

Substitute Teacher's Handbook



Newport-Mesa Unified School District
2985 – Bear Street – A
Costa Mesa, CA 92626
(714) 424-7569

Frontline Absent Management: www.aesonline.com

Frontline ID

Username: _____

Password: _____

Welcome to the Newport-Mesa Unified School District

Russell Lee-Sung
Superintendent

Leona Olson
Assistant Superintendent Chief Human Resources Officer

Megan Brown
Director, Certificated Personnel

Board of Education

Ashley Anderson
Michelle Barto
Dana Black
Martha Fluor
Charlene Metoyer
Vicki Snell
Karen Yelsey

Newport-Mesa expects outstanding performance from its substitute teachers. For this reason, the District provides assistance and support with this substitute employee handbook and other resources. This employee handbook is a resource guide, which was created to acquaint you with the everyday practices of the District and to assist you in finding answers to general questions so that you can learn more about Newport-Mesa Unified School District. This handbook should provide the Substitute Teacher with information regarding District's expectations and standards for substitute teachers. Please take some time to read through the entire handbook to become familiar with Newport-Mesa's values and practices. Please refer to this handbook when you have a question.

Some information in this handbook has been obtained from Utah State University Substitute Teacher handbook. To obtain a copy of this handbook you may call toll free 800-922-4693.

When necessary, the Newport-Mesa Unified School District may modify, interpret, or rescind in whole, or in part, any of its published or unpublished policies or practices. If handbook statements are found to be in conflict with existing or future state or federal laws, such laws will supersede any statements made in this Substitute Handbook. If you have further questions you may contact the Substitute Office.

714 424-7569 – Substitute Desk

714 424-5037 - FAX

District web page – www.nmusd.us

Absence Management System (Frontline) – www.aesonline.com



Newport-Mesa
Unified School District

Dear Substitute:

It is a pleasure to welcome you to the Newport-Mesa Unified School District. We are pleased that you have chosen to join our team and to share our goal of providing a quality education for all. As a substitute teacher, you will serve as the bridge to our students when their teacher is not available. It is our hope that this handbook, prepared especially for you, will be a helpful source of information that will serve to make your employment satisfying and rewarding.

The information in this handbook has been prepared to assist you and provide you with *general guidelines*. Each school may supplement this with more specific and detailed instructions pertaining to their particular school site.

The goals and basic responsibilities of the Substitute Teacher are to continue the learning process, stimulate the academic environment, and comply with the lesson plans prepared by the classroom teacher, under the global guidance of the Board of Education. On behalf of the students, teachers, and staff, I want to extend our thanks for your time, talent, and teaching skills to tomorrow's leaders.

Leona Olson
Assistant Superintendent, Chief Human Resources Officer

Mission Statement

The mission of the Newport-Mesa Unified School District, in partnership with the Costa Mesa-Newport Beach communities, is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society.

Our Shared Vision

Every Child...Every Day

The vision of the Newport-Mesa Unified School District is to provide a world-class education for every child, every day. We will accomplish this through our dedication to:

- Providing a challenging, nurturing, and active learning environment for all of our children that ensures educational success, a life-long desire to learn, and personal and civic responsibility.
- Establishing an environment in which everyone is valued and treated with dignity and respect.
- Offering continuous learning opportunities that are useful, timely, and engaging for all district employees and parents.
- Forging productive school-family-community partnerships.
- Creating a collaborative organization that is open and committed to quality customer service.

Accomplishing this vision ensures that our students become responsible, ethical citizens who will make meaningful contributions to a multiethnic, global community. Our graduates will exhibit the academic, interpersonal, and technological skills required for success in higher education and in their chosen careers.

Fundamental to our vision is our commitment to . . .

- Always make decisions based on the best interests of our children.
- Channel all our resources (people, money, facilities, time, and energy) to support our beliefs and shared vision.
- Prioritize existing funding and acquire new funding sources to make our vision a reality.
- Be sensitive and responsive to the changing demographics of our community.
- Hold ourselves accountable to the highest standards of performance and service which improve and support student learning.
- Maintaining and improving the facilities and infrastructure of all NMUSD properties with pride and respect.

Board of Education

The Newport-Mesa Unified School District is governed by an elected Board of Education consisting of seven members of the communities served by the District. Regular public Board meetings take place at 7:00 p.m. on the second and fourth Tuesdays of each month at the Roderick McMillian Board Room at the District Administration Office, 2985-A Bear Street, Costa Mesa, California 92626. The Board Meeting Agendas are posted, in advance, on the display board outside the District Administration building. You may also request a copy of the agenda from the receptionist at the District Administration Office.

The citizens elect the seven members of the Board of Education for four-year terms. A list of current members of the Board of Education is available from the Superintendent's Office in the District Administration Office. This information is also available on the District's web page at: www.nmusd.us and in the front of this handbook.

District Priorities

To ensure NMUSD neighborhood schools are the first choice of students and parents, we are committed to “Inspire Students and Enrich Communities.” These district priorities were developed within a comprehensive and aligned system of initiatives that support student learning from Pre-Kindergarten to beyond graduation. These priorities and action plans will be systematically monitored and evaluated to determine effectiveness, foster continuous improvement and address the evolving needs of our students.

Academics: NMUSD students will receive quality instruction based on meaningful lessons that incorporate creativity, critical thinking, communication, collaboration, and innovative uses of technology. We continuously expand rigorous, relevant, high-interest programs to prepare and support students to meet the demands and rigor of college and industry standards beyond graduation.

Behavior: NMUSD provides support systems for the emotional, behavioral and mental well-being of students. We utilize intervention systems to encourage students to become independent, responsible thinkers and problem solvers by providing opportunities to learn from the impact of their choices.

Community: Community partnerships are integral to the success of our students and we build and foster meaningful partnerships and shared commitment with community organizations. Our students are provided opportunities to apply their learning and skills in real world settings while serving and enhancing our community.

Academics

A1. NMUSD students will be guaranteed a challenging Pre-Kindergarten-12th grade curriculum aligned to the CA State Standards that prepares them for success in college and careers.

- Define, implement, and continuously adjust our core curriculum.
- Utilize a comprehensive, transparent adoption process to select standards-aligned instructional materials for TK-12 core content.
- Implement targeted training on effective use of standards and framework-aligned instructional materials.

A2. NMUSD students will receive the highest quality instruction based on meaningful lessons that incorporate creativity, critical thinking, communication, and collaboration.

- Implement research-validated elements of lesson design for effective instruction.
- Incorporate strategies for differentiation to meet each student's instructional needs.
- Deliver best first instruction within a tiered system of support for diverse student learners.
- Implement a structured system of formative assessments that guides teacher instruction and student learning.

A.3 NMUSD will continue to support and expand rigorous, relevant, high-interest programs and coursework aligned to prepare and support students to meet the demands and rigor of college and industry standards beyond graduation.

- Use a variety of objective measures to identify, create, expand and maintain relevant, high-interest courses, programs and academies.
- Continue to build Career Technical Education (CTE) pathways and sequential coursework in high-wage, high-demand sectors.
- Provide extended year/extended day programs to meet student enrichment and remedial needs.
- Support early childhood education programs to prepare students for kindergarten.
- Implement comprehensive school counseling program including career exploration and college preparatory activities.

A4. NMUSD students will be educated in safe, attractive, state-of-the-art facilities.

- Identify and implement industry-standard best practices to maintain safe facilities.
- Establish facilities standards that are focused on supporting core curriculum.
- Develop an inventory of existing facilities assets and facility's needs.
- Develop a long-term funding strategy to meet facility needs.

A5. NMUSD students will harness the power of technology and innovation through core academic subjects, career technical education, arts, athletics and extra-curricular activities.

- Increase access to technology and expand the Chromebook Initiative to all zones.
- Create a sustainable plan for technology-infused classrooms.
- Promote innovation and creativity in all classrooms through research-based methodology, physical learning spaces, instructional tools, and site-based coaching and mentorships.

Behavior

B1. NMUSD will support the emotional, behavioral and mental health needs of students through relationship-driven school communities.

- Sustain responsive school-based systems.
- Expand and enhance early intervention services, practices and approaches.
- Recruit specialists and service providers to complement existing resources and partnerships.
- Expand suicide prevention and crisis response systems.

B2. NMUSD will utilize intervention systems to provide learning opportunities that promote the holistic development of all students.

- Develop and disseminate early identification systems to support students and link them to appropriate services.
- Train staff and monitor discipline practices to promote student resilience and high quality decision-making.

B3. NMUSD will encourage all students to become responsible thinkers and problem solvers by providing them the opportunity to learn from the impact of their choices.

- Expand systemic practices embedded in Restorative Culture paradigms.
- Foster character development by promoting healthy relationships, self-reflection and problem solving skills.

B4. NMUSD will hold all students to the highest expectations for positive behavior and civic responsibility.

- Expand systemic practices embedded in Positive Behavior and Intervention Supports.
- Implement evidence-based approaches to improve school wide attendance and behavioral expectations.
- Provide students with meaningful opportunities to participate in a democratic society and engage in service to the community.

Community

C1. NMUSD will build and foster meaningful partnerships and shared commitment with stakeholders including students, parents, employees, employee associations and community partners in the development of the whole child.

- Solicit input and build two-way communication with advisory councils for students, parents, certificated and classified employees.
- Collaborate with internal organizations. (ex. school-connected organizations - Harbor Council Parent Teacher Association (HCPTA), foundations, boosters, etc.)
- Expand partnerships with community organizations, collaborative and industry.
- Enhance and implement comprehensive communication plan.
- Continue to build collaborative labor-management relationships.
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C2. NMUSD students will have opportunities to apply their learning and skills in real world settings while serving and enhancing our community.

- Increase project-based learning opportunities that address real-world issues at all grade levels.
- Expand Career Technical Education (CTE) pathways that engage industry, post-secondary education, and community leading to internships, industry standard certifications and articulated credit with post-secondary institutions.
- Engage students with leadership opportunities through nationally recognized organizations, co-curricular and extra-curricular activities.

GENERAL DISTRICT INFORMATION

The Newport-Mesa Unified School District provides educational services to the communities of Costa Mesa and Newport Beach including Corona del Mar and Balboa and Newport Coast. It serves approximately 22,000 students from PreK through twelfth grade. We have a number of schools that are California Distinguished Schools and National Blue Ribbon Schools.

The District's Kindergarten through sixth grade consists of 22 elementary schools varying in grade levels at each site.

Secondary education consists of two middle schools, four comprehensive high schools (two of which enroll students in grades 7-12), and one alternative education Back Bay/Monte Vista High School, and Early College High school.

One Adult Ed Program and 13 Preschools.

Academically, students regularly score in or near the top 20% statewide in reading, mathematics, composition and spelling tests. Approximately 85% of our graduates go on to higher education.

Individual school programs may differ. Principals and staff at each school develop the instructional program that will be the most effective in helping their particular students reach District-wide academic goals.

Class sizes are among the lowest in the state. Although individual class size may vary, the average school class size is 29.5. Class size reduction (20 to 1) is now in effect for kindergarten through third grade and some freshman English and Math classes.

Instructional materials are up-to-date, supplies are plentiful, and the noon hour is supervised by non-teaching personnel. Teachers in grades 4-12 are provided pupil-free preparation time.

The instructional program in Newport-Mesa Unified School District provides orderly, sequential learning that begins in kindergarten and builds through the twelfth grade. The District core curriculum is aligned with the new state content standards in Reading/Language Arts, Mathematics, Social Studies, and Science. This alignment help students become fully prepared to take the SAT-9 test each spring. Standardized test results on the SAT-9 place Newport-Mesa's students well above the state and national norms. Twelfth graders placed in the top 5%, confirming the strength of the District's instructional programs.

In addition, students must demonstrate standards of proficiency on the District test in reading, writing, computational skills, mathematical systems, and social studies. Students are assessed at every grade level and in all subject areas. Teachers use the results to determine where students need help in achieving mastery.

ALTERNATIVE EDUCATION PROGRAMS

EARLY COLLEGE HIGH SCHOOL

Early College High School is a college preparatory educational program strategically designed to fulfill and exceed University of California “a-g” admission requirements. ECHS is the creation of a strong and influential college bound culture with high expectations for all students. Average class sizes of 25 or less provides a focus on personalization of instruction. A climate of high expectations and a strong academic culture prepares our graduates to be competitively eligible for admission to the University of California, California State University, and institutions of higher learning.

Opened in 2006, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early College High School blends high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

BACK BAY/MONTE VISTA HIGH SCHOOL

Back Bay High School has a unique mission that is unlike any of the other high schools in the Newport Mesa School District. Students are referred to Back Bay High School from their comprehensive home high school for many reasons. Our goal is to respond to the needs of our students by providing a small nurturing environment that supports each student's learning needs. Coupled with academic support the student is expected to seriously pursue a high school diploma.

Attendance is critical. All assignments are completed in a small class setting. Students who have failed at their regular high school soon learn that there is a higher degree of accountability in Back Bay. Classes average fifteen students and all teachers and staff meet weekly to discuss student progress. Academic work is monitored closely by the teachers and principal. Students are not allowed to fail.

We welcome all students regardless of their school and disciplinary record to start over at Back Bay.

Monte Vista High School offers district-adopted curriculum through an independent study program; a program fully accredited by the Western Association of Schools and Colleges.

The MVHS independent study high school program is a voluntary alternative instructional strategy, NOT an alternative curriculum. [*California Education Code* Section 51745(a)(3)]. MVHS courses meet the district graduation requirements.

Independent study offers the means and flexibility of individualizing educational plans for students, and MVHS Faculty and Staff work hard to help students take responsibility for their own learning and be successful.

Completing coursework through an independent study program can be quite different for a student who is accustomed to completing classes at a standard comprehensive high school. An independent study program offers students a district-approved curriculum which is to be completed, independently, outside the classroom setting.

In most circumstances, students attending the Monte Vista independent study program are enrolled in just ONE semester course at a time instead of being enrolled in several courses per

day as is typical in a standard high school program. Each course has assignments and requirements outlined in a written contract which is supervised by a credentialed teacher.

Students enroll in the Monte Vista independent study program for many different reasons. Some students pursue work or professional sports training schedules that don't fit into typical comprehensive high school schedules- the independent study model better fits their needs/schedules. Other students have wanted to study at an accelerated pace to complete courses- the independent study model better fits their motivations. Still other students have benefited from the independent study program at Monte Vista because they needed and received more individual attention in order to do well academically. There have also been high school students in the district who could not or cannot attend school on a daily basis, for whatever the various reasons, and these students are able to successfully complete their graduation requirements in the MVHS independent study program.

MVHS offers an effective, individualized, independent study high school educational choice for NMUSD families and students.

HIRING INFORMATION

Detailed information listed below is located in your substitute hiring packet. It is suggested that you keep this handbook and other hiring information together and in a convenient place that you can refer to when needed.

- *Frontline Absence Management Substitute Quick Start Guide*
- *EDD Reasonable Assurance*
- *AB1522 Sick Leave FAQ*
- *I-9 Instructions*
- *Social Security Windfall Provisions*
- *Employee Information System Quick Start Guide (EIS)*
- *SchoolsFirst Federal Credit Union*
- *Disaster Service Worker Pamphlet*
- *Employee Annual Notifications*
 - *Drug & Alcohol/Tobacco Free Workplace – NMUSD Board Policy on Drug/Alcohol*
 - *Sexual Harassment – NMUSD Board Policy on Sexual Harassment*
 - *Non-discrimination Statement*
 - *Acceptable Use Agreement – NMUSD Board Policy on Computer Use*
 - *Standard Precautions/Infectious Diseases*
- *Mandated Reporter – Government Code on duties of a Mandated Reporter*
- *Workers Comp PRIME*
- *Workers Comp NEW HIRE*
- *CalSTRS Program At a Glance*
- *PARS - Public Alternative Retirement System- For those who do not qualify or elect into CalSTRS information*
- *N-MUSD 2020-21 Schedule of School Activities*
- *N-MUSD School Office and Location*
 - *Bell Schedule (Intermediate/Secondary)*

When you were initially hired you were asked to take 5 Pre-employment tests. One of the tests was the Mandated Reporter test (Child Abuse). You will be required to take the Mandated Reporter test each year.

ROLE OF THE SUBSTITUTE TEACHER

You have been selected to provide a very important service to the students of the Newport-Mesa Unified School District and we know that you will be able to make a very real and significant contribution to our instructional program in carrying on the work of our regular teaching staff. The major responsibility of a substitute teacher is to maintain the normal program established by the regular classroom teacher in a professional manner just as the regular classroom teacher does. You are a vital part of the support system for the educational operation of the District and we value your role as a substitute teacher.

As a substitute you are a member of the District's educational team and have the same professional status and retain most of the responsibilities as a regular teacher. The major responsibilities of the substitute teacher are the delivery of the instructional program to the class and to provide for the well-being and education of each student in the classroom. While the substitute teacher is there to ensure the education of each student, the first responsibility is to maintain the care, welfare, safety and security of the students in the classroom. You also serve as a role model for students within the educational system. The students who surround you will grow into adulthood wanting to be like the people they see and hear. This is a great responsibility. We count on you to take this responsibility seriously.

We expect you to observe the same ethical standards as a regular teacher in our District. Individual criticism of another teacher or other schools destroys public faith in all teachers and schools. We expect you to demonstrate the same degree of individual loyalty to the District and its professional staff, as do the teachers you are replacing. **Discussion about work in other schools and classes should be avoided.** A substitute teacher needs to work closely with the regular staff to maintain the continuity of the regular classroom program and routine, help develop concepts and skills, and nurture every student's potential. The substitute teacher is responsible for providing for the needs of the class, and for ensuring that established rules, procedures, and all assigned responsibilities are performed in an effective and helpful manner.

If you do have a difficult day at a school site, you should contact the substitute office in Human Resources Substitute Desk at 714 424-7569. Our job is to help you be successful! Efforts are being made throughout the District to increase the effectiveness and status of the substitute teacher in the classroom and on the campus by better coordination and communication with everyone involved. Substitute teachers are necessary to education. Be proud of your career and of the part you play in the Newport-Mesa Unified School District.

The job of a substitute teacher is not an easy one. Success can be achieved by doing an excellent job of planning and reflection. If you are a beginning substitute, you'll soon find that it takes certain characteristics to be successful. A positive approach before you even begin your day will ensure this success. A professional attitude will help you carry out your assignment. Courtesy and a sense of humor will help to foster a good classroom atmosphere. Your success also depends on dependability, self-confidence, enthusiasm, preparation, resourcefulness, creativity, flexibility, good ethics, patience, and commitment. You'll find that no two days of subbing are the same. How your day goes will depend on how you approach your assignment from the time you are called to the time you leave your assignment at the end of the day.

SALARY RATE

\$120.00 – Daily Rate

\$60.00 – Half-day pay (morning or afternoon)

\$135.00–Long-term (after 15th consecutive day–retro to first day)

\$29.58–Hourly pay (beyond the normal work-day)

Normally, no substitute teacher will be called for an assignment of less than one-half day.

While being a substitute in Middle/High School, you occasionally will be asked to sub during your conference period. If this should happen, you will be paid separately from your regular substitute pay and for the hourly rate of pay for one hour. Check in with the school office to fill out your Miscellaneous Earnings Report (MER) before you leave the school. You must have an MER filled out for payment of this type of assignment. The substitute desk cannot help you with your prep period pay.

METHOD OF PAYMENT

Substitute teachers are paid on the basis of the information in the Absent Management System (Frontline). All job assignments need to be recorded in the Absent Management System for a substitute to be paid. It is important that you only accept assignments from the Absent Management System. The payroll department calculates the substitute teacher's salary from the report generated by the Absent Management System. Each site will have a sign-in sheet for substitutes to sign for each assignment they complete. **Be certain that an entry is completed for each day of substitution.** If you are unsure if your assignment is recorded in the Absent Management System, you are encouraged to call the Substitute Desk.

Your paycheck will be issued on the last Newport-Mesa Unified School District working day of the month except for the month of December. The December check will be issued on the first working day of January. This usually means a two to three day delay in receiving your December check. Your check will reflect the days of substitution for the period between the 10th of one month and the 9th of the next month. Example: Any days you worked from October 10 through November 9, you will be paid the last working day of November.

PAYROLL PAYMENT OPTIONS

1. Direct Deposit
2. Paper Check
3. Payroll Card – A Payroll Card account will be created for you automatically and the account information will be mailed to your home address. You may send a self-addressed, stamped envelope and the payroll department will mail your check to you.

If you do not sign up for Direct Deposit and you would like to have a paper check, you must fill out a Payment Option Authorization form. You also must fill out the form if you change your account (bank, account number, branch, etc.)

Pay stubs are available on the District's Web Page www.nmusd.us under Payroll. If you need help please contact your Payroll Technician.

SUBSTITUTE INFORMATION

Retention of a Substitute Teacher

There is no tenure for the substitute teacher. A new substitute list is developed annually. This list expires each June. **Governing boards of schools and their districts may dismiss substitute employees at any given time.** A new list of substitutes is compiled at the beginning of each school year. Substitutes who have performed satisfactorily will be asked back for the new school year. To be included on the substitute list each year you will be sent a new Substitute Profile Sheet that must be returned to the District office by a specified date. Failure to return the profile sheet by the specified date may cause your name to be removed from the on-call substitute list.

Substitute Evaluation

It is important that substitutes take an active role in educating the students in the assigned classroom. Substitutes should attempt to be as consistent as possible with the current programs implemented for each student. To help maintain a normal routine, it is essential that a substitute consults and works closely with the regular staff at each site. **Lesson plans should be followed at all times.**

It is important to remember that all students should be treated with dignity and respect. You should conduct yourself in a positive and respectful manner when dealing with students, parents, and staff. Always use your good judgment.

Substitutes are informally evaluated for each assignment. A report of unsatisfactory work performance will be brought to the attention of the substitute office. If unsatisfactory evaluations continue to be submitted, the Director of Human Resources will evaluate the situation to determine if there is cause for the substitute's name to be removed from the substitute list. If this should happen, the substitute may need to schedule a meeting with the Director of Human Resources for counseling or further appropriate action.

Names of substitute teachers will possibly be removed from the active substitute list by action of the Superintendent, Assistant Superintendent, Director of Human Resources, or substitute desk for some of the following reasons:

- Infrequent availability – without substitute office authorization. (Substitutes will be removed without notice, if they do not work within a six-month period of time unless approved by the substitute office)
- If **three schools indicate** they would like a certain substitute to be put on their exclude list.
- Serious negative actions of a substitute.

Substitute Assignments

Frequency of Service

It is almost impossible to predict the amount of service that a substitute can expect. Frequency of employment depends on the following criteria but is not limited to these criteria: Absence rate of the regular staff, number of available substitutes, and the performance of a substitute.

Daily Substitute

A daily substitute is a certificated person employed to replace a regular certificated employee who is absent from service on a day-to-day basis. Substitutes are paid in full-day or half-day payments – not in hours worked. Unfortunately we are not able to state exact hours for full and half-day assignments. Below will give you the best description we have for identifying full and half-day assignments. If you are being paid for a full day, you are expected to stay at the site for a full day regardless of your assignment schedule.

Elementary Half-day & Full-day Assignments Elementary

Half-day Morning - An assignment that begins at the opening of school (1/2 hour before students' arrival time) and terminates at the beginning of the lunch hour will be considered a half-day morning assignment. (SubFinder hours will usually state elementary morning half-day assignments in the range of 7:30 a.m. – 12:00 p.m.) Since all elementary school's lunch hours vary, you may be released earlier or later than the hour stated in SubFinder.

Half-day Afternoon - An assignment that begins after the lunch hour and continues until school closes will be considered half-day afternoon assignment. (SubFinder hours will usually state half-day afternoon assignments in the range of 12:00 p.m. – 3:00 p.m.) Your hours may begin before 12:00 or after – depending on the site and grade level.

Full Day - An assignment that begins at the start of the day (1/2 hours before students start time) and ends at the end of the day, or before lunch and continues until after lunch will be considered a full-day assignment.

Middle and High School - Half-day and Full-day Assignments – Each secondary site has different bell schedules. The following is only an estimate on the breakdown of half day and full day pay for secondary assignments.

Half-day (6 period day) - An assignment that consists of three (3) periods or less will be considered a half-day assignment. If you need to stay during a lunch period which breaks up the 3 periods, you will receive a full days pay. Example: Your sub assignment is to teach 3rd through 5th period and the period's fall as Period 3, Lunch, Period 4, and Period 5, you will receive a full days pay.

Full-day - An assignment that includes four (4) periods or more will be considered a full-day assignment.

Full-day plus - An assignment that includes six (6) periods with no conference period will be considered a full-day plus one hour of hourly rate pay which is paid on a Miscellaneous Earnings Report (MER). The MER is obtained at the school's office. Please make sure you check with the school office if you work this assignment.

Block Schedule

You will be provided a cheat sheet on each secondary site that will indicate the times for half and full day block schedule pay. Remember, the cheat sheet may not be accurate for all assignments. If you should have a concern on your pay, please contact the substitute desk.

Hourly Pay

If you are asked to substitute during your assigned conference period, you will be paid at the extra hourly rate of \$29.58. This hourly pay is paid on a Miscellaneous Earnings Report (MER). The MER is obtained at the school's office. Please make sure you check with the school office before you leave for the day so the MER can be filled out so you will receive the pay. As a substitute you work for the District and might be asked to do other assignments during your prep period. This is not considered a "free" period.

Long-term Substitute

A long-term substitute is a certificated person employed to replace a regular certificated employee who is absent from service, and who temporarily assumes full responsibilities for more than fifteen (15) consecutive days. Long-term pay will be retroactive back to the first day of the long-term assignment once it becomes an official long-term assignment..

Long-term assignments are available to fully credentialed teachers only. A 30-day Emergency Permit holder will normally not be offered a Long-term assignment.

Any break in service – other than one day of illness during each month assigned to long-term assignment – begins a new consecutive teaching period.

Roving Staff/Staff/Administrative Staff Positions – If you receive a call listing the above positions, this means you will be a roving staff person possibly going class to class.

For emergency reasons, all substitutes have the position (staff) assigned to them. That is why you will sometimes get a phone call requesting you to substitute in an assignment when you have indicated you will not do that grade level and/or subject area.

Itinerant Teacher – If you receive a job assignment and the SubFinder says itinerant teacher, it means this teacher goes from one school to another. This assignment could mean you would travel to different assignments on the same day or on different days of the week. Each itinerant teacher is assigned a home school site but this does not mean they are to report to that particular site on that particular assignment day. The itinerant teacher's assignment schedule should be voiced for each day in the SubFinder. If this is not the case, please call the home school site listed in the SubFinder and they may be able to inform you on which site you are to report to. Sometimes the absent teacher will voice their schedule on the "special instruction" area on their assignment.

Test Proctor (Unclassified Position) – This is a test proctor position and you are not required to have a credential to substitute in this position. You will be paid at the stated hourly rate for a substitute teacher.

Absent Management System (Frontline)

The Office of Human Resources has the sole responsibility for the assignment of substitute teachers. When a substitute is needed for one of our programs, our automated substitute calling system (Absent Management System) will call to recruit you to work or you may log in to the Absent Management System to browse for jobs.

WEBSITE LOG-IN

- FRONTLINE ID = Username that you created through the email you received upon hire.
- PASSWORD = Unique password you created when you made your frontline ID
- After you log in you can access additional frontline training by selecting the circled “?” in the upper right corner of the page near the search box.
- If you sub in districts that use the Absent Management System (Frontline), you can create a multi-district ID. Click on the “?” to see how.

PHONE LOG-IN (800) 942-3767

- USERNAME = Your phone number
- PIN = 4-5 digit numeric. PIN will be in welcome letter. After your initial log-in you can change your PIN to any PIN you would like. You cannot use consecutive numbers such as 12345, 3456, etc. or repeat number such as 112233, 223333.
- Call in or Log on to Frontline 24/7

ACCEPTING JOBS ON THE WEB

- To view available jobs. Click on Available Job button, click on calendar, or click the Available Job tab. You will see a calendar that shows a bird’s eye view of available jobs (shown in green). You can view the information about the job and click the Accept button.
- You can view any current job you have already accepted just by clicking the blue colored dates on the calendar or on the scheduled job tab.
- If you need to cancel a job you have already accepted this is where you would cancel.

ACCEPTING JOBS OVER THE PHONE

SEE Frontline Substitute Quick Start Guide

MANAGING PERSONAL INFORMATION (CLICK ON PREFERENCES BUTTON)

- You will see your Name, Phone, Address, email. You will only be able to EDIT your phone and email. **Important:** Changing your phone and email in Frontline does not change this information in our HR System. Please call the substitute desk to make changes in HR.
- Change your PIN. Click PIN button and change your PIN to a 4-5 digit number.
- Enter Unavailable Dates. To set an unavailable date click on NON WORK DAY tab. Click on Add Non-Work day.
- Job History. To view your job history click on History Tab. Enter dates you want to review.
- School Preference. Choose which sites you would like to work at by clicking on Schools
- Call Times. Choose what times you would like the system to call you by clicking on Call Times. Click the edit button on the column you want to edit. Enter the times. **Important:** regardless of the call times you choose, you will only receive calls during the period of time that overlaps with the District call times. If you do not want the system to **EVER** call you (you only want to use the web or call in yourself) click the NO button under “Accept phone calls for available jobs?” **Important:** If you click the NO button to not receive any calls you will also **NOT RECEIVE** any calls that cancel you

out of a job. If you use this option, you need to make sure you go on-line each morning to make sure you have not been cancelled out of a job. If you show up without checking you will not be paid. If you have your email listed you will receive an email to notify you that you have been cancelled out of a job.

PREFERRED SUB LIST/FAVORITE FIVE

The Absence Management System does not allow an employee to request specific substitutes. The Absence Management System provides a preferred sub list for sites and a favorite five list for teachers. The lists are set up by the site and/or teacher. The subs on each list are subs that the teacher or sites prefer to have in their classroom when there is an absence.

- **Preferred list subs** receive a phone call for the position at the evening call period on the first day the absence was created. All other District substitutes see any open job two days before absence start date. Therefore, if you are not on a teacher's preferred list you will still be able to see any open job two days before the start date as long as a preferred sub or favorite five subs has not accepted the job.
- **Favorite Five subs** receive an email instantly when a teacher enters an absence and the favorite five subs will receive a phone call at the next evening phone call out period. First Favorite Five sub who responds to the email receives the job.

Additional Information

- Substitutes cannot specifically state what subjects they would like to sub. The only option substitutes have is to choose the school sites they will or will not work. It will be up to you to decline any grade/subject you do not want to sub.
- Student Teachers will be assigned to the site they are doing their student teaching. Should you receive a phone call asking for you to sub for a teacher who is not your master teacher, please decline the job. You are only allowed to substitute for your master teacher. Once your student teaching ends make sure you contact the substitute desk to change your schedule.
- Substitute responses affect future calling. Example: If a substitute rejects a job offer, the sub system will wait at least 15 minutes before it will call back for another job offer.
- The sub system does not leave voice mails.
- Outbound calls from the sub system only present one job at a time.
- Inbound calls offer any available job the substitute is qualified for.

HELPFUL HINT:

Using the HELP button is a valuable tool to use when using the Absence Management System. You never have to wonder how to use an option. The HELP button offers videos in addition to articles on all of its features. Before you call the substitute desk to ask a question, try using the HELP button and browse through the subjects listed.

JOBULATOR

To find out more about Jobulator go to www.Jobulator.com. Official companion to the Absence Management System. Designed to help you get jobs wherever you are. If you are near your computer you will receive an alert sound to let you know there is a job you qualify for. If you are away from your computer a mobile app can deliver jobs on your mobile phone.

IMPORTANT: Jobulator is **not** part of the District's Absence Management program. There is a minimum fee involved for the Jobulator app used on your smart phone or your home computer. We are only making this information available for the substitutes who would like to take advantage of this feature.

Exclude Lists

If for any reason a substitute does not work well at a school site or in an individual classroom at the school site, schools, staff, and administrators can put the substitute on an exclude list. This will exclude a substitute from subbing at a school site, and/or a teacher's classroom. If a substitute is on a teacher's exclude list they will not be able to pick up any jobs that the teacher may have in the sub system even if the teacher tries to request them. Excluded substitutes on a Teacher Exclude List will be able to substitute in other teacher's classrooms at that site. If a substitute is on a site's exclude list, the substitute will not be able to pick up any job at that site, even if a teacher at that site requests them.

Substitute Assignments

Never show up at an assignment if your assignment is not listed in the Absent Management System. There are occasions when a teacher tells a substitute that he or she is going to request them. Even if a substitute has gone over lesson plans with the teacher, they should not show up at the assignment unless the absence is in the Absent Management System or you have been contacted by the substitute desk. There are very few exceptions to this rule. The substitute listed in the Absence Management System for the job, will be the one that gets paid for the assignment. Therefore, it is best not to go over lesson plans with teachers until the job is in the Absent Management System. **Only substitutes who have been entered into the Absent Management System will be paid for jobs.** If you believe you should be working for a particular teacher, you should immediately call the substitute desk if you do not find the job in the system..

Reviewing Assignments

It is suggested that you always review your assignments in the Absent Management System if you have accepted an assignment ahead of time. This is suggested because there are occasions that the job you had accepted has been cancelled. If you happen not to be home in the evening call out period you will not have received the cancellation notice from the System. Sometimes you will be offered a new job before you get a cancellation call. If this should happen you can be assured that your first assignment has been cancelled and you will be receiving a cancellation call. Therefore, you are free to accept this assignment offer.

Canceling Assignments

You may cancel yourself out of an assignment up to one hour before that assignment begins. The earlier the better since the System will need to look for another substitute. If you are in the middle of an assignment and you become ill, you will not be able to cancel yourself out of the assignment. Do not accept an assignment if you know ahead of time that you will not be able to complete it. Canceling out of an assignment should only be done in an emergency. Canceling out of too many assignments could cause you to be placed on a teacher's or school site's exclude list.

RESPONSIBILITIES

Responsibilities of the School

Schools should supply the substitute teachers with the following information.

- List of basic school rules.
- Attendance procedures.
- Time schedule, including bell schedule (if applicable).
- Parking permit (if necessary).
- Information regarding lunch, staff lounge, and parking facilities.
- School map.
- Accident procedures.
- Daily bulletin (if applicable).

Responsibilities of the Classroom Teacher

Classroom teachers should provide the substitute teacher with the following information:

- Daily lesson plan, including time schedule for each subject and duty schedule.
- Title and page numbers of books to be used or other materials and resources needed for the assignment.
- Up-to-date seating charts with the first and last names (if applicable).
- Location of supplies, teachers' manuals and instructional materials.
- learning disabilities, etc.)
- List of dependable students or teacher's assistants.
- Time schedule and list of students in special groups (i.e. speech, music, reading, rallies, etc.)
- List of students with special problems (health, allergy, List of classroom rules and procedures.
If there are no sub plans, check with the secretary or the grade level/department chairperson for "emergency" sub plans.

Responsibility of Substitute Teacher

Before your assignment begins:

- In addition to our general map of our sites, you may want to obtain a Thomas Guide Map for more detailed directions or check the web for driving directions.
- We suggest that you obtain a calendar/appointment book for recording your substitute assignments. Record days, times, teachers, grade levels/subjects, and **job numbers** of your assignment.
- The substitute teacher is performing a professional service. Attention should be given to personal grooming and a neat appearance.
- Bring ANYTHING you think you may need, such as extra pens, pencils, or chalk. It is better to be over-prepared than under-prepared.
- Always call the SubFinder system to verify and review assignments (714) 424-5036. This will ensure that you do not report for a job that has been cancelled or changed.

When you arrive at your assignment:

- Arrive 30 minutes prior to the start of class. The Absent Management system is set up to tell you what time you should arrive. Do not be late. Should you find yourself not able to be on time, you must call the school office to let them know. Continually being late for assignments will cause your name to be deleted from the substitute active list.

- Report to the office.

When you report to the office:

- Identify yourself and your assignment.
- Obtain keys and any special instructions.
- Obtain a parking permit when necessary (please note that tickets will be issued if not in accordance with the city's parking laws).
- Find the location of the teacher's lounge, restrooms, and regular teacher's mailbox. Also ask about specific site rules such as gum chewing, flag salute, etc.
- Familiarize yourself with arrival and departure times of buses, especially the special education school buses.
- Check to see if you have any duties assigned to you (bus, yard, etc.)
- Check the teacher's mailbox for bulletins, urgent messages, etc.
- Find out how to report students who are tardy or absent.
- If you have any questions, **ASK!**

Check the room assigned:

- Locate the lesson plans, attendance materials, seating charts (if there is not a seating chart you may want to prepare to make one for yourself) and classroom rules.
- Locate necessary teaching materials and resources for the assignment.
- Check for fire escape routes, earthquake reporting places, and all other emergency procedures.
- **Put your name on the board.**

Daily Program:

- Read lesson plans and schedules before class begins. (Substitutes are expected to cover non-teaching duties, such as recess, yard supervision, bus duty and the like, which have been assigned to the regular teacher).
- **Follow teacher's plans as completely as possible.** If you deviate from the plans, leave a note of explanation for the regular classroom teacher.
- If no lesson plans have been left, you should check with a same grade level teacher who might be able to help you. It is a good idea to have some plans and activities of your own that can be used if you find yourself with extra time. Other teachers in the same grade level or subject area can be helpful if additional ideas are needed.

First Impressions:

- At the elementary level, know where you are to meet the students. At the middle/high school level greet the students as they enter the classroom. The first impression will take you a long way and will set the tone of the class for that day.
- Outline your plan and schedule of activities for the day. (writing them on the board is often helpful).
- Review expectations, rewards, and consequences of student behavior with the students.
- Share any information the permanent teacher has left regarding what the students should accomplish during the day.
- Try to minimize the time spent on procedural matters. Get the students involved in a productive activity right away.

After the class is over:

- Return any items to their appropriate place so the regular teacher can locate them when they return.
- See that the room is in order.
- Correct objective assignments given that day, unless otherwise directed. Leave corrected and completed work for regular teacher to review.
- Leave a concise report on the days activities and any problems encountered. (e.g. problem students, helpful students, pull-outs, individual health problems, etc.) Leave your name and phone number in case the teacher needs to contact you if they have any questions.
- Before you leave please leave some plans for the next day based on what you were able to accomplish on the days you subbed.
- Lock up anything you have unlocked.
- Report back to the main office and return keys.

When the teacher returns to the classroom, how they find it will be the first impression they have of you as a substitute teacher. Take time to make sure that all is in order before you leave for the day.

Classroom Management

Regular teachers hope that whoever takes over in their absence, will be capable of having the same kind of order and discipline, which they themselves maintain daily. **“Be positive and aggressive in taking control of the class, immediately.”** Know the rules and then set the rules - first the teachers, then the schools, and then yours.

Discipline/Classroom Control

A successful day for a substitute teacher is important and will begin with classroom control. It is also vital for the students in the class and for the school. The goal of discipline is to help students build their own self-control. Discipline techniques must be positive and rely on a problem-solving approach. Most classrooms will have rules posted somewhere in the room. Since the students know these rules and abide by these rules daily, it is important that you use these rules.

Corporal punishment of any kind should not be used!

There should **never be any inappropriate physical contact** with the students. Do not touch, push, shove, trap, slap or punch a student in an attempt to discipline the student. Should a behavioral situation occur which might require the restraint of a student, report the matter immediately to the supervising administrator. If you have any problems or questions at any time in regards to the discipline policy, please contact the principal or his/her assistant. Know the site's rules regarding sending students to the office for such reasons and follow that policy as appropriate. **Before** a situation arises know the name and location of persons you should refer any serious student behavior problems to and the procedures for referral. If a child should become too difficult of a problem, confer with the principal or an assistant; it is essential that the welfare of the entire class not be jeopardized. This in no way takes away from your stature as a teacher and in some cases makes you more effective because the rest of the students are shown that you have the same rights and responsibilities of their regular teacher. In the event that there is no telephone in your classroom, request assistance from the teacher closest to you and ask that they contact the principal for assistance.

Have your rules posted. Keep them simple and easy to understand. Example: Follow direction the first time; raise your hand before you speak, keep hands and feet to yourself, no put-downs, etc. Reinforce your rules each time they are obeyed. Example: “Thank you for raising your hand, thank you for following directions the first time they were given”, etc.

Being recognized reinforces student behaviors. It has been shown that strengthening desirable behavior through positive reinforcement, rather than trying to weaken undesirable behavior using aversive or negative processes, will do more to make a classroom conducive to learning than any other skill. If you find that you have been acknowledging a negative behavior in a student, try and find something positive about that student’s behavior within a short amount of time. If you find yourself not being able to respond in an appropriate way, **don’t do anything**. Unless what you are about to say or do has a high probability for making things better, don’t say it and don’t do it! Keep your cool. Concentrate on dealing professionally with the behavior and not letting your feelings cause you to behave inappropriately. Students resent a teacher who talks down to them and they may even act out.

If a student speaks out of turn (without raising his/her hand) ignore that student and call on someone who does have his/her hand raised and reinforce his or her good behavior. If a student refuses to do his/her work, agree and disarm. “You are right. I cannot make you do your work but I can expect you to sit quietly while the other students do their work. If you would like to do the assignment and you need help, you only need to let me know.”

If students do not follow directions, reinforce the behavior you expect. Repeat the instructions by complimenting the students who are following directions. “Thank you Andy for taking out your book and opening it to page 32.” Remember proximity. Move toward the problem while talking and reinforcing your directions.

If students are not quieting down, evaluate the situation. Do they need clarification on the assignment, is something else going on in the classroom that is causing students to be disruptive. Restate the expected behavior, motivators, and consequences such as, “I expect feet on the floor, students facing forward”, etc.

Keeping students on-task will lessen any behavioral problems you might have. Respond to protests with empathy, firmness, and fairness. An example would be if you tell the students they are going to read for 20 minutes and they respond with “reading is boring,” “We never read before lunch”, “Twenty minutes is too long to read”. As a teacher you might respond by saying, “I understand that silent reading may not be your favorite activity and that this may not be the way that Mrs. Jones does it, but today we are going to read silently, at our desks, for the next 20 minutes.” Important to remember is that if you are moving about the classroom in a random pattern and not sitting at the teacher’s desk reading a newspaper or playing with the computer. You can acknowledge and reinforce positive behavior and manage off-task students more easily by being “available” to them at all times.

Create a risk free student response by maintaining a learning environment that is “risk-free” of failure and criticism. A teacher should do everything possible to help students have successful experiences. If you find a student responding deliberately to questions foolishly or inappropriately, do not let students draw you off target and into their control. Their response is most likely inconsequential. Simply redirect the question to another student who you know is likely to respond correctly and appropriately. Responding to the inappropriate behavior will most likely reinforce the behavior and prompt other students to engage in such responses. Treat the students as individuals.

When needed and appropriate, talk “one-on-one” with students who are misbehaving. It is best to reprimand in private, and reward in public.

There are times when inappropriate student behaviors are consequential and require a teacher response. Should this be the case, stop, and then redirect inappropriate behavior by addressing the behavior in a positive way. Never threaten consequences that are unenforceable or unreasonable and that you know you cannot carry out. Let students know the consequences of inappropriate behavior ahead of time. Example: You are doing a science project and the students will be using syringes with water in them. The most obvious inappropriate behavior would be for students to use the syringes as squirt guns. Before you hand the syringes out, let students know that if they do not use the syringes as they are intended to be used, they will not be allowed to use them and they will leave their group and watch the rest of the activity from the front of the classroom. This is a consequence that you can carry out.

In some situations it is best to remove the student before dealing with the behavior. Calmly ask the student to step out into the hall. Redirect the class to resume their work and go into the hall yourself. Stay calm and in control of the situation. State the rule that was broken or explain that their behavior was unacceptable in your classroom. Explain the consequences if the rule is broken a second time. Express your confidence in the student’s ability to behave appropriately, then both of you return to the classroom.

If a serious situation should occur, act instead of react. The goal is to handle the situation, without the situation handling you. If you feel you or any of your students are in danger of physical harm, stay calm and immediately send a student to elicit the help of a permanent teacher or administrator. After help has arrived, document what happened prior to the threat, what you said and did, what the student said and did, as well as the involvement or actions of anyone else in the situation.

Avoid being trapped in situations. Traps to avoid – criticism, common sense, questioning, sarcasm, despair, pleading, threats, and physical and verbal force:

- **Criticism** – The more students are criticized for their inappropriate behavior, the more they misbehave. Do not use criticism such as: “That’s not what I told you to do”; “You’ve done the whole assignment wrong”; “I’ve never taught in a class this noisy before”; and “Didn’t you read the instruction?”
- **Common Sense** – Create an environment where there are incentives to change – positive reinforcement – not negative.
- **Questioning** – questioning students about inappropriate behavior is useless and counterproductive and usually leads to more pointless questions which accomplishes nothing and wastes instruction time. A better way is to restate the expected behavior and have the student demonstrate an understanding of the expectation.
- **Sarcasm** – Nothing lowers a student’s respect for a teacher more than does the use of sarcasm. Sarcasm belittles students.
- **Despair and Pleading** – don’t become your own worst enemy by convincing students that you are inadequate and incapable of managing the classroom. Use a good offense instead. Come to the classroom prepared with classroom management strategies – verbal reinforcement or tangible reinforces such as point systems, end of the day drawings, etc. If one strategy doesn’t work with a classroom – don’t be afraid to try another.
- **Threat** – Threats are either inappropriate or unenforceable. If this happens teachers are usually at their wit’s end. A better way is to formulate and state

expectations in a proactive way, then positively and selectively reinforce appropriate behavior as students comply.

- **Physical/verbal** – Unless you fear for your life, physical force in the classroom, as a behavior management tool, is not only unproductive and inappropriate but not tolerated in Newport-Mesa. Keep your cool. Do whatever it takes to keep from resorting to any type of force. Some physical forces to avoid include pushing a student, putting pressure on a student's shoulder or neck, holding on to a student's hand so tightly that nail marks appear, etc. Do not try and "catch" a student by pulling on his clothes or arm. They could fall and you could twist their arm or rip their clothes.

Encourage students to think of alternative solutions to the conflict. Help the student see the consequences of his/her actions. Don't get into a power struggle with the student. Work with regular staff and attempt to give the student options, which will allow them to maintain his/her dignity.

Suggest that the student use his/her words to express feelings instead of using aggression. You may need to assist the student at first. Let students know how well they handle a situation when using their words.

Acknowledge the students' feelings. Let him or her know it is okay to feel sad or angry, but not okay to be aggressive. Promote self-esteem.

Redirect or distract. Shift a student's attention, or redirect the student to another activity to avert a problem before it gets out of hand.

No single technique will work with every student. Match the technique you use to the individual student and the situation.

Rewards and motivators are not meant to be used as "bribes to be good" but as goals that students can work toward and achieve through good behavior and diligent effort.

Listed below are a few of the discipline and classroom control techniques stated above that may be used as a quick reference:

- Smile, be friendly, and show enthusiasm. A pleasant word or an appreciative smile works wonders. Start the day out quickly, firmly, concisely. Be pleasant. Appear confident. Let the student know "anything doesn't go." Your first words and actions usually go a long way to set the day's discipline.
- Discipline problems tend to be minimized in a classroom where the substitute is prepared, organized, adaptable, and demonstrates understanding.
- Respect the students. Be straightforward. Avoid ridicule and sarcasm. Do not talk down to students.
- Be patient, remain calm. Don't yell.
- Be reasonable with expectations. Expect good behavior. Students respond to a positive approach.
- Be firm and nice.
- Be consistent at all times.

- Treat students as individuals. Deal with individual student, not the group. When corrections are necessary have all the facts. Listen to both sides of a story. Focus attention on the problem. Give the student the benefit of the doubt. Never “back a student into a corner”. Always provide a way out of a power struggle.
- Know the students’ names.
- Be encouraging towards students. Be a positive role model.
- Use common sense, good judgment, and keep your sense of humor. Not all problems are tragedies.
- Be positive, fair, courteous, and encouraging toward students.
- Respect the students. Be straightforward.
- Do not make any threats or use negative or foul language.
- Try to see that every student has some success or praise.
- Read your lesson plans in advance and determine your goal.
- Have materials ready to use.
- Be a proactive teacher. Move about the room.
- Show concern and be willing to help with assignments.
- Do not allow students to leave class early (unless otherwise directed).
- **Never** leave your class unattended.
- Avoid being trapped in a situation.

We may disapprove of a student’s behavior, but never the student. You may say, “That is not a good thing to do,” but never, “You are not a good boy/girl.”

Problem Solving and Decision Making

- Identifying and describing the problem
- Defining and determining the causes of the problem
- Deciding on a goal and identifying alternative solutions
- Selecting and implementing a course of action Evaluating the results

Student Teachers

If a student teacher should be assigned to a classroom you are to substitute in, check with the student teacher to see whether or not he/she has prepared for the full day. The substitute should assume full responsibility for teacher.

Computer Use In The Classroom

Unless you are substituting in a computer classroom assignment, computers should not be used by substitutes for personal purposes. If the lesson requires use of the classroom computer(s), do not change any settings, data, files or programs unless directly specified in the lesson plans.

Cell Phone Use In The Classroom

Unless it is an absolute emergency, cell phones should not be used in the classroom while you are supervising students by either the student or by yourself.

Supervision of Students

The substitute teacher has a duty to keep his/her students safe and orderly. You are required to exercise due care and caution for the safety of the students. 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. Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel a classroom occurrence might be questioned, note the date and time, the individuals involved, the choices for actions considered and the actions taken. Never leave your student unsupervised.

First Aid & Safety

Classroom and playground accidents should be handled with common sense. Try to respond in a composed and reassuring manner. Keep the student calm. Talk to him/her and ask what happened and where they are injured. Do not move the student until the extent of the injury is assessed and it is determined that movement will not aggravate the injury. In the event of a severe accident, do not move the student. Stay with the injured student and send another person for help. Never give medication to a student, not even aspirin. Medication should only be administered by the school nurse or designated office personnel. As a general rule, do not touch a student who is bleeding even if you use gloves. For example, if a student has a bloody nose or cut knee, hand them the box of tissues or paper towel and instruct them to hold it on their wound, then send them to the office. If needed, see the office manager for a Student Accident Report. Fill form out completely and submit to office manager.

Professional Dress

Teachers who dress professionally command more respect in the classroom than those who dress casually or inappropriately. Gain the respect you deserve by the way you dress. Common sense in your personal appearance should be considered in your neatness, cleanliness, and clothing and should be followed by all employees. Various schools have differing dress codes. Your best bet is to always dress in good taste, keeping with the dignity of the profession. Inappropriate attire is identified as any item of clothing that causes a distraction to other employees or students, or creates an unsafe situation for the job being done. Extremes in fashion and leisure activity clothing should be reserved for wear during non-work time. Women should not wear high heels, short skirts, shorts, or low-cut and midriff tops. Clothes should be worn so you can bend, stoop, and reach with ease. Men should consider wearing a tie. You can always take off the tie if you find yourself “over-dressed” for the assignment. Shorts should not be worn unless you are teaching a physical education class.

SPECIAL SITUATIONS

Emergency and Evacuation Procedures

When you report to your assignment, you should become familiar with the procedures for evacuations for each school and classroom. Each site should have developed a disaster plan that outlines steps to take in an emergency or major disaster. If you need to evacuate the students in your classroom, have a class list with you as you leave the building. If there is an emergency pack, make sure you grab it before you leave the classroom.

Assemblies

If your assignment falls on an assembly day – familiarize yourself with the procedures. (Do students need to bring chairs, are there procedures for going to and returning from an assembly, etc.) For middle and high schools, check to see if class schedules will be altered. Describe to students specific behavior you expect during the assembly with consequences and rewards dependent upon how these expectations are met.

Playground/Lunch/Bus Duty

If the regular teacher has playground, bus, or lunch duty – so do you. For playground/lunch duty, being on the playground or in the lunch area involves more than just physically being in the vicinity of the students. Your job is to supervise. Be aware before potential problems arise. Intervene before situations get out of control. Should a serious problem arise, don't hesitate to elicit help from another teacher or school administrator. **Never** leave students unsupervised. For bus duty, find out what is expected of you. In some schools, you may be expected to escort students from the classroom to the bus. Find this information out before the end of the day.

Lesson Plans

There will be situations when the teacher for some reason cannot leave lesson plans or when the plans that are left are impossible to decipher, or activities are too short for the time available. Check with other teachers who will be able to help you. Every good substitute should have some tried and true activities in their **super goodie bag**. Your activities and lessons are not intended to replace the lesson plans of the permanent teacher – rather supplement them and help provide quality learning experiences throughout the day if needed. In high school find out from the students where they left off on a particular assignment. You can ask the Department Chair for any suggestions on emergency plans, (they know where the video collection is). Remember “Do your own thing” **only when appropriate**.

ELEMENTARY SCHOOLS

(1) Adams (K-6)	(2) Andersen (K-6)	(3) California (K-6)	(4) College Park
2850 Club House Road	1900 Port Seabourne Way	3232 California Avenue	2380 Notre Dame
Costa Mesa, CA 92626	Newport Beach, CA 92660	Costa Mesa, CA 92626	Costa Mesa, CA 92626
714-424-7935	949-515-6935	714-424-7940	714-424-7960
(5) Davis Magnet (K-6)	(6) Eastbluff (K-6)	(7) Harbor View (K-6)	(9) Kaiser (3-6)
1050 Arlington Drive	2627 Vista del Oro	900 Goldenrod Avenue	2130 Santa Ana Ave
Costa Mesa, CA 92626	Newport Beach, CA 92660	Corona del Mar, CA 92625	Costa Mesa, CA 92627
714-424-7930	949-515-5920	949-515-6940	949-515-6950
(10) Killybrooke (K-6)	(11) Lincoln (K-6)	(12) Mariners (K-6)	(13) Newport Coast (K-6)
3155 Killybrooke Lane	3101 Pacific View Drive	2100 Mariners Drive	6655 Ridge Park Road
Costa Mesa, CA 92626	Corona del Mar, CA 92625	Newport Beach, CA 92660	Newport Beach, CA 92657
714-424-7945	949-515-6955	949-515-6960	949-515-6975
	Lincoln Primary-949-515-6807		
(14) Newport Elementary (K-6)	(15) Newport Heights (K-6)	(16) Paularino (K-6)	(17) Pomona (K-6)
1327 W. Balboa Blvd.	300 E. 15th Street	1060 Paularino Avenue	2051 Pomona Avenue
Newport Beach, CA 92627	Newport Beach, CA 92663	Costa Mesa, Ca 92626	Costa Mesa, CA 92627
949-515-6965	949-515-6970	714-424-7950	714-424-6905
(18) Rea (K-6)	(19) Sonora (K-6)	(20) Victoria (K-6)	(21) Whittier (K-6)
661 Hamilton Avenue	966 Sonora Raod	1025 Victoria Street	1800 Whittier Avenue
Costa Mesa, CA 92627	Costa Mesa, Ca 92626	Costa Mesa, CA 92627	Costa Mesa, CA 92627
949-515-6905	714-424-7955	949-515-6985	949-515-6990
(22) Wilson	(8) Woodland (K-2)		
801 Wilson Street	2025 Garden Lane		
Costa Mesa, CA 92627	Costa Mesa, CA 92627		
949-515-6995	949-515-6945		

PRESCHOOLS

(4) College Park Preschool	(7) Harbor View Preschool	(16) Paularino Preschool	(17) Pomona Preschool
2380 Notre Dame	900 Goldenrod Avenue	1060 Paularino Avenue	2051 Pomona Avenue
Costa Mesa, CA 92626	Corona del Mar, CA 92625	Costa Mesa, Ca 92626	Costa Mesa, CA 92627
714-424-7940	949-515-6940	714-424-7950	914-515-6980
(18) Rea Preschool	(19) Sonora Preschool	(21) Whittier Preschool	(31) Harper Site
661 Hamilton Avenue	966 Sonora Raod	1800 Whittier Avenue	425 E. 18th Street
Costa Mesa, CA 92627	Costa Mesa, Ca 92626	Costa Mesa, CA 92627	Costa Mesa, Ca 92627
949-515-6905	714-424-7955	949-515-6819	949-515-6838

INTERMEDIATE SCHOOLS

(23) Ensign (7-8)	(24) TeWinkle (7-8)		
2000 Cliff Drive	3224 California Avenue		
Newport Beach, CA 92660	Costa Mesa, Ca 92626		
949-515-6000	714-424-7965		

SECONDARY SCHOOLS

(26) Corona del Mar (7-12)	(27) Costa Mesa (7-12)	(28) Estancia (9-12)	(29) Newport Harbor (9-12)
2101 Eastbluff Drive	2650 Fairview Road	2323 Placentia Avenue	600 Irvine Avenue
Newport Beach, CA 92660	Costa Mesa, CA 92626	Costa Mesa, CA 92627	Newport Beach, CA 92663
949-515-6000	714-424-8700	949-515-6500	949-515-6300
(25) Alternative Ed. Center	(35) Early College		
Monte Vista/Back Bay HS			
390 Monte Vista Avenue	2990 Mesa Verde Drive		
Costa Mesa, CA 92627	Costa Mesa, CA 92626		
949-515-6900	714-241-6108		