

# Ashland Public Schools Substitute Handbook

## **Vision statement:**

The Ashland Public Schools will be a model district that embraces the academic and social-emotional growth of all students through a supportive, collaborative and challenging experience. Our students will develop into life-long learners who will contribute positively to society.



August 2019

Greetings Substitute Teachers!

Welcome to Ashland Public Schools. We are very happy to have you as part of our school district.

Handbooks provide basic guidelines for organizations, and we hope that you will find this booklet to be informative and helpful. If you have any additional questions, please speak with an administrator who can provide the answers you are seeking.

Whether you are new to the Ashland Public Schools or a returning Substitute Teacher, please take the time to carefully read these important policies and procedures. We welcome any suggestions you have concerning the information included in this document.

Please sign the Statement of Confidentiality and Substitute Acknowledgement at the end of this document and return them to Human Resources.

Thank you for all you do for our students and for the advancement of the Ashland Public Schools.

Be well,

*Jim Adams*

Superintendent of Schools



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## Overview

The Ashland Public Schools' [Employee Handbook](#) and [School Committee Policy Manual](#) provide in-depth information and requirements for serving as an employee in our district. Please be sure you have reviewed each carefully. This Substitute Handbook provides information relevant to serving as a Substitute in our classrooms as well as in our custodial, Nutrition Services and nursing departments.

## General Procedures for Substitutes

Professionalism is a basic expectation of all employees of the Ashland Public School District. As a Substitute, professionalism is directly related to the ability to:

### **Be Available**

Your name on the substitute list should mean the district can, in general, expect a “yes” from you when you are called. Please be proactive in updating [Aesop](#) (Absence Management) if your availability changes.

### **Dress Professionally**

All faculty and employees of the Ashland Public Schools serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all faculty and employees shall dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work, the duties of their jobs, and the impressionable youth they serve.

Substitutes are expected to dress accordingly. For those who may not have worked in a professional environment before, collared shirts, sweaters, dress pants and dress shoes are most appropriate for men. Modestly cut dresses and blouses, sweaters, slacks or skirts are appropriate for women. Layers are recommended to stay comfortable as the building's temperature changes throughout the day. Short dresses or skirts, low cut blouses, crop tops, t-shirts and jeans are not professionally appropriate. If you are filling in for a gym Teacher, you would be expected to wear nice athletic type clothing. Substitute Nurses, Custodians and Nutrition Services Staff should ask their department managers for guidance on dress code as needed.

### **Be Flexible**

There are times when substitute services are requested without advance notice due to unexpected circumstances. Lindsay Duane may call to see if you are available to fill a last-minute need. Where possible, the Substitute will be assigned to the areas of preference. In emergency situations, however, the Building Administrator may need to



change the initial assignment and will greatly appreciate you stepping up to help with whatever is needed.

### **Relate Well to Others & Avoid Negativity**

Actions and words are equally important in the mind of a student. Always be appropriate in everything you say and do. Avoid negativity and use constructive teaching at all times. Please remember that children view the world differently than adults taking everything literally and seriously. Please use your best discretion when communicating.

### **Cell Phones and Other Electronic Devices**

Employees are asked to use cell phones and other electronic devices appropriately, particularly in the school environment. Phones should be off or set to receive silent messages during instructional times, and placed where they won't be a distraction during the learning process.

### **Pay Schedule**

All employees are paid biweekly, by direct deposit through the Town of Ashland. Salary payments are electronically forwarded directly to a bank account or accounts selected by the employee for receipt. All employees receive a payroll advice of their direct deposit(s) each pay day, either at school or via mail if the Substitute is not working that day.

### **Time Sheets/Attendance Records**

All employees are *required* to accurately account for their attendance. For most school-assigned staff, attendance is recorded in the school office and attendance reports are submitted to the Payroll Department after certification by the Building Administrator.

### **Student Safety**

Teachers and other staff members are reminded that a primary concern is the continuous well-being and safety of children in our charge. In today's litigious times, caution must be applied to guard against potential personal liability. All staff members should observe, but not be limited to, the following:

1. Assume your assigned responsibilities punctually.
2. **Never leave pupils unattended.** Teachers must be in the classroom or greeting students at the door upon entrance.
3. Provide alert supervision at all times.
4. Report immediately to the Building Administrator any dangerous or potentially dangerous conditions. Follow up verbal reports in writing.

### **Universal Health Precautions**

All staff members will have access to a Universal Precautions Kit to be kept readily available containing gloves, gauze pads, etc., to be used in case of emergency. If staff members need a replenishment of these materials, they should see the school Nurse.



It is recommended that these be kept in the top right drawer of the Teacher's desk, or attached to a bulletin board for quick access.

### **Website**

The district website can be found at <http://www.ashland.k12.ma.us>. Please check frequently for updates.

### **School Cancellations**

Periodically, certain conditions may necessitate that schools be closed due to inclement weather, such as severe snow storms, or other emergencies. Closings due to inclement weather are announced on radio, local television stations and the [Ashland Public Schools](http://www.ashland.k12.ma.us) website. All sub assignments previously scheduled on the day of a school closing will be cancelled and no compensation will be provided.



## School Locations & Hours of Operation

Substitute Teachers should arrive at least 15 minutes before school begins to allow time to check in, access the classroom, review lesson plans and become familiar with the surroundings. Other Substitutes should confirm arrival and departure times with the department manager. Note the early release times at the bottom of the page.

### Preschool

#### [William Pittaway School](#)

75 Central Street  
Ashland, MA 01721  
508-881-0160

Parking Lot: Side of building  
School Hours: 8:30 a.m. to 2:55 p.m.  
Substitute Hours: 8:15 a.m. to 3:00 p.m.

### Kindergarten and Grades 1-2

#### [Henry Warren School](#)

73 Fruit Street  
Ashland, MA 01721  
508-881-0188

Parking Lot: Front of building  
School Hours: 8:50 a.m. to 3:15 p.m.  
Substitute Hours: 8:35 a.m. to 3:20 p.m.

### Grades 3-5

#### [David Mindess School](#)

90 Concord Street  
Ashland, MA 01721  
508-881-0166

Parking Lot: Front of building  
School Hours: 7:55 a.m. to 2:20 p.m.  
Substitute Hours: 7:40 a.m. to 2:25 p.m.

### Grades 6-8

#### [Ashland Middle School](#)

87 West Union Street  
Ashland, MA 01721  
508-881-0167

Parking Lot: Side of building  
School Hours: 8:15 a.m. to 2:40 p.m.  
Substitute Hours: 8:00 a.m. to 2:45 p.m.

**Central Administration** is also located in the Ashland Middle School building and can be contacted at 508-881-0150.

### Grades 9-12

#### [Ashland High School](#)

65 East Union Street  
Ashland, MA 01721  
508-881-0177

Parking Lot: Side of building  
School Hours: 8:20 a.m. to 2:45 p.m.  
Substitute Hours: 8:05 a.m. to 2:50 p.m.

### Early Release Dismissal Times

School	Early Release (Before Lunch)	Early Release (After Lunch)	Thanksgiving/ Last Day of School
Mindess School	10:55 a.m.	12:10 p.m.	10:55 a.m.
Ashland High School	11:20 a.m.	12:35 p.m.	11:20 a.m.
Ashland Middle School	11:15 a.m.	12:30 p.m.	11:20 a.m.
Pittaway School	11:30 a.m. (No PM session)	12:45 p.m.	11:30 a.m. (No PM session)
Warren School	11:50 a.m.	1:05 p.m.	11:50 a.m.

# Ashland Public Schools Calendar 2019-2020

<p>19 &amp; 20 New Teacher Orientation 26- 28 ALL STAFF Meetings 29 &amp; 30 Labor Day Recess No School</p>	<p><b>AUGUST '19</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p><b>SEPTEMBER '19</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>2 Labor Day No School 3 First Day of School for Grades 1-12 3 &amp; 4 PreK and K Orientation 5 Prek and K first day of Classes 30 Rosh Hashanah No School</p>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												
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<p>9 Yom Kippur No School 14 Columbus Day No School 27 Diwali 25-27 Family Reconnect weekend 29 - 31 (K-5) Early Release Before Lunch</p>	<p><b>OCTOBER '19</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p><b>NOVEMBER '19</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table> <p>8 (PreK-12) Early Release After lunch 11 Veterans Day No School 27 Early Dismissal Day Before Lunch 28 - 29 Thanksgiving Recess No School</p>	S	M	T	W	Th	F	S					1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
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<p>20 (PreK-12) Early Release Day After Lunch 23-31 Winter Vacation No School</p>	<p><b>DECEMBER '19</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>17</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	17	19	20	21	22	23	24	25	26	27	28	29	30	31					<p><b>JANUARY '20</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p>1 New Years Day Observed No School Classes 20 M.L. King Jr. Day No School</p>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
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<p>17 - 21 February Vacation No School</p>	<p><b>FEBRUARY '20</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>18</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	20	21	22	23	24	25	26	27	28	29	<p><b>MARCH '20</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>11 (K-5) Early Release After lunch 13-15 Family Reconnect Weekend 18 (K-5) Early Release After lunch 25 (K-5) Early Release After lunch 27 (PreK-12) Early Release After lunch</p>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
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Please note: No athletic practices or activities allowed on religious observance days.  
Approved by School Committee November 14, 2018; Revised 6.27.19  
Tentative Family Reconnect Weekends-subject to change



## Substitute Teacher Guidelines

*Note: Nutrition Services, Custodial and Nursing Substitutes are welcome to proceed to the last two pages of this document.*

### **Embrace the Role**

The role of the Substitute Teacher is truly professional. A sincere desire to do the job well will go far toward establishing a truly rewarding experience for all.

“Babysitter” education is not productive, please be engaged and prepared to teach. The regular classroom Teacher is expected to do many activities beyond routine classroom lessons, including extra help for students, conferences with parents, hall/dining room/playground monitoring, etc. If your assignment is an extended one, please be prepared to assume reasonable obligations within your ability.

While not required, staying well informed on current trends and views will enrich the learning experience. Reading several books each year and at least one educational journal will help to keep you current as well. Active participation in school and community meetings is also helpful to becoming a part of the fabric of our schools.

### **Prepare for Substitute Assignment**

In most instances, Substitute Teachers will find the classroom Teacher left detailed lesson plans. Please be sure to notify the office if lesson plans have not been left or cannot be found. Substitute Teachers should plan on arriving early and checking into the school office immediately upon arrival. The office staff should provide a map of the school, duty schedules, class schedules, emergency procedures, lunch procedures, school rules, etc. Substitute Teachers should become familiar with this information as soon as possible.

### **Scan the Seating Plan**

Learning the names of all the students can be challenging. Scan the seating plan and pinpoint the locations of students who will serve as anchors for name association as the day progresses. To preserve the students’ integrity, please avoid using such phrases as “You, in the blue sweater.”

### **Follow Lesson Plans**

Most regular classroom Teachers leave detailed Substitute Teacher lesson plans. Classroom Teachers expect Substitute Teachers to follow their lesson plans closely. Locate the textbooks and workbooks, you may wish to add markers for the pages indicated. This will help during the day. If videos are scheduled, check the procedure and set them up in advance. Organize materials so they are easily accessible. Prepare board work and charts ahead of time. Students are familiar with the established routine of the regular Teacher.



Discipline problems may occur when the Teacher is “getting ready” or appears indecisive or insecure, and the children are merely waiting.

### **Take Attendance**

It is the professional and legal responsibility of Teachers to ensure an accurate account of student attendance each class period. Missing students should be reported to the school office immediately. Do not assume that other students’ explanations for a student’s whereabouts are accurate. The Building Administrator or his/her designee has the responsibility of verifying student absences. Students arriving tardy should have a pass from the office in order to enter the classroom.

Students who are absent from school because of a communicable disease (including chicken pox, measles, mumps, scarlet fever, streptococcal sore throat, poliomyelitis, whooping cough, and others) must secure a certificate from a school physician or a family doctor before returning to school. Please initial the certificate and give it to the school Nurse, who will record it on the student health record. Please see our [School Committee Policy on Attendance](#).

### **Grade Student Papers**

Substitute Teachers should follow the directions of the classroom Teacher when it comes to grading student papers. If there are specific instructions from the regular classroom Teacher, and the Substitute Teacher sufficiently understands the work to be graded, then the Substitute Teacher should grade the student papers prior to leaving for the day if possible. At a minimum, student papers should be organized, so the classroom Teacher can more readily grade them upon return.

### **Personal Technology Use**

Substitute Teachers and Substitute teaching assistants are not allowed to use school computers for personal use (games, searches, correspondence, etc.) at any time. Additionally, use of one’s own technology devices during school hours for personal calls or text messaging is prohibited.

### **Leave a Comprehensive Report**

Regular classroom Teachers want to know how the day went. This handbook provides the [Substitute Teacher Daily Report Form](#), please print out for use. Please share the names of students who were helpful, those who may have been a particular challenge, information about the tasks completed and any other relevant information.

### **Playground/Duty Activity**

If you have taken your class to another area, please give full attention to their supervision. You must be aware of what all of your children are doing. They should all be in one general area. If some of your students stay inside, they must



be under the supervision of certified personnel. **Lack of student supervision is unacceptable at any time.** Please bring a communication device with you to call the office in case of an emergency. You may wish to program your school's number in your cell phone if you are not provided with a walkie-talkie.

### **Restroom Facilities**

Monitor this closely, especially as the students use these facilities in groups going to and from physical education, the dining room, etc. Send a monitor when children use the restroom facilities as a group. Limit the number of students using the restroom at one time. *Please stress cleanliness and health, as well as responsibility for our building facilities.*

## **Responsibilities of Substitute Teachers**

### **Student Supervision**

Instructors should never leave students in classrooms unattended without supervision. If unsupervised students are injured, the school is legally responsible. Substitute Teachers should be aware that letting students out of classrooms creates a situation where the students are unsupervised and risk for injury is increased.

### **Missing Students**

If you discover a student is missing, report it to the office immediately.

### **Reporting Dangerous Situations**

Please report dangerous situations to school office as soon as possible. Dangerous situations can include unsafe equipment, unknown objects, student confrontations, substance abuse, unknown persons in the building, etc.

### **Accidents and Illness**

Report student injuries to the Nurse's office immediately. This may mean sending another student to the Nurse's office for assistance while you attend to the injured student. If in doubt about moving an injured student, do not move the student and wait until appropriate personnel arrive.

Send ill students to the Nurse, and those with minor cuts or abrasions. You may wish to send another student with them for support. If there is a serious accident, call the office then:

- a. Look calm and keep calm
- b. Reassure and keep the student quiet
- c. Keep other students away and reassured, they are concerned too
- d. Keep the area clean, move chairs and desks away from the student as warranted
- e. Do not move the student until the Nurse arrives



The Nurse or Building Administrator will contact the parents/guardians as warranted.

### **Students on Medication**

Students who bring medication to class should be referred to the school office immediately. All medication must be dispensed by the school Nurse, including aspirin.

If one of your students noticeably changes his or her behavior, attention span, or general well-being, contact the Building Administrator, the school Nurse, or school Counselor immediately.

### **Substitute Teacher Illness**

If a Substitute Teacher becomes ill or is injured while working, please notify the office. In the event the Teacher is unable to do so, please ask a student to notify the office or seek the help of a neighboring Teacher.

### **Release of Students**

Students should not be released to anyone other than school personnel unless written permission from office staff is presented.

### **Confidentiality**

Substitute instructors need to be diligent in protecting the privacy rights of students. Any request for information regarding students from outside school sources should be referred to the School Principal.

### **Child Abuse Reporting**

As indicated in your 51A Mandated Reporter training, suspected child abuse must be reported to the proper legal authorities. Substitute Teachers who suspect child abuse or neglect should seek the guidance of School Administrators.

### **Student Searches**

Under no circumstances may a student be physically searched by any Substitute Teacher. If you believe reasonable suspicion exists, contact the School Administrators.

### **Sexual Harassment**

Sexual harassment (use of sexually explicit language, requests for sexual favors, sexually graphic materials/language or the creation of a sexually hostile work or learning environment) between and/or among students or staff is legally prohibited and should be reported immediately to the appropriate School Administrators.



### **Use of Physical Restraint**

As you learned in Physical Restraint training, rarely, and only under emergency situations, it is legally or professionally permissible for Teachers to use physical force with students. Physical force may only be used in order to prevent injury to students, others or self. The use of physical force must be limited to the amount of force absolutely necessary to prevent injury, and is best done by the staff in the building who have been professionally trained in physical restraint. Please call the office immediately for assistance.

### **Touching Students**

Teachers should exercise caution with 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, especially in the upper grade levels. Refrain from touching any student.

### **Being Alone with a Student**

Teachers should avoid situations where they are left alone with an individual student. If this occurs, leave the door open.

### **Fire Drills**

In case of a fire drill, check to see that all windows and doors are closed. Take the attendance and record book with you. Each class has been assigned to a designated area outside. Guide the students to stand and walk quickly and quietly from the room immediately when the alarm begins to ring. Remain with the class outside until the signal to return is given.

### **Handicapped Evacuation Plan**

Should an emergency arise in the building, the Teacher who is in charge of a handicapped student would be responsible for moving the student out of the building, following a normal evacuation route. Should the teacher need help in implementing this, he/she will be responsible for obtaining help from another person.

### **Paraprofessionals and Educational Support Personnel (ESPs/Teacher's Aides)**

The Substitute Teacher takes the place of the regular classroom Teacher and has the full responsibility of the class when a paraprofessional or an ESP is present. A paraprofessional or ESP can be of great value in implementing the Teacher's lesson plan and the Substitute Teacher should engage these employees accordingly.

### **Opening Exercises**

The daily salute to the flag shall be part of the opening exercises in all schools. Public Law 829: states "that the pledge of allegiance to the flag, 'I pledge allegiance to the flag of the United States of America and to the Republic for



which it stands, one Nation under God, indivisible with liberty and justice for all,' be rendered by standing with the right hand over the heart."

Opening exercises may also include patriotic poems and songs.

They shall include a moment of silence per General Laws of Massachusetts, Chapter 71:

"At the commencement of the first class of each day in all grades in all public schools, the Teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration, shall be observed for personal thoughts and during any such period silence shall be maintained and no activities engaged in."

### **Plan Books, Seating Charts and Records of Assessment**

Teachers are required to keep plan books and seating charts current and readily available in the event they will be out. Plan books include commercially available planning books, loose leaf notebooks, or other folders acceptable to the Building Administrator. Plan books should be specific enough to enable a Substitute Teacher to carry on effectively for a week in the Teacher's absence. Plan books should include:

- Knowledge of the learning standards
- Learning activities
- Instructional materials used
- Assessment – flow of learning over time

Student performance should be measured and recorded with sufficient frequency for each subject to justify the term grade placed on the report card. All Teachers are required to keep seating charts and records of assessment, and may also leave notes on what techniques work best with the class and individual students for behavior management so instruction can take place without distraction.

### **Lunch**

The daily schedule with the lesson plans should indicate when you and the class go to lunch, otherwise ask the office. Substitute Teachers are welcome to use the Faculty Room during lunch and planning periods. Please feel free to ask in the office where the Faculty Room is located, and the dining hall. You are welcome to purchase meals, our [Nutrition Services](#) Staff has crafted wonderful healthy menus prepared from scratch. Lunch is just \$4.00.

### **Specials Teachers**

If a Specials Teacher (music, art, physical education, etc.) is scheduled for the class, check to determine the procedure for preparing the class to connect with that instructor. The students or a neighboring Teacher will know.



## **Dismissals**

Students should not be dismissed from school before the normal end of instructional time without a dismissal slip from the parent or guardian. Only an administrator or the school Nurse can authorize the dismissal of a student.

## **Exercise Professional Judgment When Interacting with Students**

- Maintain a professional distance between you and the students. You are the adult, the Teacher, and the professional; act like the expert. Although everyone should have fun performing their job, avoid the temptation to “relate” and act like one of the students.
- Keep the classroom door open when talking with individual students.
- Avoid any behavior that could be misinterpreted when interacting with students.
- Never leave your students unsupervised.
- Use verbal praise and reinforcement.
- Avoid losing your temper.
- Do not take children home with you or transport them in your car alone.
- Do not make telephone calls, email, text or write notes of a personal nature to students.
- Respect students and their cultural backgrounds.
- Use only proper humor (avoid sexual or racial jokes or humor).
- Maintain CONFIDENTIALITY (what you hear at school stays at school).
- Avoid criticizing others.



## **A Good Beginning**

1. Be in the room when the students arrive. This is not only a legal responsibility, but important in establishing good discipline and effective control.
2. Greet the students with a smile and a pleasant “Good Morning.” The Substitute should tell the students his/her name. Insist on children being seated at all times where movement is not necessary. Children are to stand for flag salute and morning exercises.
3. Make opening exercises brief but follow regular policies and routines. The main goal is to get down to the task at hand.
4. Check attendance carefully. Call each name distinctly. Accept graciously any corrections in pronunciation. Have children raise their hands as names are called to help in associating names and faces. If an attendance report is due in the office, send it promptly.
5. Do not argue with the children. The students will be quick to indicate if what is being done varies from the usual way. If such a situation arises, be pleasant but firm as to how it will be done today. However, adhere closely to the regular Teacher’s routine. If a procedure is to be changed, tell the students ahead of time.
6. The business of the day is learning. Start the lessons at once or as soon as possible.
7. Have materials ready. Groups waiting for materials can be starting points for discipline problems.
8. Watch attention span. It is important to know when to change activities, when to speed up, and when to slow down.
9. Do not leave the group. Never leave the class unattended because you are responsible for the students. If assistance is needed, send a reliable student or an available adult to the office.
10. Be ready for real problems. In spite of their best efforts, Substitutes sometimes face a pupil who is a definite discipline problem. If at all possible, avoid excluding them from the group and remember the rules about touching and/or restraining: Don’t! As a last resort, send them to the office with a note and follow-up to ensure the student arrived.



11. Take a clinical point of view. Seldom if ever, does a discipline problem involve personal dislike of the Teacher. Do not take school problems home with you, and, likewise, leave personal problems at home.
12. Give children responsibilities. Those suited to their age and understanding help create a sense of belonging. When children feel they belong, problems are few.
13. Be positive. Praise what is good.
14. Avoid making threats. Your control over the class can be lost through a threat that cannot be carried out.
15. Maintain a sense of humor. Every problem is not a tragedy, and this too shall pass.

### **Student Discipline**

Ashland is very proud of the core values students, faculty and staff are instilling to create a successful learning environment for all, but occasionally, students may try to “test” a Substitute. A good Substitute meets the challenge capably, and quickly establishes the fact that they are in charge of the class. If a student continues to be disrespectful or out of order, please send them to the office with a note giving details, then call the office to confirm the student reported to the office.

Do not resort to mass punishment of students. If the class is extremely difficult, call for assistance before control is lost, contact neighboring Teachers, the Assistant Principal/Dean of Students, or send for the Principal.

The following can help to establish good class routines, provide an effective learning climate, and build mutual respect between teachers and students:

1. **Be Patient:** Substitutes represent a change which produces insecurity in some adolescents. Patience, understanding, and respect will banish distrust.
2. **Expect Good Behavior:** Students tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules.
3. **Be Fair and Consistent:** Success in class control will depend, to a great extent, on the degree of fairness and consistent treatment exhibited. Students must know what to expect from you and what is expected of them. Uncertainty can make for misbehavior.
4. **Recognize the Importance of Every Student:** Respect each one’s individual differences. Usually students are not slow “on purpose.” They need help,



understanding, and encouragement, not lectures. Frustration is a prime cause of poor discipline. Make all personal corrections in private. Avoid ridicule and sarcasm. Give individual or group praise when actions warrant it.

Remember:

1. Establishing favorable rapport with the students is one very important step towards good discipline. Be pleasant but firm. A positive demonstration of teaching ability will quickly earn the respect of the class.
2. Keep a “Trick Up the Sleeves”: Have an eye-catching, interest-getting gimmick. It will help students over the hump of insecurity and assist in making a connection while introducing yourself. Perhaps share one interesting fact about yourself.
3. Take attendance carefully in every class and study hall. Some students may be tempted to cut classes thinking that a Substitute does not know basic school procedures and is unfamiliar with names and faces.
4. Be conscious of the physical climate every period of the day. Proper lighting, heat and ventilation, plus a tidy classroom are invaluable aids for good learning and good discipline.

### **Teaching the Lessons**

1. Motivate: Students need motivation. Remember, however, the primary purpose is to teach, not to entertain. Be brief, set the stage, arouse curiosity, and relate to the previous lesson. This can be done by a question, picture, story, or shared experience.
2. Make your Presentation Clear: What the students gain from the lesson will depend on how well you present it.
  - a. Keep the language on the students’ level of understanding.
  - b. Present one point at a time.
  - c. Go from the known to the unknown; the easy to the difficult.
  - d. Stop often and review.
  - e. Do not hesitate to repeat.
  - f. Give students opportunities to ask questions.
  - g. Use your voice to emphasize, maintain interest, change and control tempo.
3. Ask Good Questions: Good teaching is a process of drawing out from within the students rather than stuffing them with knowledge. To do this depends much on perfecting the art of questioning. A good question is one that:
  - a. Asks something you really want to know.



- b. May often require a series of intermediate answers.
  - c. Directs and stimulates thought, helps with analysis of complex problems.
  - d. Causes students to formulate new or unexpressed ideas.
  - e. Does not call for mere repetition of book material.
4. Provide for Active Participation: In a really good lesson, students actively participate. Directions must be clear, and proper supervision and help must be provided.
5. Leave Time for Summary: All facts and concepts need to be brought together before the close of the lesson. Vary ways of summarizing. It can be Teacher, student or activity directed.
6. Give Clear Assignments: Assignments should be clear, concise, purposeful, and take into account individual differences. Follow homework assignments as given in the lesson plans.

*Special thanks to Wayne County School District for contributing to this handbook.*



## Substitute Teacher Checklist

### **Upon Arrival to School**

- Report to the main office. Ask if there will be extra duties with the regular Teacher's assignment.
- Find out how to refer a student to the office.
- Ask how to report students who are absent or tardy.
- Obtain keys if available, Teacher's daily schedule, lesson plans, and the Teacher's grade book.
- Locate the school evacuation map. Check for posted fire drill, and other safety related instructions.
- Find the location of the restrooms, teachers' lounge and dining hall.
- Ask the names of Teachers on both sides of your classroom and introduce yourself to them.

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

- Read through the lesson plans left by the Teacher.
- Locate the books, papers and materials which will be needed throughout the day. Queue up equipment. Fill out flip charts, etc.
- Study the seating charts. If you can't find any, get ready to make your own.
- Put your name on the board.
- Review the expectations, or rules if any are posted.
- Familiarize yourself with recess times, lunch periods, and the schedule and routine of classes.
- When the bell rings, stand in the doorway and greet students confidently as they enter.

### **Throughout the School Day**

- After greeting students at the door, get them involved in a learning activity immediately.
- Carry out the lesson plans and assigned duties to the best of your abilities.
- Be fair and consistent with all students.
- Be positive and respectful in your interactions with students and staff.
- Improvise to fill extra time, enhance activities, or supplement sketchy lesson plans as needed. Create a folder of activities for this purpose.
- Remind students of homework.
- Have students straighten and clean their desks.
- Neatly organize the papers turned in by students.
- Leave the regular Teacher a note of what was accomplished and what needs to be completed. Attach notes, bulletins and other communications.
- Close windows, turn off lights and equipment and make sure the room is in good order before you lock the door.
- Return keys to the main office before leaving, and sign out.
- Report unusual activities and incidents including parents' communications you cannot answer, discipline problems, accidents, and room damage.



# Substitute Teacher Daily Report

SCHOOL \_\_\_\_\_ CLASSROOM TEACHER \_\_\_\_\_

DATE \_\_\_\_\_ GRADE \_\_\_\_\_ SUBSTITUTE TEACHER \_\_\_\_\_

THESE STUDENTS WERE ABSENT:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THE FOLLOWING STUDENTS WERE:

HELPFUL

DISRUPTIVE

HELPFUL	DISRUPTIVE
_____	_____
_____	_____
_____	_____
_____	_____

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_

THE CLASS:

\_\_\_\_\_ was helpful and courteous

\_\_\_\_\_ followed classroom rules

\_\_\_\_\_ worked well on assignments

\_\_\_\_\_ other: \_\_\_\_\_

ASSIGNMENTS NOT COMPLETED:

\_\_\_\_\_  
\_\_\_\_\_

ADDITIONAL COMMENTS (continue on back as needed):

\_\_\_\_\_  
\_\_\_\_\_



## Substitute Teacher Pay Scale FY20

### DAILY SUBSTITUTES (Teachers, Nurses & Educational Support Personnel)

Daily Substitutes should submit a time sheet for each pay period.

Daily Substitute Rate - \$85.00 – (Half-Day \$42.50) – Teachers & ESPs  
\$150.00 – Nurses

### SHORT-TERM SUBSTITUTES

A Substitute who works for 11-39 consecutive days for the same position is considered a Short-Term Substitute. Short-Term Substitutes should submit a time sheet for each pay period.

Short-Term Daily Rate - \$125.00

### LONG-TERM SUBSTITUTES

In order to be eligible for the long-term rate, the Substitute must work in the same position for a minimum of 39 consecutive days at the short-term rate, or the Substitute must be hired specifically as a Long-Term Substitute filling in for a Teacher who is on a long-term leave.

Non-Certified	\$31,890 per annum - \$174.26 per diem
Certified with Bachelors	\$33,950 per annum - \$185.52 per diem
Certified with Masters	\$35,540 per annum - \$194.21 per diem

### PAYMENT POLICIES:

#### Long-term Substitutes

1. If a Long-Term Substitute is hired for 92 or more consecutive days in a school year, he/she will be given a contract and placed on the 26-pay schedule.
2. If a Long-Term Substitute is hired for 92 or more consecutive days in a school year, he/she will be eligible for benefits. Sick and personal time will be prorated.
3. If a Long-Term Substitute is hired for less than 92 consecutive days in a school year, he/she will be paid on a per diem rate at the Long-Term Substitute rates listed above. He/she should submit a time sheet for each pay period.

#### Permanent Employees Filling in as Short-Term Substitutes

1. An ESP 1 - Other, ESP- 2, or ESP-3 substituting for a Teacher is their regular hourly rate plus \$32.50 for a full day and \$16.25 for a half day.

#### Hourly Substitutes Filling in for Secretaries:

Hourly rate - \$12.00



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## Statement of Confidentiality

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*To Be Returned to Human Resources, Business Office*

Ashland Public School employees may have access to sensitive, personal or otherwise confidential student or employee information. It is expected that employees will protect others' rights to privacy by not releasing such information to unauthorized individuals. This information must be held in strict confidence and should never be discussed outside the workplace or with employees who have no right to the information.

All inquiries for employee information from outside sources should be referred to your Supervisor or to the Human Resource Coordinator for an appropriate response.

Employees should consult their Supervisors with any questions regarding confidentiality.

Failure to comply with confidentiality requirements may be grounds for disciplinary action up through and including dismissal. This provision is not intended, and should not be construed, to limit or prevent an employee from exercising rights under the National Labor Relations Act or M.G.L.c. 150E.

Name: \_\_\_\_\_

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

Signature: \_\_\_\_\_



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## Substitute Acknowledgement

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*To Be Returned to Human Resources, Business Office*

I have reviewed, understand, and will abide by the regulations and policies contained in the Substitute Handbook and those of the Ashland Public Schools' School Committee found in the [Policy Manual](#) posted on the [Ashland Public Schools](#) website.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this handbook. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my Supervisor and the Human Resource Coordinator of any changes in personal information, such as phone number, address, etc. I also accept responsibility for contacting my Supervisor or the Human Resource Coordinator if I have questions or concerns or need further explanation.

Name: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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AA/EEO Employer