

# Chittenden Central Supervisory Union

## Substitute Teacher Handbook

Revised 9/8/09

Dear Substitute Teacher:

Welcome to the Chittenden Central Supervisory Union (CCSU)! Our supervisory union consists of the Essex Junction School District, the Essex Union High School District #46, and the Westford School District. Our student base ranges from pre-K to adult with over 3,000 students and over 550 faculty and staff CCSU wide.

We are happy to have you as part of our substitute staff. We appreciate your willingness and dedication in assisting us to provide a quality educational experience for our students in the absence of their regular teacher.

We have created this handbook in hopes to provide you with helpful information to make your substitute teaching experience both enjoyable and rewarding. The Substitute Teacher Handbook contains general information about substitute teaching in our district schools, as well as helpful hints, suggestions, and general expectations. You are encouraged to familiarize yourself with its contents before substituting at our schools. You are also invited to visit any of our schools to become better acquainted with the faculty and staff, building layout and operations of the schools.

If you have questions about a particular school that are not addressed in this handbook, please feel free to speak to the school administrator or school secretary. They would be more than happy to assist you.

As a substitute teacher, you will benefit from the advanced preparation that is done by the teachers in the CCSU schools. You should find classrooms that have been organized for maximum student benefit, and you should find lesson plans that will help you make the day an effective educational experience for the students in your care.

We consider you a valuable member of our team. Our schools cannot function smoothly without the assistance and expertise of substitute teachers. Thank you for service to our districts' children and for helping us when we are in need. We hope your experience at our school(s) is both rewarding and enjoyable.

Sincerely,

Deb Robbins  
Human Resource Director

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# Answers to Your Questions

## How will the schools know I'm available?

Once you complete the employment requirements, your name will be added to our list of available substitutes. The list will include your name, phone number, subject areas, grades and schools desired, and your availability. An updated sub list gets distributed to each school's substitute caller(s) at least monthly.

## How will I be notified when I am needed to sub?

Substitute calling is done at the school level by the individual teacher, department head or other designated substitute caller. If a sub caller is used, teachers will notify the sub caller of their absences. Advanced scheduling of substitutes is done whenever possible. However, for illnesses or other emergency type absences, you may receive calls as early as 6:00 a.m. on the day of the absence. The teacher/department head/sub caller will tell you who you are replacing, which building, what grade level or subject, any unusual circumstances (like field trips for example), any special duties, etc.

## What if I'm not available?

If you can't work (illness, sick child, other business), just say so. We don't expect you to sit home and wait forever. We will keep trying you for other days. If you know you won't be available for a period of time please notify call 879-5584 to inform us so you won't be bothered by calls.

## What if I'm committed to sub and then can't?

This happens! You get sick or you have an emergency. You should call back the school, department head or sub caller who notified you of the availability as soon as possible so they can make arrangements to find someone else. If you need to leave a message, please leave your name, the building and person you were assigned to sub for and special directions. Please refer to the *Directory of Assistance* (available at <http://www.ccsuvt.org/ccsu/human-resources/substitute-teaching/>) for a list of phone numbers.

## When Should I get to School?

School start and stop times vary by school. Below is a summary of the school start and start times for each of our schools. Please arrive 20 to 30 minutes before the start of school. This will allow you time to familiarize yourself with the classroom, locate materials, and review the seating chart, lesson plans, and individual needs of students. The better prepared you are before the students arrive, the more enjoyable and productive the day will be. The sub caller will tell you when to report if the hours are different because of a duty or part-time position.

School/Location	Please arrive no later than...	Please plan to stay at least until...
Fleming School	7:45 am	3:15 pm
Summit Street School	7:45 am	3:15 pm
Hiawatha School	7:45 am	3:15 pm
Albert D. Lawton School	7:30 am	3:00 pm
Essex High School	7:30 am	3:00 pm
Center for Technology	8:30 am	2:45 pm
Westford School	7:45 am	3:15 pm

## Where are the schools located?

Good question! [Directions](#) have been provided for your convenience. If you need further clarification of the directions, please call our reception desk at 879-5579. If you are unfamiliar with the area, you may want to take a tour to each of our schools before you start subbing.

## What should I wear?

Wear something appropriate but comfortable. Our school districts do not have dress codes and different situations may require different clothing (i.e. for phys. ed. you need to wear sneakers and athletic clothing). In a primary school you want to be able to sit on low chairs or the floor. If the assignment requires special clothing, you will be informed. Use your common sense and decide what works for you.

## Where do I park?

There are no individually designated parking spots at our elementary and intermediate schools and parking is limited at some schools. When subbing at these locations, you should park in designated faculty and staff parking areas (if such exist). We prefer that substitutes do not park within the designated Visitor's spaces.

When you are called to sub at our Essex High School or Technical Center, please park within the East or West lots in any space marked "Faculty" parking. We prefer that substitutes do not park within the designated Visitor's spaces.

## What do I do when I get there?

Check in at the main office. Someone will tell you where you can leave your coat, where to get lunch, where the rest rooms and staff rooms are located and where to get a cup of coffee. You will be taken to your classroom, introduced to your neighbor, given a folder with a class list(s), seating chart (if applicable), lesson plans, the day's schedule, school procedures, a school map, the school evacuation plan, a list of contacts and other useful information. If you have questions, don't be afraid to ask. Just as you are there to meet the needs of the students, our staff is available to help you. The more you learn about the school and routine, the better!

For substitutes in our elementary schools, if you haven't been trained to use an **EPI-PEN**, you should contact the school nurse or Health Assistant, for details. There are several students with various allergies and substitutes working in those classrooms need to be aware of emergency procedures.

## When may I leave?

You are expected to stay in the building and be available throughout the school day (or for the number of hours you were hired to work in the case of an hourly or part-time coverage). Exceptions are made when you've worked out a special arrangement, i.e., you agreed to sub as long as you could leave at 2:00 p.m. for an appointment.

School dismissal times are indicated above under "When should I get to school?" You are responsible for your class until each student is accounted for - out of the room, walking home, picked up by bus or parent, at an after-school activity, or entrusted to another staff member. Do not leave children unattended and don't assume that they are okay. It is your job to be sure they are okay.

You should leave a note for the teacher or fill out a *Substitute Teacher Report* if one is provided. Let the teacher know what you covered in the lesson plans and any additional activities or instruction you did. Comment on student behavior if necessary. Note any messages or special information sent to the teacher during his/her absence. You should be prepared to stay 10 to 20 minutes after school is dismissed to properly complete the *Substitute Teacher Report*.

Once the students are gone and you have finished up in the classroom and done any assigned duty, you should check out at the office before leaving the building.

## How do I get paid?

School secretaries will send the payroll information to the central office payroll department at the end of each two-week pay period. Our pay week runs from Monday through Sunday. You will be paid the Friday following the end of the two-week pay period. Please refer to the *Payroll Schedule* (available at <http://www.ccsuvt.org/ccsu/human-resources/substitute-teaching/>) for pay periods and applicable pay dates for those periods. Your check will be mailed to the address on your W-4 form unless you tell the payroll office differently. To notify the payroll office of a new address, please call 879-5584.

Please refer to the *Substitute Rates of Pay* chart (available at <http://www.ccsuvt.org/ccsu/human-resources/substitute-teaching/>) for current rate information. If you have any questions about your paycheck once you receive it, please call the payroll office directly and don't let it wait. It's harder to backtrack if you wait six weeks to ask!

## What should I do if my substitute teaching assignment ends prior to the end of the school day?

If you are called to substitute teach for **less than half-day**, you may be released upon completion of your assignment and will be paid for a half-day of substitute teaching. If your substitute teaching assignment does not begin until after the school day has begun (i.e. after block one or period one) you would be expected to arrive a few minutes prior to your scheduled assignment unless otherwise requested.

If you are called to substitute teach for a **half a day or longer** you shall be expected to work the full school day. If your substitute teaching assignment is completed prior to the end of school, you should report to the Department Chair or School Principal for other possible assignments. If there is no other assignment available, the Department Chair or Principal may release you, and you shall be compensated the full daily substitute teacher rate. If your substitute teaching assignment does not begin until after the start of the school day, you shall be expected to arrive at the start of the school day for other possible assignments unless otherwise released. Other assignments may include, but are not limited to, (1) assisting in the classroom, library/learning center, media/computer lab, or other instructional setting, (2) supervisory duty, (3) basic clerical duties, etc.

## What is considered a half-day for substitute teaching purposes?

Individuals who substitute teach for **less than** half a day shall be paid one-half of the daily substitute teacher rate. Below is a chart that outlines what a half-day is equivalent to at each of our schools:

School(s)	Half-day is equivalent to
Fleming, Summit Street, Hiawatha, Westford	3.75 hours
Albert D. Lawton	3.75 hours
Essex High School	2 Blocks
Center for Technology, Essex	2 Blocks (or the equivalent amount of time)

## Tell me about the "Sign-On Bonus"

Individuals who add their name to our substitute list on or after 1/1/2000 will receive a sign-on bonus equivalent to the amount they paid to process their criminal records check (if processed by our office). The sign-on bonus is not available to pre-service teachers, since the criminal records check procedure is required by the state in order to obtain a teaching certificate. The "sign-on bonus" shall be paid after your first substitute assignment and will be included in your first paycheck.

## What do I do if I have a change in status?

When your situation changes (i.e. you have a new phone number and/or address; you have different days of availability; you wish to change your desired subjects, schools, grades; you wished to be removed from the sub list; etc...), please complete a *Substitute Teacher Change Request Form* (available at <http://www.ccsuvt.org/ccsu/human-resources/substitute-teaching/>) and submit it to the central office located at 51 Park Street, Essex Jct. VT 05452. Or you may call Carol Kogut at 879-5584. The indicated change(s) will be made to the next sub list that gets distributed so that all our schools will be informed of the change.

If you need to change the number of exemptions you are claiming on your W-4 Form, please print, complete and submit a new W-4 Form found on our website at [www.ccsuvt.org](http://www.ccsuvt.org).

## Who Do I Call with Questions?

Please refer to the *Directory of Assistance* (available at <http://www.ccsuvt.org/ccsu/human-resources/substitute-teaching/>) that lists several phone numbers that may be useful to you. If you are unsure who you need to speak with, please call 879-5579 and someone will properly direct your call.

## What if I become a long-term sub for a teacher?

After 15 consecutive days of substitute teaching for the same teacher absence, you will be paid a per diem rate, according to the current rate for the employing district at the bachelor's step one rate. Please refer to the Substitute Pay Chart for the current long-term substitute rate. State law does not permit you to sub "long-term" unless you have a valid teaching license.

## What if school is canceled the day I am scheduled to work?

There will be occasions that our school(s) may close due to inclement weather or other emergency. If such were to occur, the school closing would be called into all major local radio and television news stations. Subs are expected to listen for school closings – you should not expect to be called if school is closed due to weather conditions or other emergency. If school is cancelled on a day you were scheduled to sub, you should not report to work and will not be paid for that day.

## Substitute Feedback and Evaluation

Your experience in the classroom is important to us and we welcome any feedback you can provide. To encourage your feedback and suggestions, a *Substitute Teacher Folder* you will be provided upon assignment shall include a *Substitute Teacher Report* and a *Substitute Teacher Feedback and Suggestions* form. (All referenced forms and documents are available on our website at <http://www.ccsuvt.org/ccsu/human-resources/substitute-teaching/>)

The *Substitute Teacher Report* is your means of providing helpful feedback to the classroom teacher for whom you are substituting. The *Substitute Teacher Feedback and Suggestions* form provides you with the opportunity to provide comments, express concerns, or offer suggestions that would help make substitute time both more productive in the classroom and more enjoyable to the substitute teacher. This form should be returned to the school's main office for the principal to review. If these forms are missing from your Substitute Teacher Folder, please obtain a copy from the school's main office or department head.

In order to ensure that we are providing students with quality substitutes, we also encourage feedback (both formal and informal) from the classroom teacher, other teachers, parents, students, administrators, classroom aides and volunteers about their encounters/experience/ correspondences/etc. with the substitute teacher. Such information helps us determine the best possible placement/assignment for each substitute. In order to provide the quality educational experience for our districts' children, the Superintendent and/or his/her designee reserves the right to remove individuals from our substitute list at his/her discretion based on the feedback we receive. The Superintendent and/or school principal also reserve(s) the right to limit the assignment/placement of a substitute as s/he deems appropriate. Such decisions shall be made without regard to disability, age, place of birth, ancestry, marital status, national origin, race, color, religion, sex or sexual orientation. All decisions made by the Superintendent on these matters shall be final.

## What happens if I do not substitute for a full year?

If you are on our substitute list but have not actively substituted within at least one of our corresponding school districts for a year or more, then your name will automatically be removed from our list. If you wish to be added back to our substitute list, you may need to complete/repeat the criminal records check process in order to be eligible.

## For More Information about Our Schools

Visit our website at [www.ccsuvt.org](http://www.ccsuvt.org).

# Basic Management Strategies

## Take charge of the classroom from the start

You can take advantage of the teacher's planning by arriving early. Check with the office to find out about special events or last minute instructions from the teacher. Look over lesson plans, locate the manuals, supplies and materials you'll need, check the emergency information provided, find out how to use the intercom (if there is one), and ask another teacher if you need help understanding the plans or finding materials. Check plans for names of students with special learning needs and familiarize yourself with the accommodations you'll need to make for any particular student. If there's a classroom discipline plan, familiarize yourself with it. If not, be ready to explain your own basic rules and expectations. Effective classroom managers prevent problems from happening through good preparation. Good classroom management is important because it allows the substitute teacher to spend more time helping students learn. A few minutes of preparation can be a big help throughout your day by establishing conditions that are conducive to effective learning:

- Stand near the door, greet students, smile and watch as they find their seats and get started.
- Require student attention before you begin. Wait if necessary.
- Introduce yourself. Take attendance at once. Make eye contact with each student. If you're unsure of pronunciation, ask students to pronounce their own names.
- Make clear the rules, consequences and procedures—then adhere to these rules consistently throughout your day.

### Generic Rules

- Follow directions the first time they are given.
- Raise your hand for permission to speak.
- Keep hands, feet, and objects to yourself.
- Always walk in the classroom and in the halls.
- No put-downs.

## Effective Teaching Strategies

Tell students what's going to happen next and engage students in an activity as soon as possible. Making name tags or name cards are a good idea.

Give clear, concise directions. Be specific about what you want students to do and how they should do it.

You will always have lesson plans to follow. Introduce the lesson by telling students what they will learn. Review previous learning or correct homework to assess readiness and adapt the lesson plan if necessary. Motivate students by explaining the relevance of the learning and relating it to students' experiences.

Explain new material step by step, giving examples and checking understanding before moving on.

Try to follow daily classroom routines in order to put the students at ease.

Encourage students to be active participants in the learning process.

Model the product students are to produce or the process they are to follow. Use words, visuals, and actions to communicate. Provide guided practice of new skills or content. Monitor feedback as needed.

Conclude lessons with a quick review of the important learning. Explain and assign homework. Make clear what is due and when.

Prepare students for transitions, warn them that one is coming and remind them of what is to be done.

Keep the focus on learning. Minimize the time spent on housekeeping details. Expect and encourage everyone to participate. Provide feedback on how students are doing. Provide closure, reminding students of assignments and complimenting them if appropriate.

## Handling and Preventing Problems

Circulate around the room, showing you are aware of what is going on. An effective teacher knows what is going on in all parts of the classroom. As a result, an orderly atmosphere is maintained.

Prevent problems. Use eye contact, move closer to the student; call on the student to regain attention, or use a quiet gesture to remind a student of the rules. Reinforce students who are doing what you expect. This will remind others of your expectations. Good classroom management is important because it allows you to spend more time helping students learn.

Reprimand privately when necessary. Firmly remind the student of the rule and what you expect the student to be doing. Punishment of all to get to a few should not be used.

Seek advice or assistance before problems get out of hand. Ask questions if you are unsure about policy or procedure.

When students are out of the classroom and in the halls, you should be at your classroom door to help provide supervision (both in the corridor and in your room, if necessary).

You are responsible for students in your charge at all times. Do not allow students to leave the room unless it is really necessary. Follow the teacher's routine for passes to bathroom, nurse, library, office, etc. Allow only one student to leave at a time. **NEVER LEAVE YOUR CLASS UNSUPERVISED.**

If you need assistance, use your intercom or send one reliable student to get the teacher next door or help from the office.

## Time Fillers, Motivators, and Emergency Supplies

A bag of supplies and ideas will be helpful, especially in elementary grades. Here are a few suggestions:

### **Super Sub Pack**

Colored markers or pencils  
Ball point pens (black, blue and red)  
Pencils with erasers  
Roll of transparent tape  
Scissors  
Glue Stick  
Needle, thread, safety pins  
Coffee cup, tea bag, sweetener  
A "prop" (puppet, stuffed animal)  
Favorite picture book, joke book  
One minute mysteries, mad libs  
Audio tape for rest time or exercise  
Dice for game  
A whistle  
Post-it note pad  
Stick-on name tags  
5 x 8 cards  
Stickers  
Gift-wrapped trinket  
Tickets to be distributed for good behavior and used in drawings  
or contests

# Substitute Teacher Guidelines and Policy Summary

Although Substitutes are responsible for abiding by all Chittenden Central Supervisory Union ("CCSU") policies and procedures and federal and state laws and regulations, we have included a **brief summary** of some of the CCSU policies and procedures of which you need to be particularly aware. If you have specific questions about these policies or other CCSU policies, please contact the school principal. For a complete listing of CCSU policies, please visit our website at [www.ccsuvt.org](http://www.ccsuvt.org).

## Fire Drills

Each school has an Emergency Plan and established fire/emergency preparedness drills. Please familiarize yourself with the Emergency Plan and fire/emergency preparedness drill instructions at your assigned school. Fire/emergency preparedness drill instructions are posted near each classroom door and the gymnasium. The emergency signal is a continuous loud tone. The recall signal, which allows individuals to reenter the building, shall be established by each school and shall be clearly distinct from any other signal. Please be sure to familiarize yourself with the signal at your assigned school.

During fire drills, teachers stay with their groups. Take your class roll book or attendance sheet. Supervise and maintain order.

- Remind students where to meet outside
- Close all classroom windows
- Assist any student who needs help
- Close, but do not lock, classroom door
- Take attendance outside

## Unlawful Harassment

It is the policy of CCSU to maintain a learning and working environment that is free from unlawful harassment. CCSU districts prohibit any form of unlawful harassment on the basis of disability, marital status, national origin, race, color, religion, age, sex or sexual orientation. Unlawful harassment includes verbal or physical conduct which has the purpose or effect of substantially interfering with a person's performance or creating an intimidating, hostile, or offensive environment. *Sexual harassment* is a form of unlawful harassment, which consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature. You should report any instance of harassment or violence to the principal who will see that it is investigated according to CCSU policy.

## Non-Discrimination

CCSU policy prohibits discrimination on the basis of disability, marital status, national origin, race, color, religion, age, sex or sexual orientation.

## Political Freedom

The district shall in no way infringe upon individuals' rights and freedoms of political involvement. However, employees and volunteers of the district must not misuse their position in the school to influence the academic process in the interest of their own political ambitions or those of a political group. Employees, volunteers and other citizens of the district will not engage in political activity on school premises during school hours.

## Corporal Punishment & Physical Restraint

Physical Force is not an acceptable means of correction or communication and is against CCSU policy. Physical restraint is authorized only when needed to protect the safety of the individual student, self and/or other students and employees.

Occasionally it may be necessary to restrain a child in order to prevent the child from harming him/herself and others. CCSU has certain procedures in place outlining the proper restraint technique and protocol. Those individuals who participate and pass the restraint training receive a CPI certification. Since restraining a child incorrectly or at inappropriate times may result in individual harm and liability, it is critical that only those individuals who hold a valid CPI certification be allowed to restrain a child. If you observe a child's behavior escalating to point of potentially needing to be restrained, please notify school personnel immediately (i.e. teacher next door, the school principal, special educator, etc.). Do not attempt to restrain the child unless you hold a valid CPI certification and were specifically instructed to do so by the school principal or department chair.

## Confidentiality

Substitutes are expected to maintain confidentiality of all student records and information in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the CCSU policy on student records. You should limit discussing any student by name to others in the school with a "need to know" such as classroom teacher, principal, nurse, special educator or guidance counselor. Confidentiality includes all students, regular and special education. If you know many students and their families, you risk slipping from "substitute teacher" to "neighbor" role without realizing it. Your rule of thumb should be "Never discuss specifics of your substitute work outside of school." If you have a concern about any aspect of the school program, you should take it up directly with the school principal.

## Reporting Child Abuse/Neglect

Under Vermont law and CCSU policy, any school employee having reasonable cause to believe that a child has been abused or neglected shall report the same to the appropriate law enforcement authorities within 24 hours. If possible, you should speak directly to the classroom teacher, school administrator, the school's Child Protection Team, or other designee in advance of reporting the abuse/neglect. You should not speak with anyone else. The child and the family have a right to confidentiality and privacy as well as protection.

As a mandated reporter, if you **suspect** abuse or neglect after speaking with the classroom teacher, school administrator, the school's Child Protection Team, or other designee, you are obligated to report the suspected abuse or neglect regardless to whether or not the other party agrees to such. Below is the contact information necessary for proper reporting.

1. Call the Department of Children and Families (DCF) at 863-7370 (make a written notation of whom the report was made to and when the report was made); and,
2. Follow up with a written report mailed to 1193 North Avenue, Burlington, VT 05401 (or send by facsimile transmission to 863-7516).

## Tobacco; Substance Abuse

Tobacco use is not permitted in any school building or on school grounds at any time. The possession, use or distribution of tobacco, alcohol or drugs in school or on school property is strictly prohibited. Any student violation should be reported to the principal or classroom teacher at once. If you observe any student who appears to have a substance abuse problem, or if a concerned informant or friend alerts you, you should refer the situation to the building principal or classroom teacher. While it is human nature to try to help and express your concern, just as in child abuse/neglect situations, trained professionals must be the ones to deal with the situation.

## Weapons and/or Fireworks

In conformance with federal and state law, possession of firearms, fireworks, or other weapons is strictly prohibited. Any student violation should be reported to the principal immediately.

## Accidents and Injuries

Accidents will likely occur from time to time, but preventive measures should keep them to a minimum. Exercise good judgment and care at all times. Look ahead to the possible dangerous consequences, especially in certain areas such as gymnasium, locker rooms, playground, labs, cooking rooms and shops.

In case of an accident, call for the nurse or school principal immediately. If fire is involved, pull the alarm. The principal and the nurse must be notified of all serious accidents and accident forms must be completed. When in doubt, notify the principal anyway.

If you become injured while working within our schools, no matter how slight, please be sure to notify the school nurse, school secretary or principal before leaving for the day. If you require medical treatment and/or are unable to work as a result of the injury, a *First Report of Injury* will need to be completed within 24 hours of the injury.

## Medications

All student medications are kept in the Health Office and administered by a nurse or under the direction or authorization of the school nurse. Any student who brings medication to the classroom should be sent to the nurse. The daily plans left for you by the teacher should include names of students who receive medication and when they should go to the health office.

Students should be directed to restrain from taking or carrying medications on school premises except as authorized by a doctor, parent or the school nurse (i.e. epi-pen, insulin, inhaler, etc.). Substitutes are not permitted to administer prescription medications, pain medications or other over-the-counter medications to students except in emergency situations as directed and authorized by the school nurse (i.e. EpiPen injections, insulin, inhaler, etc.).

## Handling Bodily Fluids

Universal Precautions should always be utilized when handling bodily fluids. Whenever possible, direct skin contact with body fluids should be avoided. Disposable gloves should be available in each medical kit and should be used when direct hand contact is anticipated. Dispose of used gloves in a plastic bag or lined trashcan. Wash hands thoroughly after any contact with bodily fluids and before contact with others.

If blood or other potentially infectious materials have contact with broken skin, mucous membrane or by a bite or needle stick, wash or irrigate the area immediately and report to the school nurse. You will be asked to fill out an *Employee's Claim*

and Employer First Report of Injury and will be advised to seek immediate medical attention at no cost to you. Please see *Bloodborne Pathogens Safe Practices* below for additional information.

## BLOODBORNE PATHOGENS SAFE PRACTICES

### DO...

- Stress hand washing for yourself and students;
- Direct students in self-care as much as possible (i.e. holding bloody nose, pressure to cuts, etc...);
- Send students to the first aid station for anything more than minor clean-up or treatment (if in doubt, send);
- Remove clothing soiled with blood, vomit, urine or feces – soiled clothing goes into a plastic bag & is sent home;
- Call the custodian to clean messes involving blood, vomit, urine or feces – spray or cover messes using a disinfectant solution and paper towels;
- Have contaminated items or equipment properly cleaned before using;
- Wear approved disposable gloves whenever you must be in contact with bodily fluids or other potentially infectious substances (i.e. to pick up tissues, assist an injured bleeding person, handle a lost tooth, help change soiled clothing, help blow a nose or wipe a face, etc...);
- Treat all blood and body fluid as though it were infected with a bloodborne pathogen (e.g. HIV, HBV, HCV) regardless of the perceived status of the source individual.

### Handling of 'Sharps'

Students handling a potentially injurious material or "sharps" require direct supervision. All disposable "sharps" (i.e. razor blades, needles, broken glass, etc.) after use should be placed in biohazard containers provided. Contaminated re-usable "sharps" (i.e. scissors, knives, tools, etc) should also be immediately placed into appropriate biohazard containers. These containers are found in the Health Office, and in the Science and Practical Arts classrooms and offices at each school.

If you cannot find an appropriate receptacle, please contact an administrator or custodian immediately. When handling any potentially contaminated or injurious materials protect yourself with disposable gloves. Gloves are located in each classroom and office at the Essex High School and Technical Center. If you cannot find a pair, please call the Health Office.

### Communicable Disease

CCSU is committed to providing a safe environment for all employees and students. CCSU also recognizes and respects an individual's right to confidentiality. If you are diagnosed with a contagious disease that may jeopardize the safety of our students and staff (or put them at risk of exposure), please notify the principal in a timely manner so that the district can implement the necessary safety precautions if deemed appropriate. Your identity shall remain confidential except as required by Department of Public Health regulations or as necessary to implement district procedures.

## Telephone

Teachers will be called from class only for emergencies. Messages will be placed in staff mailboxes. We ask that all faculty and staff refrain from making personal long-distance phone calls while at work except in cases of an emergency. If a long distance phone call needs to be made, please use your credit card or calling card, or charge personal calls to your home phone.

## Other Common Procedures

Several of the procedures utilized in our district schools are site specific. Examples of these include the evacuation plan, attendance tracking, discipline procedures, issuance of school passes, study hall procedures, use of the library, etc... Because these procedures may differ by school, information related to these common procedures shall be included in the substitute folder, which will be issued to you upon arrival to your assignment.

## Chittenden Central Supervisory Union Job Description

<b>JOB TITLE:</b>	Substitute Teacher
<b>FLSA STATUS:</b>	Exempt
<b>UPDATED:</b>	3/10/03

**POSITION OBJECTIVES:** To enable each child to pursue his/her education as smoothly and completely as possible in the absence of the regular teacher.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Reports to the building principal or school secretary upon arrival at the school building.
- Reviews with the principal, department head, or team leader all plans and schedules to be followed during the teaching day.
- Maintains as fully as possible the established routines and procedures of the school and classroom to which assigned.
- Teaches the lesson outlined and described in the Substitute Folder as prepared by the absent teacher.
- Consults as appropriate, with the building principal, department head, or team leader before initiating any teaching or other procedures not specified in the Substitute Teacher's Folder.
- Assumes responsibility for overseeing pupil behavior in class and during lunch and recess periods.
- Reports in writing, on the form provided in the Substitute Folder, on the day's activities at the conclusion of each teaching day/period/block.
- Follows all policies, rules, and procedures to which regular teachers are subject and which good teaching practice dictates.

**SUPERVISION RECEIVED:** Reports to the school principal or department head.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

1. **Education/Experience/Licenses.** An individual must meet at least one of the following:
  - A. Hold or be eligible to hold a valid teaching license in the state of Vermont or any other state.
  - B. Hold or be eligible to hold a valid RN or LPN license, Cosmetology license, Dental Assisting certification or other professional/technical license/certification issued by the state of Vermont.
  - C. Hold or be eligible to hold an undergraduate degree from an accredited college.
  - D. Relevant experience and/or training that demonstrate fitness for substitute teaching through alternative methods to A, B, and C (above) as approved by the Superintendent or his/her designee.
  - E. Is a former or present participant in one of the pre-service teacher programs within the Chittenden Central Supervisory Union or any of its affiliated school districts who has demonstrated fitness for substitute teaching. Pre-service teacher programs shall include the student teaching or post-baccalaureate programs, internships, apprenticeships, and other teacher training programs.
    - i. Unless the individual meets the qualifications listed under A, B or C above, former pre-service teachers shall be limited to substitute teaching within the same school or department in which training was received.
    - ii. Present pre-service teachers shall be limited to substitute teaching within the same school or department in which they are receiving their training upon written certification by the Principal or Technical Center Director attesting to the individual's fitness for substitute teaching using the established *Pre-Service Teacher Qualification* form.
2. **Language Skills.** Ability to read and interpret documents such as lesson plans, safety rules, operating instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to effectively present information and

respond to questions from groups of students. Ability to speak effectively before the school principal and other employees of organization.

3. Computer Skills and Experience. Knowledge and experience with Word Processing programs and databases desirable.
4. Reasoning Ability/Mental Requirements. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
5. Communication & Interpersonal Skills. Ability to communicate courteously, effectively, and respectfully with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with students, peers, supervisors, parents, and outside agencies.
6. Satisfactory Criminal Background and reference checks

**PHYSICAL EFFORT AND STRESS**. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; and talk or hear. The employee is occasionally required to reach with hands and arms; stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 50 pounds.

**WORKING CONDITIONS**: While performing the duties of this job, the employee is occasionally exposed to outside weather conditions and extreme cold. The noise level in the work environment is usually moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## Directions to our Schools and Central Office

<b>Location</b>	<b>Chittenden Central Supervisory Union (879-5579)</b>
<b>Address</b>	51 Park Street, Essex Junction, VT 05452
<b>Directions</b>	From 5-Corners in Essex, head South on VT Route 2A, Park Street. Building is on the right 1/4 <sup>th</sup> of a mile from 5-Corners.

<b>Location</b>	<b>Hiawatha Elementary School (878-1384) Grades Pre K-3</b>
<b>Address</b>	34 Hiawatha Avenue, Essex Junction, VT 05452
<b>Directions</b>	From the 5-Corners in Essex, head West on VT Route 15 (towards the Essex Fair Grounds). Take a left onto So. Summit Street at first set of lights. At the end of So. Summit Street, take a right onto West Street. On West Street, take a left onto Hiawatha Avenue. The school is located on the left.

<b>Location</b>	<b>Summit Street Elementary School (878-1377) Grades Pre K-3</b>
<b>Address</b>	17 Summit Street, Essex Junction, VT 05452
<b>Directions</b>	From 5-Corners in Essex, head West on Route 15 (towards the Essex Fair Grounds). Take a right onto Summit Street, just before you reach the first set of lights. Summit Street School is located on the right.

<b>Location</b>	<b>Thomas Fleming Elementary School (878-1381) Grades 4-5</b>
<b>Address</b>	Prospect Street, Essex Junction, VT 05452
<b>Directions</b>	From 5-Corners in Essex, head West on Route 15 (towards the Essex Fair Grounds). Take a right onto Summit Street, just before you reach the first set of lights. At the end of Summit Street, you will be facing our Fleming School located on Prospect Street.

<b>Location</b>	<b>Albert D. Lawton Intermediate School (878-1388) Grades 6-8</b>
<b>Address</b>	104 Maple Street, Essex Junction, VT 05452
<b>Directions</b>	From the 5-Corners in Essex, head East on VT Route 117. Continue on VT-117, Maple Street, and go East for 0.3 miles. School is located on the left.

<b>Location</b>	<b>Essex Junction Recreation and Parks (878-1375)</b>
<b>Address</b>	75 Maple Street, Essex Junction, VT 05452
<b>Directions</b>	From the 5-Corners in Essex, head East on VT Route 117. Continue on VT-117, Maple Street, and go East for 0.2 miles. Facility is located on the right.

<b>Location</b>	<b>Park Street School (878-1392)</b>
	Home of the Essex High School ACE Program (Alternative Education)
<b>Address</b>	Park Street, Essex Junction, VT 05452
<b>Directions</b>	From 5-Corners in Essex, head South on VT Route 2A, Park Street. Building is on the right less than 1/8 <sup>th</sup> of a mile from 5-Corners.

<b>Location</b>	<b>Essex Community Educational Center (EHS - 879-7121) (CTE – 879-5558)</b>
	Home of the <b>Essex High School (EHS)</b> , and the <b>Center for Technology, Essex (CTE)</b>
<b>Address</b>	2 Educational Lane, Essex Junction, VT 05452
<b>Directions</b>	From 5-Corners in Essex, head East on VT Route 15. Take left onto Educational Lane (across from town municipal offices) before the first set of lights. At the 4-way stop on Educational Drive, head straight. The Essex Community Educational Center is located on the right.

<b>Location</b>	<b>Westford Elementary School (878-5932) Grades K-8</b>
<b>Address</b>	146 Brookside Road, Westford, VT 05494
<b>Directions</b>	From 5-Corners in Essex, head East on Route 15. Continue on Route 15 East for approximately 2 miles and bear left onto Old Stage Road. Old Stage Road becomes Woods Hollow Road after 3.9 miles. Continue Northeast on Woods Hollow Road for 1.6 miles. Turn right onto Phelps Road and go East for 0.4 miles. Turn left on Brookside Road and go Northeast for 1.7 miles. School is located on the right.

Please visit  
[Netscape's MapQuest](#)  
for additional directions and maps from various starting points.

SUBSTITUTE ACKNOWLEDGEMENT

I, \_\_\_\_\_ have read and understand the duties, responsibilities,  
(please print first and last name)  
expectations, guidelines, and policies outlined in the Substitute Teacher Handbook and corresponding job description. I further understand that my employment within the CCSU districts is "at will", which means I can terminate the employment relationship at any time for any reason, or no reason at all, without notice. Likewise, I understand the Superintendent or his/her designee reserves the right to add or remove my name from our substitute list at his/her discretion at any time for any reason, or for no reason at all, without notice. I further understand that the Superintendent or designee also reserves the right to limit my assignment/placement as s/he deems appropriate. I also understand that the decisions made by the Superintendent on these matters shall be final, and are not subject the CCSU Complaint policy or procedure outlined in Police File Codes KLE and KLE-R.

Reviewed and agreed to by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Substitute's Signature)

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*Please remove acknowledgement page and place in the Substitute's file\*\***