

**GUIDE FOR
SUBSTITUTE TEACHERS
AND SUBSTITUTE
PARAPROFESSIONALS
2024-2025**



**Prepared by the Human Resources Office
1200 East Fairmount Avenue
Whitefish Bay, WI 53217**

Table of Contents

Welcome	1
Substitute Information: Condensed	2
Application for Substitute Employment	6
Substitute Dispatching Procedures	7
Long Term Substitutes	7
Employment Opportunities	7
Removal from the Substitute Roster	8
Payroll Information	8
Payroll Calendar	9
Questions: Whom Do I Call?	10
General Information and Suggestions	11
Confidentiality	16
Suggestions For Classroom Management	17
PBIS	18
School Starting/Ending Times	19
Map of School Locations/Parking	20
2023-2024 School Calendar	24
Special Education	23
Tips, Tools, and Strategies for the Substitute Teacher	27



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www.wfbschools.com

Welcome to the 2024-2025 School Year!

The School District of Whitefish Bay is pleased to have you as a substitute teacher and/or substitute paraprofessional! You are an incredibly vital part of our educational team. Your services are very important to the academic and social-emotional growth of our students and to the continuity of the District's high-quality learning programs.

The District will do its best to support you in your efforts to serve students. Our instructional staff members will do their best to give you thorough and helpful lesson plans. Please feel free to contact another teacher nearby to give you advice, should you need it. Please report concerns to the principal of your building at any time.

Let us know how things are going! If your day goes particularly well, please let us know that, too! You are welcome to call the Human Resources Office at (414) 963-3960 at any time.

Thank you for all you do to make the School District of Whitefish Bay an exceptional place to learn, work, and engage! We truly value your partnership, and look forward to your contributions to the District.

Sincerely,

Hannah L. Chin

Hannah Chin, JD
Human Resources Manager & Associate Legal Counsel

Substitute Information

BACKGROUND INFORMATION

The School District of Whitefish Bay consists of five (5) buildings. The four (4) schools include two (2) K-5 elementary schools, one (1) 6-8 middle school, and one (1) 9-12 high school. The last building is the Lydell Community Center.

<u>Cumberland Elementary School</u> 4780 N. Marlborough Drive Whitefish Bay, WI 53211 Telephone: (414) 963-3943 Principal: Jayne Heffron Associate Principal: Rebecca Salomon Administrative Assistant: John Levek School Day 5K-Gr. 5: 7:50 a.m. - 3:00 p.m. School Day 4K: 7:55 a.m. - 10:55 a.m. and 11:55 a.m. - 2:55 p.m. Limited Parking Lot No Cafeteria	<u>Richards Elementary School</u> 5812 N. Santa Monica Blvd. Whitefish Bay, WI 53217 Telephone: (414) 963-3951 Principal: Chad Nelson Associate Principal: Katie Petersen Administrative Assistant: Stephanie Haupt School Day 5K-Gr. 5: 7:50 a.m. - 3:00 p.m. School Day 4K: 7:55 a.m. - 10:55 a.m. and 11:55 p.m. - 2:55 p.m. Limited Parking Lot No Cafeteria
<u>Whitefish Bay Middle School</u> 1144 E. Henry Clay Street Whitefish Bay, WI 53217 Telephone: (414) 963-6800 Principal: Geoffrey Pontus Associate Principal: Laura Sproul Administrative Assistant: Lisa Cox School Day: 8:05 a.m. - 3:20 p.m. Parking Lot (Very Limited) Cafeteria	<u>Whitefish Bay High School</u> 1200 E. Fairmount Avenue Whitefish Bay, WI 53217 Telephone: (414) 963-3958 Principal: Amy Levek Associate Principal: Josh Skatrud Activities Director: Randee Drew Administrative Assistant: Kristen Jones School Day: 8:15 a.m. - 3:35 p.m. Parking Available at Cahill Park (Corner of Marlborough and Fairmount) Cafeteria

<u>Lydell Community Center</u> 5205 N. Lydell Avenue Whitefish Bay, WI 53217 Telephone: (414) 963-3947 Director: Carin Keland Administrative Assistant: Xai Khang Preschool Day: 9:00 a.m. - 11:30 a.m. Limited Parking Lot No Cafeteria	
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INSTRUCTION

The instructional program at all grade levels is liberal arts in content, in a traditional classroom setting. Emphasis throughout is on acquisition of a strong set of basic skills, supplemented by electives. A half-day kindergarten program is provided for both four and five year olds. There is also a full-day kindergarten program for five year olds. The elementary school program offers a wide variety of activities for all students. The format of instruction in grades K-5 is basically the self-contained classroom with some teaming. The middle school is organized around the middle school concepts of academic blocks, electives, exploratory opportunities, and teacher guidance. The program at the high school level reflects both continuation of basic academic courses and a greater diversity of educational experiences.

GUIDELINES FOR SUBSTITUTE TEACHERS

1. Report directly to the main office of the school **no later than 20 minutes** before your scheduled substitute job begins. If you cancel a job and it is less than 24 hours before the start time of the assignment, you will need to call the building administrative assistant.
2. Ask the administrative assistant to indicate who you should call in case of emergency. Check the substitute teacher folder in the classroom for information on emergency nursing services in the building.
3. Get the classroom keys and Substitute ID Badge from the main office administrative assistant, unless other provisions have been made. Be sure to return the keys and Substitute ID Badge at the completion of your substitute job.
4. The substitute teacher is responsible for performing all the duties of the teaching assignments they are given when they report to the assigned building.
5. Substitute teachers will not be asked to perform clerical or custodial duties.
6. Substitute teachers are to stay in the building during preparation time, unless the building principal gives permission to do otherwise.

7. On rare occasions, such as in the case of an emergency, a substitute teacher may be asked to cover a class during their preparation time.
8. Leave a note for the teacher indicating what has been covered from the teacher's lesson plans, plus any other work accomplished during the day.
9. Make written comments about students' behavior and/or other concerns, when appropriate.
10. Sign all necessary forms before you leave the building at the completion of your substitute day.
11. Leave the room the way you found it.

We appreciate you accepting substitute teacher assignments in the School District of Whitefish Bay!

SUBSTITUTE TEACHER RATE

1. For the 2024-2025 school year, the daily substitute teacher rate is \$150.00 per school day. Substitute teachers are either paid for a whole day or a half day.

Substitute teachers are paid a half-day's wage if they work any part of the half day time frame, e.g., if the substitute teacher is asked to cover the first two morning classes for a high school teacher, the substitute teacher would receive a half day's pay. The substitute teacher would be paid for the whole day if they work a complete half day time frame plus any part of the second half day time frame. e.g., a substitute is called to finish the rest of the day's schedule for a middle school teacher.

2. After a substitute teacher accumulates fifteen (15) whole work days during the same 2024-2025 school year, the daily rate changes to \$160.00 per whole day worked. Any substitute who served more than fifteen (15) days in the previous 2023-2024 school year shall begin at the rate of \$160.00 per whole day worked. Assignments for the fifteen (15) days in either case do not have to be in the same position and/or at the same building.
3. Long-term substitute assignments are approved through the Human Resources Office. One of the requirements is that the assignment is a minimum of twenty (20) consecutive days of service with appropriate DPI certification. The long-term substitute rate will be paid, beginning with the first day of the assignment. In the 2024-2025 school year, the long-term substitute daily rate is \$240.00 per whole day worked.

GUIDELINES FOR SUBSTITUTE PARAPROFESSIONALS

1. Report directly to the main office of the school **no later than 20 minutes** before your scheduled substitute job begins. If you cancel a job and it is less than 24 hours before the start time of the assignment, you will need to call the building administrative assistant.
2. Ask the administrative assistant to indicate who you should call in case of emergency.
3. Get the Substitute ID Badge from the main office administrative assistant, unless other provisions have been made. Be sure to return the Substitute ID Badge at the completion of your substitute job.
4. The substitute paraprofessional is responsible for performing all the duties of the paraprofessional (aide) assignment they are given when they report to the assigned building.
5. Sign all necessary forms before you leave the building at the completion of your substitute day.

We appreciate you accepting a substitute paraprofessional assignment in the School District of Whitefish Bay.

SUBSTITUTE PARAPROFESSIONAL RATE

Substitute paraprofessionals are paid by the hour. If you have an active Wisconsin DPI Teaching License and/or Wisconsin DPI Special Education Program Aide License, the DPI certified rate is \$16.75 per hour. If you do not have an active Wisconsin DPI Teaching License and/or Wisconsin DPI Special Education Program Aide License, the rate is \$16.00 per hour.

After a substitute paraprofessional accumulates fifteen (15) whole work days during the 2024-2025 school year, the rate changes to \$17.00 per hour. Any substitute paraprofessional who serves more than fifteen (15) days in the previous 2023-2024 school year shall begin at the rate of \$17.00 per hour. Assignments for the fifteen (15) days in either case do not have to be in the same position and/or at the same building.

Application for Substitute Employment

New substitute teachers and paraprofessionals are required to have a Tuberculosis screening test, and a Tuberculosis skin test, if needed, as a condition of employment. Per Wisconsin Statute Section 118.25(2)(a)2, Tuberculosis screening tests can be performed by the District Nurse. Please contact the HR Office at (414) 963-3960 or hr@wfbschools.com to schedule an appointment with the District Nurse, which is free of charge. If you are unable to schedule an appointment with the District Nurse, please contact **Advocate Aurora Occupational Health at (833) 986-2170** to set up an appointment at an Aurora Health Center location. As of June 2024, Advocate Aurora charges \$15.00 for a Tuberculosis screening test and the District does not reimburse the cost.

Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect. To meet the training requirement, DPI has created a webcast: *Mandatory Reporting of Child Maltreatment Training for All School Employees*. The webcast is included and required as part of your onboarding training through Vector. After viewing the webcast, please generate a completion certificate (available on the webcast) and return it to the HR Office as soon as possible.

Substitutes will also be required to complete DPI's webcast: *Mandatory Reporting of Threats of School Violence (Act 143)*. The webcast is included and required as part of your onboarding training through Vector. After viewing the webcast, please generate a completion certificate (available on the webcast) and return it to the HR Office as soon as possible.

It is your responsibility to make sure that your DPI license does not expire. Substitutes with expired or invalid DPI certificates cannot be given teaching assignments and Frontline will block you.

A list of substitute teachers and substitute paraprofessionals is established each summer for the upcoming school year. Substitute teachers and substitute paraprofessionals from the previous year will have the opportunity to request to return to the District via a Google Form. Please visit <https://www.wfbschools.com/district/substitute.cfm> for more information. You may also visit our website to deactivate your position at the end of the school year. If you request to return you will receive additional paperwork before the start of the school year.

The School District of Whitefish Bay, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1972, the Equal Pay Act, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act, does not discriminate in any of its educational programs or activities, or employment practices, policies, or procedures on the basis of race, creed, color, national origin, ancestry, religion, pregnancy, marital or parental status, sex, handicap, age, physical, mental, emotional, or learning disability, sexual orientation, arrest or conviction record, or any other protected class under state and federal law.

For more information, please review Whitefish Bay School Board Policies. Electronic versions of all School Board policies are accessible through the District's website:
<http://www.boarddocs.com/wi/wfbschools/Board.nsf/Public?open&id=policies>.

Substitute Dispatching Procedures

Substitute usage may vary depending on the degree to which illness and professional activity require teachers and/or paraprofessionals to be absent from regular duties. When necessary, a substitute will be engaged to replace an absent teacher and/or paraprofessional. Since teacher and/or paraprofessional absences are unpredictable and fluctuate greatly, it is impossible to predict how many days a substitute will work in any given school year.

The School District of Whitefish Bay uses an automated system called Frontline Absence Management” to fill open positions. This system enables you to log onto their website at app.frontlineeducation.com and look for open positions, call Absence Management at (800) 942-3767 and listen to available assignments, or you can wait until the system calls you. The system will call substitute teachers as early as 5:00 a.m. and as late as 11:00 p.m. ***You can log onto Absence Management using your Frontline ID number and password and adjust the times you want the system to call you within this time frame.***

Long-Term Substitutes

A substitute may be assigned to a long-term or potentially long-term assignment by the Human Resources Office in consultation with the principal of the school.

Employment Opportunities

When teaching and/or paraprofessional vacancies occur, consideration is given to the candidacy of both substitutes and outside applicants. Interviews are held when necessary to assist in determining the candidate with the most potential for success in a particular position. Substitute teaching and substitute paraprofessional assignments allow a candidate to demonstrate potential. Oftentimes, those substitutes with a successful history of substitute assignments are among the candidates who are considered for vacant positions.

Removal from the Substitute Roster

Any substitute teacher and/or substitute paraprofessional may be removed from the substitute list and become ineligible for assignment as a result of unsatisfactory performance, or when there are repeated absences or refusal to accept assignments. These substitutes will be notified by the Director of Human Resources of their removal from the substitute roster.

Payroll Information

Substitute teachers shall be paid at the rate of \$150.00 per school day. After fifteen (15) accumulated days during the same 2024-2025 school year, the rate changes to \$160.00 per day. Any substitute who served more than fifteen (15) days in the previous 2023-2024 school year shall begin at the rate of \$160.00 per day. Assignments for the fifteen (15) days in either case do not have to be in the same position.

Long-term substitute teaching assignments are approved through the Human Resources Office. One of the requirements is that the assignment is at a minimum of twenty (20) consecutive days of service with appropriate DPI area certification. The long-term substitute rate will be paid beginning with the first day of the assignment. In the 2024-2025 school year, this daily rate is \$240.00.

- Substitute teachers are paid a half-day's wage, if they work any part of the half-day time frame. The substitute teacher would be paid for the whole day, if they work a complete half-day time frame plus any part of the second half day time frame. (At the middle school, a full day is nine periods. At the high school, a full day is five periods.) Substitutes who are asked to teach additional periods beyond the full day equivalent will be compensated for each additional period(s).
- Certified substitute paraprofessionals are paid by the hour. If you have an active Wisconsin DPI Teaching License and/or Wisconsin DPI Special Education Program Aide License, the DPI certified rate is \$16.75 per hour.

After a substitute paraprofessional accumulates fifteen (15) whole work days during the same 2024-2025 school year, the rate changes to \$17.00 per hour. Any substitute who served more than fifteen (15) days in the previous 2023-2024 school year shall begin at the rate of \$17.00 per hour. Assignments for the fifteen (15) days in either case do not have to be in the same position and/or at the same building.

Pay Dates

Substitute teachers and substitute paraprofessionals will be paid on a biweekly basis. Checks are mailed to your home address. Time slips go to the school administrative assistants every Friday and are then forwarded to the Payroll Department in the Business Office. Pay dates are listed below.

Check Dates		Pay Period		Notes
Month	Date (Thurs)	Start Date	End Date	
July 2024	3	6/9/2024	6/22/2024	Wednesday Pay Date Due to Independence Day Holiday
	18	6/23/2024	7/6/2024	
August 2024	1	7/7/2024	7/20/2024	
	15	7/23/2024	8/3/2024	
	29	8/4/2024	8/17/2024	
September 2024	12	8/18/2024	8/31/2024	
	26	9/1/2024	9/14/2024	
October 2024	10	9/15/2024	9/28/2024	
	24	9/29/2024	10/12/2024	
November 2024	7	10/13/2024	10/26/2024	
	21	10/27/2024	11/9/2024	
December 2024	5	11/10/2024	11/23/2024	
	19	11/24/2024	12/7/2024	
January 2025	2	12/8/2024	12/21/2024	
	16	12/22/2024	1/4/2025	
	30	1/5/2025	1/18/2025	
February 2025	13	1/19/2025	2/1/2025	
	27	2/2/2025	2/15/2025	
March 2025	13	2/16/2025	3/1/2025	
	27	3/2/2025	3/15/2025	
April 2025	10	3/16/2025	3/29/2025	
	24	3/30/2025	4/12/2025	
May 2025	8	4/13/2025	4/26/2025	
	22	4/27/2025	5/10/2025	
June 2025	5	5/11/2025	5/24/2025	
	13	N/A	N/A	
	18	5/25/2025	6/7/2025	Wednesday Pay Date Due to Juneteenth Holiday

Questions: Whom Do I Call?

1. Frontline Absence Management, <https://app.frontlineeducation.com> (800) 942-3767
2. Human Resources Office: (414) 963-3960
 - Questions regarding continuing employment
 - Questions regarding your qualifications for substitute teaching areas
 - Questions regarding substitute paraprofessional opportunities
 - If you need to your change address, phone number, or days of availability
 - If you need to update your emergency contact information
 - Frontline Absence Management System questions or access
3. Payroll Department (in the Business Office): (414) 963-3987
 - Questions regarding pay rates
 - If you need to change any personal information such as address, deductions, etc.
 - Questions related to your paycheck
4. Main Office at Each Building
 - High School: (414) 963-3958
 - Middle School: (414) 963-6800
 - Cumberland Elementary School: (414) 963-3943
 - Richards Elementary School: (414) 963-3951
 - Lydell: (414) 963-3947
 - Questions about a specific assignment
 - If you have encountered any problems during a specific assignment
 - If you need to contact the regular teacher

General Information & Suggestions

DISTRICT EXPECTATIONS:

A substitute teacher and/or substitute paraprofessional should be able to assume all of the duties and responsibilities of the regular teacher and/or paraprofessional in a given day. Long-term substitutes may also be required to participate in staff meetings, teacher committees, parent conferences, etc.

Substitutes are expected to serve the same work schedule as the regular teacher and/or regular paraprofessional on any day on which they are assigned.

SCHOOL EXPECTATIONS FOR SUBSTITUTE TEACHERS:

The substitute teacher has numerous responsibilities upon arrival at the school.

1. You should make every effort to be **on time** to your school, allowing time to report to the school office to receive an **ID badge** and to get to your classroom to review plans for the day before students arrive. Please return the badge at the end of your day.
2. Report to the school office to ask for instructions, ID badge, room assignment, and lesson plans.
3. **Locate the folder** prepared for the use of the substitute teacher. It should include the daily program, seating charts, fire drill instructions, and special duties for specific days.
4. **Carry out the lesson plans**, classroom routines, and directions left by the classroom teacher.
5. **Assume the regular teacher's routine responsibilities** for activities such as collecting fees, distributing supplies, recording pupil absences, etc.
6. Assume the regular teacher's responsibility for **supervision** of pupils in the building and on the school grounds. If the regular teacher is assigned a supervision assignment for the day, the substitute is required to fulfill this duty.
7. If **discipline** problems arise which you are not able to manage, a building administrator should be contacted immediately for assistance via the classroom phone. Physical force is **never** to be used to discipline a student.
8. Accidents, illnesses, the administration of medication, or other emergencies should be referred to the school clinic (health office). Health aides are available at Richards, Cumberland, the Middle School, and the High School. The District Nurse (RN) is available to serve all buildings, with the home location as the High School.
9. Become completely familiar with all the school routines, particularly emergency, safety, and fire procedures.

10. Leave a clear, brief written summary of the day for the regular teacher when the substitute assignment is completed (this can be done using the Frontline Absence Management System).

- Provide brief information on material covered in classes
- List assignments given
- Accurate attendance information for each period of the day
- Notes on any problems that occurred (can be entered in the Frontline Absence Management System)
- If appropriate, student assignments should be corrected

SCHOOL EXPECTATIONS FOR SUBSTITUTE PARAPROFESSIONALS:

The substitute paraprofessional has numerous responsibilities upon arrival at the school.

1. You should make every effort to be **on time** to your school, allowing time to report to the school office to receive an **ID badge** and to get to your classroom to review plans for the day before students arrive. Please return the badge at the end of your day.
2. Report to the school office to ask for instructions, ID badge, room assignment, and lesson plans.
3. **Carry out the plans** and directions left by the regular paraprofessional, as well as directions given by teacher you work with and/or building administration.
4. **Assume the regular paraprofessional's routine responsibilities** for the substitute assignment.
5. Assume the regular paraprofessional's responsibility for **supervision** of pupils in the building and on the school grounds. If the regular paraprofessional is assigned a supervision assignment for the day, the substitute is required to fulfill this duty.
6. If problems arise, a building administrator should be contacted immediately for assistance via the classroom phone. Physical force is **never** to be used to discipline a student.
7. Accidents, illnesses, the administration of medication, or other emergencies should be referred to the school clinic (health office). Health aides are available at Richards, Cumberland, and the Middle School. An RN is at the High School.
8. Become completely familiar with all the school routines, particularly emergency, safety, and fire procedures.
9. **Leave a clear, brief written summary of the day for the regular paraprofessional when the substitute assignment is completed (this can be done using the Frontline Absence Management System).**
 - Provide brief information on material covered in classes
 - List assignments given

- Notes on any problems that occurred (can be entered in the Frontline Absence Management System)

SUBSTITUTE EXPECTATIONS:

A substitute teacher may reasonably expect that the regular classroom teacher will:

- ✓ leave clear and specific instructions of the learning program and of classroom management routines for each class or subject (may be left in Frontline Absence Management);
- ✓ leave an accurate list of pupils for attendance and for pupil identification.

A substitute teacher and/or substitute paraprofessional may also reasonably expect that the school administrator will:

- ✓ monitor the classroom to ensure that positive and orderly learning is taking place;
- ✓ ensure that the substitute is welcomed to the school, knows where teacher services are located, and is aware of the basic rules and organization of the school;
- ✓ inform the substitute directly if that person is not fulfilling the role of the substitute teacher.

USE OF PERSONAL ELECTRONIC DEVICES:

Staff, including substitute teachers and paraprofessionals, are not allowed to use cell phones for personal uses during **any instructional time**. Cell phones should also not be used in hallways and corridors where they can be viewed by students.

Electronic Device Expectations in All Buildings – Please Review District and School Board Policies and Rules:

Policy and Rule 363.2: Responsible, Acceptable, and Safe Use of Technology Resources

Policy and Rule 443.5: Student Use of Personal Electronic Devices

Each building has specific rules for students, regarding the use of personal electronic devices.

Elementary Schools:

Technology resources provided by the District are for educational purposes only. Acceptable uses are those which support the District mission.

The District emphasizes to all users that access to the technology system is a privilege not a right. Users will be held responsible for their actions on the technology system.

Remember that you set the tone for the day. The initial impact of the substitute teacher/paraprofessional is the key factor in successful classroom management. Self-confidence, initiative, and resourcefulness as well as patience, honesty, and enthusiasm are some necessary prerequisites.

Inappropriate use of electronic information resources can be a violation of local, state, and/or federal laws, and lead to prosecution under those laws.

Students failing to abide by District and School Board Policies related to electronic device expectations may lose network/computer privileges and experience consequences that may arise from violations of normal school rules, up to and including expulsion.

Middle School:

The use of electronic communication devices (ECDs) is only permitted when predetermined by the administration or teachers to be for educational purposes. Students are generally prohibited from using or displaying in plain sight electronic communication devices (ECDs) including, but not limited to, cell phones, pagers and recording devices during the school day, in school buildings and vehicles, and at all school sponsored activities. Such devices should be turned off during these times. However, the School District of Whitefish Bay recognizes the value these devices may have in the educational setting. Educational use is subject to individual teacher discretion and may include use in classrooms, study halls, student commons and the media center. Students are not allowed to use ECDs in the cafeteria or hallways during school hours. Such possession or use of an ECD may not, in any way:

- Disrupt the educational process in the School District
- Endanger the health or safety of the student or anyone else
- Invade the rights of others at school
- Involve illegal or prohibited conduct of any kind
- Be used to photocopy or transmit any assessment or testing materials
- Be a tool to cyber bully others

Possession of a cellular telephone or other ECD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. Teachers will deal with minor infractions (phone accidentally left on and it rings for example) at their discretion. Repeated infractions or outright violations of this policy may result in disciplinary action against the student, up to and including expulsion depending on the severity or frequency of the violation. Please contact the Middle School Office for the tiered disciplinary response for major infractions for misuse of an electronic device.

High School:

STUDENT USE OF PERSONAL ELECTRONIC DEVICES (see Board Policy 443.5)

RATIONALE

With the unending advancement of digital technology, there is opportunity to advance student learning through its use. On the other hand, digital technology may also be used in ways that detract from student learning, academic integrity, and positive student interaction.

RULES

During instructional time, (bell to bell for periods 1-7) students may only use digital technology devices, including cell phones, available to them (either personally owned or school provided) for purposes pre-authorized by the teacher. Devices such as Apple watches, Fitbits, etc. that can send and receive messages are prohibited at school. Earbuds and Headphones are allowable during ISHP/Lunch only, and must be out of sight during all other times. Cell phones may never be used

(before, during, or after school) in a locker room, restroom, or other places where privacy is expected. Cell phones may not be used during emergency drills.

The District shall not be responsible for the safety or security of personal electronic equipment that students choose to bring to school. Students who bring any personal electronic device(s) to school do so at their own risk to possible theft, damage, misappropriation of data/equipment, or other loss.

ENFORCEMENT

In all learning environments or instructional spaces, students will be required to place their phone in a designated storage space (pocket/bin) for the duration of each class period (start bell to end bell). If a student is found using a cell phone without authorization, the student must surrender their phone to staff without objection or hesitation, doing so would result in an additional referral for insubordination.

See High School Office for follow-up regarding infraction.

Confidentiality

As a substitute in our District, you may encounter a range of experiences that give you access to confidential information, regarding students, staff, families, and programs. We ask that you respect confidentiality at all times.

Be careful to take special note (and care!) of the following kinds of information:

- Student records such as grade books, report cards, folders, and portfolios
- Student work of any kind
- Teachers' lesson plans
- Notes on students with special learning or behavioral plans

All of the aforementioned items are confidential, and are not to be discussed with anyone outside the school!

Be respectful and responsive, yet circumspect, if families ask you certain kinds of questions. For example:

“How is my student doing?” or “What unit is the class on in math?” or “Are the students in this class well-behaved?” ***Unless you are a long-term substitute***, these are questions that are probably best left for the regular classroom teacher to address. We encourage you to respond with “I’ll leave a note for Mr. or Mrs. _____ with your question—I’m sure she/he’ll be glad to get back to you.”



Remember: Most things that take place regarding any individual student are *CONFIDENTIAL*.

Suggestions for Classroom Management

1. As a substitute, you can help set the stage for a successful experience by being prompt, neat, patient, honest, flexible, enthusiastic, and accepting.
2. The initial impact of the substitute teacher and/or substitute paraprofessional is a key factor in successful classroom management. Self-confidence, self-knowledge, initiative, and resourcefulness are necessary for a successful substitute experience.
3. Before the class arrives, review the day's schedule and become familiar with related activities. When the students arrive, introduce yourself and write your name on the board. Try to call students by their names. This tends to prevent problems. Use a seating chart and/or name tags to help you remember the student's names.
4. Teach what the regular teacher asked you to cover and keep the students busy with that subject matter for the entire period scheduled. If you do not understand the notes left by the regular teacher, ask for help from another teacher who teaches the same grade or subject.
5. Problems are less likely to develop, if the content of instruction is worthwhile and is presented in an interesting manner.
6. Discipline is based on mutual understanding through honest, open communication.
7. If discipline problems arise which you are unable to manage, the principal should be contacted immediately for assistance.
8. Emergencies can arise in any situation, no matter how well managed. These instances should be referred to the school office.
9. Wisconsin law requires that all public school students be given the opportunity to stand and recite the Pledge of Allegiance or listen to/sing the National Anthem on a daily basis. No student, however, can be compelled to participate in either of these activities. Consequently, while all students must refrain from any distracting behavior during the Pledge recitation or National Anthem playing/singing, students may choose to refrain from participating in either of these activities.
10. Good communication between you and the regular teacher is essential to the students' continuity of learning. ***You should provide the regular teacher with a narrative of each day's accomplishments by leaving a written summary using the Frontline Absence Management System.***

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

The District is committed to creating caring and inclusive learning environments that support the development of the whole child with balanced attention to physical, social, emotional, and intellectual wellbeing.

To address this goal, each school building has implemented a Positive Behavioral Interventions and Supports (PBIS) plan. PBIS will provide consistent expectations for student behavior which has been shown to have a positive impact on student achievement. PBIS information is provided on each school's website or information can be provided by request at the building's main office.

PBIS @ Cumberland Elementary School

- Be respectful
- Be responsible
- Be safe

PBIS @ Richards Elementary School

- Be respectful and kind
- Be responsible
- Be safe

PBIS @ Whitefish Bay Middle School

- Respect
- Responsibility
- Perseverance
- Integrity

PBIS @ Whitefish Bay High School

- Respect
- Responsibility
- Integrity
- Perseverance

School Start and End Times

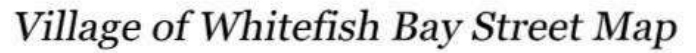
**PLEASE REPORT and REMAIN PRESENT
for the TEACHER WORK DAY**

School	Sub Teacher Work Day	Pupil Day
Whitefish Bay High School 1200 E. Fairmount Avenue Whitefish Bay, WI 53217 (414) 963-3928 Amy Levek, Principal Josh Skatrud, Associate Principal Randee Drew, Activities Director	8:00 – 3:45	8:15 – 3:35
Whitefish Bay Middle School 1144 E. Henry Clay Street Whitefish Bay, WI 53217 (414) 963-6800 Geoffrey Pontus, Principal Laura Sproul, Associate Principal	7:50 – 3:30	8:05 – 3:20
Cumberland Elementary School 4780 N. Marlborough Drive Whitefish Bay, WI 53211 (414) 963-3943 Jayne Heffron, Principal Rebecca Salomon, Associate Principal	7:35 – 3:10	7:50 – 3:00
Richards Elementary School 5812 N. Santa Monica Blvd. Whitefish Bay, WI 53217 (414) 963-3951 Chad Nelson, Principal Katie Petersen, Associate Principal	7:35 – 3:10	7:50 – 3:00

NOTE: Substitute teachers and substitute paraprofessionals will receive the time period for substitute duties/coverage through the Frontline Absence Management System.

PARKING

Although there is very limited parking space at Richards, Cumberland, and the Middle School, you may park in school parking lots in undesignated areas at these schools. **DO NOT** park in reserved spaces, (e.g., itinerant, VIP, etc.) or handicapped spaces, or you will be ticketed. Also, **DO NOT** park in the High School parking lot or you will be ticketed. Curbside parking adjacent to the High School and the parking lot is restricted to permanent staff with posted stickers. Parking in Whitefish Bay is limited and, in many cases, restricted to 1-2 hours. The staff parking lots cannot accommodate all staff vehicles. Please be particularly observant of posted time zones.



The Village of
Whitefish Bay
Milwaukee County
Wisconsin



Whitefish Bay School District

Special Education Services

MISSION

The Whitefish Bay School District Special Education Department's mission is to work collaboratively with parents, staff, and community members to ensure students who receive special education services are able to achieve life goals with confidence and independence in all areas of development, including academic, behavioral, emotional, physical, self-advocacy, and social.

VISION

Empower students to attain the knowledge, skills, and character necessary to thrive in a changing global society through purposeful collaboration, advocacy, and uncompromising standards in all areas of development. This is achieved within an environment of innovative teaching and learning, community engagement, and student ownership.

WE VALUE:

- Working in collaboration, taking a team approach to our work
- Developing the whole child, academically, socially, and emotionally
- Being student-centered, committed to meeting the needs of all students
- Excellence in practice, dedicated to high quality, innovative, and inclusive practices
- Open and honest communication with all stakeholders

Inclusion in the District is a universally-designed learning/school community where all students are full members, working toward common standards within the same curricular topic, through the use of flexible structures and places where each student is progressing with individual resources.

INDIVIDUAL EDUCATION PROGRAM (IEP)

Please refer to each student's Individual Education Program (IEP) snapshot/ overview. Each student has an individualized program with educational specific goals. Please consult with the student's case manager for information pertaining to the specialized instruction, strategies, and supports they receive.

SECTION 504

"Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that provides protection from discrimination for individuals with disabilities. Under this statute, all school districts receiving federal financial assistance must provide appropriate educational services designed to meet the individual needs of these students to the same extent that the needs of students without disabilities are met.

The U.S. Department of Education Office for Civil Rights allows school districts to determine their own procedures for evaluating student eligibility under Section 504, as long as the procedures are aligned with the requirements specified in the Section 504 regulatory provision at 34 C.F.R.

§104.35. The School District of Whitefish Bay has adopted the IEP team process under IDEA as the sole procedure used to address eligibility and service issues for students suspected of having a disability under either IDEA or Section 504. All students with suspected disabilities are provided with a comprehensive evaluation to determine their eligibility status under both laws. Please refer to *Special Education in Plain Language: User-friendly Handbook on Special Education Laws, Policies and Practices in Wisconsin*, available at www.specialed.us/pl-07/pl07-ieppro.html

Accordingly, the building principal or designee (e.g., school psychologist, school counselor) shall assume the role of the 504 building coordinator and will assure that the development and implementation of 504 Plans are accomplished as required. The 504 building coordinator also is responsible for assuring the timely transfer of information related to each student's eligibility status and the content of his/her 504 plan to all appropriate personnel. Assuring that all staff members are fully informed of the unique educational needs of the students with whom they currently work, and transferring this information to receiving schools as students move from grade to grade, will maintain the effectiveness of the interventions and services provided through 504 Plans.

If you have a student with a Section 504 Plan, you will need to please review the plan and consult with your building principal, counselor, and/or psychologist if you have questions pertaining to accommodations."

See School Board Policy 342.40 for additional information.

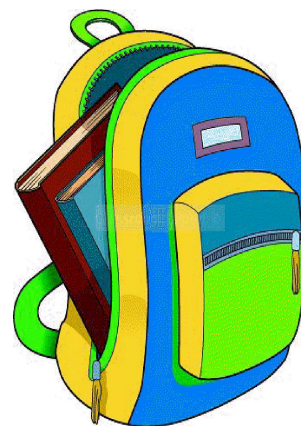
Tips, Tools & Strategies for the Substitute Teacher

Online Resources

- www.teachers.net
- <https://www.weareteachers.com/50-tips-tricks-and-ideas-for-substitute-teachers/>
- www.lessonplanspage.com
- www.puzzlemaker.com
- <https://www.teachervision.com/substitute-teacher-resources>
- www.dpi.state.wi.us
- www.brainpop.com
- <https://morganhuntereducation.com/2023/12/06/a-comprehensive-guide-for-substitute-teachers/>
- <https://blog.alludolearning.com/substitute-teaching-effectiveness>
- <https://www.busybeeteachers.com/post/how-to-write-a-comprehensive-substitute-teacher-report-a-step-by-step-guide>

Super SubPack

A Super **SubPack** is like an emergency preparedness kit for the classroom. It should contain a variety of useful and necessary classroom supplies and materials. The contents of a Super **SubPack** can be organized into four categories: Personal and Professional Items, Classroom Supplies, Rewards and Motivators, and Activity Materials. The specific contents of your SubPack will be personalized to fit your teaching style and the grade levels you most often teach.



SubPack Container

When selecting a container for your **Super SubPack**, choose one that is easy to carry, large enough to hold all of your supplies, has a secure lid or closure device, and looks professional.

Super SubPack Contents

Most of the suggested **Super SubPack** contents listed on the following page are self-explanatory. The following is a brief explanation of some of the not-so-obvious items:

Bookmarks: Bookmarks are a fun lesson extension that can be used with any reading activity.

Clipboard: Carrying a clipboard will provide quick access to a seating chart, the roll, and anecdotal records, as well as convey a sense of authority.

Disposable Gloves & Plastic Bags: Whenever you encounter blood or bodily fluid you should wear disposable gloves to help safeguard against many of today's medical concerns. A plastic bag can be used in an emergency when you must dispose of items exposed to blood or bodily fluids.

Estimation Jar: Estimation jars are great motivators for students to behave appropriately and complete assignments efficiently so they can earn guessing tickets.

Mystery Box: Place a common item such as a toothbrush or piece of chalk in a small box. Allow students to lift, shake, smell, and otherwise observe the box throughout the day. At the end of the day, have students guess what is in the box and award a small prize to the student who identifies the contents correctly.

Newspaper: A newspaper can be used as the basis for a story starter, spelling review, current events discussion, and a host of other activities.

Props: A puppet, magic trick, or even a set of juggling props can capture

student interest. Props provide great motivation to complete assignments in order to participate in, learn more about, or see additional prop-related activities.

Tangrams: Tangrams are geometric shapes that can be used as filler activities, as well as instructional material to teach shapes and geometry.

Tickets: Tickets are a great way to reward students for appropriate behavior. Students can use tickets to enter an end of the day drawing or redeem them for special privileges and prizes.

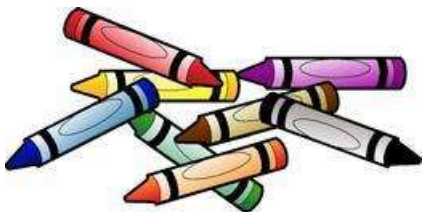
Suggested Contents For Your Super SubPack

Classroom Supplies

- Crayons
- Rubber bands
- Markers and/or colored pencils
- Labeled ball-point pens (red, blue, black)
- Pencils and small pencil sharpener
- Transparent and masking tape
- Scissors
- Glue Sticks
- Paper clips, staples, a small stapler
- Post-it Notes® (various sizes and colors)
- Ruler
- File Folders
- Calculator
- Lined and blank paper
- Name tag materials (address labels or masking tape will work)

Rewards/Motivators

- Candy
- Mystery Box
- Tickets
- Certificates
- Stickers
- Stamp and Ink Pad
- Privilege Cards (get a drink, first in line, etc.)



Personal/Professional

- Clipboard
- Substitute Teacher Report
- District information (maps, addresses, phone numbers, policies, starting times, etc.)
- Coffee mug or water bottle
- Whistle (useful for P.E. and playground duty)
- Small package of tissues
- Snack (granola bar, pretzels, etc.)
- Individualized Hall Pass
- Small bag or coin purse for keys, driver's license, money (enough for lunch), and other essential items. Do not bring a purse or planner with a lot of money, checks, and credit cards (there may not be a secure place to keep it).
- Band-aids
- Small sewing kit with safety pins
- Disposable gloves and small plastic bags

Activity Materials

- The Substitute Teacher Handbook
- Tangrams
- Bookmarks
- "Prop" (puppet, stuffed animal, etc.)
- Picture and activity books
- A number cube or dice for games
- Estimation jar
- Newspaper
- Timer or stopwatch

101 Ways to Say “Good Job”

Everyone knows a little praise goes a long way in the classroom. Whether it is spoken or written at the top of a student’s paper, praise reinforces good behavior and encourages quality work. But the same traditional phrases used over and over can sound rehearsed and become ineffective. Here are 101 variations of ways to give praise, show interest, and offer encouragement.

- | | | |
|--------------------------------|---------------------------------|---------------------------------|
| 1. You’ve got it made. | 34. That’s the way to do it. | 68. You’ve got the hang of it! |
| 2. Super! | 35. Sensational! | 69. You’re doing fine. |
| 3. That’s right! | 36. You’ve got your brain in | 70. Good thinking |
| 4. That’s good! | gear today. | 71. You are learning a lot. |
| 5. You are very good at that. | 37. That’s better. | 72. Good going. |
| 6. Good work! | 38. Excellent! | 73. I’ve never seen anyone do |
| 7. Exactly right! | 39. That was first class work. | it better. |
| 8. You’ve just about got it. | 40. That’s the best ever. | 74. That’s a real work of art. |
| 9. You are doing a good job! | 41. You’ve just about | 75. Keep on trying! |
| 10. That’s it! | mastered that. | 76. Good for you! |
| 11. Now you’ve figured it out. | 42. Perfect! | 77. Good job! |
| 12. Great! | 43. That’s better than ever. | 78. You remembered! |
| 13. I knew you could do it. | 44. Much better! | 79. That’s really nice. |
| 14. Congratulations! | 45. Wonderful! | 80. Thanks! |
| 15. Not bad. | 46. You must have been | 81. What neat work. |
| 16. Keep working on it; you’re | practicing. | 82. That’s “A” work. |
| improving. | 47. You did that very well. | 83. That’s clever. |
| 17. Now you have it. | 48. Fine! | 84. Very interesting. |
| 18. You are learning fast. | 49. Nice going. | 85. You make it look easy. |
| 19. Good for you! | 50. Outstanding! | 86. Excellent effort. |
| 20. Couldn’t have done it | 51. Fantastic! | 87. Awesome! |
| better myself. | 52. Tremendous! | 88. That’s a good point. |
| 21. Beautiful! | 53. Now that’s what I call a | 89. Superior work. |
| 22. One more time and you’ll | fine job. | 90. Nice going. |
| have it. | 54. That’s great. | 91. I knew you could do it. |
| 23. That’s the right way to do | 55. You’re really improving. | 92. That looks like it is going |
| it. | 56. Superb! | to be a great paper |
| 24. You did it that time! | 57. Good remembering! | 93. That’s coming along |
| 25. You’re getting better and | 58. You’ve got that down pat. | nicely. |
| better. | 59. You certainly did well | 94. That’s an interesting way |
| 26. You’re on the right track | today. | of looking at it. |
| now. | 60. Keep it up! | 95. Out of sight. |
| 27. Nice going. | 61. Congratulations, you got it | 96. It looks like you’ve put a |
| 28. You haven’t missed a | right! | lot of work into this. |
| thing. | 62. You did a lot of work | 97. Right on! |
| 29. Wow! | today. | 98. Congratulations, you only |
| 30. That’s the way. | 63. That’s it! | missed... |
| 31. Keep up the good work. | 64. Marvelous! | 99. Super – Duper! |
| 32. Terrific! | 65. I like that. | 100. It’s a classic. |
| 33. Nothing can stop you | 66. Cool! | 101. I’m impressed |
| now. | 67. Way to go. | |

Low Cost/No Cost Rewards and Motivators

In the ideal classroom, all students would be intrinsically motivated to behave appropriately and work hard on every assignment. However, this is not usually the case. Many substitute teachers experience success in motivating classes by providing rewards throughout the day. The following are ideas for low and no-cost rewards and motivators.

Certificates - Photocopy blank certificates to be filled out and given to exceptional students, groups, or the entire class at the end of the day or as prizes for classroom activities.

Pencils and Paper Clips – Colorful variations of these school supply basics are well received at any grade level as contest prizes.

Stickers – These can be given intermittently throughout the day to students who are on task or placed on completed assignments to denote outstanding work.

Candy – Always a favorite, but be cautious when using it. Some students may have health conditions which do not allow them to enjoy this reward. In addition, many state health codes require that candy be commercially manufactured and individually wrapped. If you do give out candy in the classroom, be sure that the wrappers are disposed of properly.

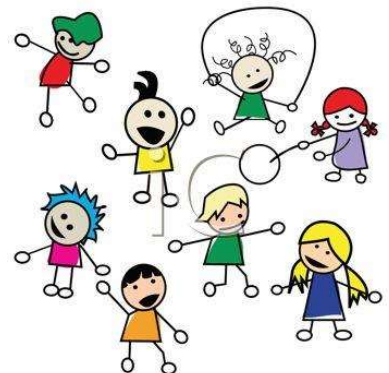
Extra Recess Time – Being allowed five extra minutes of recess can provide tremendous motivation for many students. Be sure to check with the principal or neighboring teacher beforehand to make sure that this reward will not interfere with the schedule of anyone else in the school.

Story Time – One successful substitute teacher uses the promise of a story at the end of the day to motivate classes. She brings to school an old pop-up book about a dinosaur. At the beginning of the day, the word “DINOSAUR” is written on the board. A letter is erased each time the students are off-task or behaving inappropriately. At the end of the day if there is any of the word “DINOSAUR” still left on the board, they get to hear the story. Second-hand bookstores are a good place to look for inexpensive books that your students will not have seen before.

Talk Time – Middle school students really like moving to another seat and being allowed to sit and talk with friends during the last five minutes of class. To ensure an orderly classroom, you may need to insist that students select their new seat and then not be allowed to get up until class is over. Elementary students also enjoy this activity while waiting to go to lunch or at the end of the day.

Notes for the teacher:

Establish rewards and motivators not as “bribes to be good” but as “goals” that students can work toward and achieve through good behavior and diligent effort.



The Primary Grades (K-2)

1. Children in this age group tend to be eager to please and will frequently do what you ask. Being positive and using praise will generally win students' cooperation. For example, "I like the way that Sarah is lining up for recess."
2. Primary-level children typically have strong developmental needs for activity and social interaction. They also have a limited attention span. Adjust your teaching to short lessons (15-20 minutes) and permit children to move away from their desks periodically throughout the day. Allow for quiet talk, and encourage student participation in the lessons you are teaching.
3. Remember that most children in this age group are not able to read and write fluently. Adjust your expectations so that children are able to be successful by answering questions orally.
4. Children at this age move slowly in completing some psychomotor tasks. Shoes may be slow to be tied, zippers slow to be zipped, and so on. So, when you need to get your class somewhere, allow extra time to meet this developmental need.
5. Kindergarten to second-grade students can be very sensitive about multiple issues including fears about weather (thunder in particular), disagreements with friends, and forgetting their schoolwork.
6. Be patient, sensitive, and creative with this age group. Encourage and support their developing independence. Allow them, as much as possible, to do for themselves.
7. Attempt to keep your schedule as close to the normal routine as possible. This age group notices and responds to change and will be quick to tell you, "We did not do our morning news this morning."
8. Remember how young these children are. Students this age love a good storyteller or book. Reading to them consequently offers you an excellent way to connect with them emotionally.

The Lower Grades (3-5)

1. Most children in this age group can read and write, even though there may be wide variations in their abilities. Students will be sensitive about their abilities, so do not call public attention to their mistakes. They will quickly lose interest if discouraged or unable to perform an assignment.
2. Children in Grades 3 to 5 can be depended upon to answer questions you may have about classroom procedures, trips to the office, and other classroom routines. Still sensitive to changes in routine, they may inform you that Ms. Kramer (the regular teacher) “doesn’t do it that way.”
3. At these grade levels, most students work well in small groups and enjoy the structured time to interact with their peers.
4. This age group is sensitive to criticism, especially any form of public criticism. Speak to children quietly and individually if you have concerns about their behavior.
5. You can be somewhat flexible with your use of instructional time and prolong a class session if warranted by student involvement. For example, these students often love a good discussion.
6. They *generally* are well behaved, respect authority, and follow the rules. Smile and use positive reinforcement throughout the day, as this age group enjoys adult attention and still wants to please them.
7. Treat these children as young learners, but not young children. They do not like being “talked down to.”
8. Answer honestly but simply the questions these children ask of you.
9. Whenever possible, use the students’ names. Consider using name cards or name tags, as a “name” makes a relationship that is immediate and positive.
10. Attempt to make your directions for lessons as clear and simple as possible. “Confusion” is one of the easiest ways to lose control.
11. Even though they look and act older, they still enjoy being read to, brain teasers, puzzles, and art activities. Consider having some of these activities with you to pull out in the course of a school day in Grades 3 to 5.

The Upper Grades (6-8)

1. Students in Grades 6 to 8 often experience some of the greatest physical growth of their childhood years. The rate of growth, however, is uneven. You will see a wide variety of heights and weights in both girls and boys. You may see an awkwardness in physical movement because of these differences. These students are often self-conscious about their physical changes.
2. Maturity levels vary considerably with children in this age group. Often there will be teasing between the boys and girls. They can have changeable moods and can be uncooperative. Use a sense of humor and avoid being negative.
3. This age group is very conscious of the opinions of their peers. Some students may want to impress their friends rather than be cooperative for a substitute teacher. They have a strong desire to “belong.”
4. Be clear, firm, and consistent with your expectations for behavior. They know that they need to cooperate, and they will feel safer in a room where the adult is in charge.
5. Encourage small-group activities. Feel free to assign specific roles and tasks so they know they are accountable. Allow them to periodically move away from their desks to get academic information or interact with each other, as it meets their need for physical movement.
6. Children in Grades 6 to 8 can be quite opinionated. Structure discussions for them to share their thoughts, but be prepared to ensure that interactions are respectful.
7. These students still enjoy having a book read to them. Be sure, however, to have their attention before you begin. If you are on a short-term teaching assignment, read a high-quality picture book for older students. If you are on a long-term assignment, read a chapter from a novel for this age group. The school librarian can help you select quality literature that works well with students in this age group.
8. Be as academically prepared as you can for the different subjects you teach. This will enable you to respond confidently to students’ questions. Remember, however, that you do not need to know it all. These students respond positively to a teacher who models being an enthusiastic learner.

High School (9-12)

1. Significant physical growth is also characteristic of students in Grades 9 to 12. These young people are also beginning to mature sexually. They tend to be very conscious of their physical size and attributes. It is important that you project an accepting attitude, making sure to avoid any comments that draw attention to physical characteristics.
2. High-school-age students are experimenting with their adult selves as they transition from adolescence to adulthood. In one respect, they are developmentally similar to toddlers in that they want to be dependent and independent at the same time. Make special efforts to communicate respect for their points of view. Treat them like adults, and they often will respond in an adult manner. Treat them like children, and they often will respond in a childish manner.
3. You may encounter a “know-it-all” attitude from some students who want to challenge your knowledge. Respond with the understanding that this behavior is a developmental issue and not intended as a personal affront. Avoid public confrontations or debates with such students, as this is often their goal.
4. Differences in academic motivation are particularly noticeable in this age group. Be prepared to encounter self-motivated and highly committed students who take school very seriously. Also know that you will experience other students at the opposite end of the continuum, often in the same classroom. Treat students from both groups respectfully.
5. Secondary content is highly specialized. If you find yourself assigned to teach subject matter you do not know, inform students that you don’t “speak French” and proceed to help them in the ways suggested by the teacher. Despite your lack of subject-matter expertise, you still can have a positive influence.
6. You can project a sense of respect for these students by creating an accepting classroom environment. Be willing to negotiate with these students so that they feel you are sensitive to their personal and academic needs.
7. Despite their posturing, most students in this age group want to have an adult that is in charge of the classroom. Know the classroom rules and be fair and consistent in interacting with the students.

Legal Aspects of the Job

An overall consideration when substitute teaching is your legal responsibility in the classroom and school. The following are some legal responsibilities you should be aware of. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.

- **Supervision of Students** – The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly. In many states, a teacher acts *in loco parentis* – in the place of a parent – and is allowed to use his/her judgment in a manner similar to a parent. The standard is the reasonable use of professional judgment for the safety and orderly education of students.
- **Due Care and Caution** – A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.
- **Release of Children** – Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without express consent from the office.
- **Administering of Medication** – Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.
- **Confidentiality** – It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.
- **Anecdotal Records** – Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.

