of the classroom is a highly effective classroom management tool.

Unoccupied Student Time: Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignments.

Typical Classroom Rules: Typical elementary and middle school classroom rules include the following: (a) Keep your feet, hands and objects to yourself; (b) You may talk when you have raised your hand and been given permission to do so by the teacher; (c) Students are to remain in their seats unless given permission to be out of their seats; (d) "put-downs;" are not acceptable in the class; and (e) No student will stop another student from learning. Severe Violations resulting in instant referrals to the principal's office include fighting, possession of drugs or weapons, physical threats, constant disruption and defiance, etc. Typically, high school student rules will vary from elementary and middle school rules only slightly. High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of the students.

Parent/Guardian Teacher Contact: Students usually find it important that their parents/guardians approve of their behavior at school. In most cases parents appreciate their children's teacher letting them know how their child is doing at school. Teachers will usually find parents helpful in encouraging their child to make proper educational choices when notified. When parents believe that the teacher is sincerely concerned about the welfare of their child, they are almost always willing to be supportive. It is equally as important to let parents/guardians know when their child is doing well.

Number Of Students Out Of Their Seats: Unless the educational activity dictates, generally no more than two students should be out of their seats at one time. Normally, students should not be allowed out of their seats when the teacher is doing large group instruction or is working directly with the student's assigned group.

Student Use of The Restroom & Drinking Fountains: Students are expected to get their drinks and to use the restroom during their breaks. When a student needs to use the restroom during class time, unless unusual circumstances exist, they should not be sent to the restroom with another student.

Isolating Students: It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behavior. Remember that the teacher needs to maintain visual contact and the ability to directly supervise all students.

Arguing With Students: Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher's authority.

Use Of Threats: Teachers should never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for frustration and failure. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

Dignifying Students: Students will generally accept fair and reasonable rules and consequences when they know that the teacher is genuinely concerned about their well-being. Students should not be singled out or used as an example. When a teacher has had to repeatedly or strongly correct a student, it is important that before the student leaves for the day, that the teacher reinforces with the student that they care about them, believe in them, and sincerely want what is best for them. Teachers need to role model terms such as please, thank you, excuse me, etc.

Desired Teacher Characteristics: Teachers should conduct themselves as appropriate authority figures and as student role models. Teachers should be viewed as caring, dedicated, skillful, sensitive, flexible, and responsive.

Listen Before You Discipline: It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for that student.

Seating Charts: The ability to call students by name is a very powerful tool in classroom management. The use of a seating chart can be invaluable in helping the substitute teacher to call students by their names.

Logical Consequences For Disciplinary Infractions: It is difficult to identify in advance appropriate disciplinary consequences for every circumstance which might arise in a school environment. Generally, substitute teachers should plan on utilizing the regular classroom teacher's rules and consequences. Usual disciplinary consequences include: name on the board, loss of a privilege, loss of free time, a call to the parents/guardian. A referral to the office usually comes only after other disciplinary strategies have failed to bring about the desired result.

Coercive vs. Non-Coercive Behavior Management Techniques

1. Teachers often reinforce negative student behavior inadvertently by providing reinforcement through negative attention. It is far more effective to strengthen positive student behavior by utilizing reinforcement techniques than attempting to weaken negative student behavior through punishment.

2. Disciplinary punishment provides short-term gains, but often results in long-term losses. These losses may take the form of student tardiness, frequent student absences, a lack of interest in learning, student defiance and even retaliation against the teacher or school.
3. Teachers must take primary responsibility for creating a risk-free and positive classroom environment. When teachers fix the environment, they often fix the behavior of the students. Classrooms must be enjoyable places for students to be if educators wish to maximize learning opportunities and to affect long-term behavioral changes. Teachers should ensure that student rewards are sufficient in nature to motivate students to want to continue making correct choices. Whether the student's behavior has been strengthened or weakened will only be able to be determined by the student's future behavior. Remember that reinforcement strengthens behavior while punishment weakens behavior.
4. Teachers should look for opportunities to legitimately recognize positive student behavior in some form. Generally, teachers need to provide at least eight positive reinforcers for every negative classroom response.

Working with Students with Special Needs

Students With Special Needs:

- Substitute teachers should carefully read instructions left by the regular classroom teacher which pertain to students in their classrooms with special needs. Schools will normally have learning resource teachers and teachers with special education backgrounds who can be consulted with regarding learning strategies for students with special needs. Substitute teachers should check with the office staff at the beginning of the day regarding special need student procedures.
- Students with special needs often require shorter learning assignments and frequently demonstrate a need to be positively reinforced within short periods of time. Depending upon the age of the students, the nature of the learning disability, and the student's behavioral progress, positive teacher reinforcement may be required every five to ten minutes or less.
- Students with special needs (depending on the nature of the disability) often require more frequent learning assistance from the teacher. The teacher's instructions need to be simple, precise and clear when working with these students. It is advisable to have students repeat the instructions frequently, so the teacher can monitor the student's level of understanding.
- Many students with special needs have been subject to negative and physical events in their personal lives. As a result, some students may react with violent outbursts when touched, threatened, or interacted with in a negative manner. Students with special needs normally need to have positive behaviors strengthened rather than negative behaviors weakened. "Time-out" areas, and positive recognition are useful classroom management tools when working with this student population.

- Students with special needs (depending upon the nature of the disability) may need to frequently have the learning and behavior expectancies revisited. Teachers can best achieve clarification of expectancies by utilizing role-playing, by clearly and precisely explaining what is expected of the students in different learning environments, having students frequently repeat what is expected of them, and by consistent recognition of students who make correct learning and behavioral choices.

MODIFYING THE CLASSROOM ENVIRONMENT

- Changes in Standards
- Changes in Specific Instructional Methods
- Change Tasks and Assignments
- Increase Specific Child Involvement
- Alter General Classroom Structure
- Alter Types of Acceptable Responses
- Use Specific Consequences
- Use Outside Support
- Develop Behavioral Contracts
- Dispense Rewards

Web Page Resources

Resources:

Substitute Home Pages www.guest-teacher.com
www.geocities.com/Athens/8020/subtips.html
www.qnet.com/~rsturn/
<http://users.erols.com/interlac/subtch.htm>
www.proteacher.com/020019.shtml
www.education-world.com/a_curr/curr359.shtml

Classroom tips www.nea.org/helpfrom/growing/works4me/library.html
www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm
www.aitech.ac.jp/~iteslj/links/TESL/Teaching_Tips_and_Ideas/
<http://www.celt.iastate.edu>

