

**Ledyard Public Schools  
Substitute Teacher Handbook  
2020-2021**



*Believing in the unlimited potential of every student*



## **Ledyard Public Schools Vision**

Ledyard is a diverse and empowering community that inspires in each child a continuous love of learning, self-confidence, and commitment to excellence. The community supports each child to achieve at the highest levels and to innovate in a world of change. Our children thrive and make a lasting contribution to the community. Citizens trust, invest in, and benefit from the Ledyard Public Schools.

### **Our Beliefs**

Relationships: We understand that education is rooted in relationships and personal connections. Each person learning and working in our schools deserves an environment of respect, dignity, and kindness. We celebrate diversity of thought, collaboration, and inclusion.

Leadership: We strive for excellence and cultivate leadership at all levels and seek the knowledge and resources necessary to create conditions for the children and staff in our system to thrive.

Collaboration: We value high quality professional learning and educator collaboration to improve student achievement. We recognize that children are best served when adults are active participants in a professional learning community across the district, openly sharing information, knowledge, and best practices.

Credibility: We build and maintain trust within the schools and community. Our decisions are informed by the needs of our students and multiple sources of data. We hold our work to the highest standard and are transparent, proactive, and accountable for our actions.

Achievement: We believe in the unlimited potential of each student. We provide rigorous and relevant learning endeavours that challenge students to reach high levels of performance.

Innovation: We foster a culture where growth and change are celebrated. We encourage creative, forward-thinking solutions and risk-taking from students and staff. We honor and develop our students' interests and passions, empowering students to ask questions and seek answers.

Enrichment: We believe enrichment experiences are critical to students' overall development.

## **WELCOME TO LEDYARD PUBLIC SCHOOLS**

Your willingness to serve as a substitute teacher is sincerely appreciated. You serve a vitally important function in the education of our students. We hope that you will find your work in our district to be both rewarding and fulfilling.

This handbook has been developed especially for you. If you have any questions, feel free to stop in or call Robin Harris at (860) 464-9255, ext. 1100 or email her at [rharris@ledyard.net](mailto:rharris@ledyard.net).



## **Administrators & Secretaries**

### **Central Office**

Mr. Jason Hartling, Superintendent  
Mrs. Anne Hogsten, Assistant Superintendent  
Mrs. Rachel Moser, Director of Finance and Human Capital  
Mrs. Jodi Davis, Director of Student Services  
Mr. Wayne Donaldson, Director of Facilities  
Mrs. Robin Harris, Human Resources Secretary\*  
Mrs. Christine Morris, Human Resources Coordinator

### **Ledyard High School**

Mrs. Amanda Fagan, Principal  
Mr. James Buonocore, Assistant Principal/Athletic Director  
Mr. William Turner, Assistant Principal  
Mr. Sam Covino, Coordinator of Student Services  
Mrs. Jennifer Hepburn, Secretary Main Office  
Mrs. Kim Campo, Purchasing Secretary/Absence Management Coordinator\*

### **Ledyard Middle School**

Mr. Ryan Earley, Principal  
Ms. Kelly Gordon, Assistant Principal  
Mrs. Sherry Kiely, Secretary Main Office  
Mrs. Michelle Edwards, Guidance Secretary\*  
Mrs. Deb Schaufler, Student Services Secretary

### **Gales Ferry School**

Mr. Mark Westkott, Principal  
Mrs. Shari Ternowchek, Assistant Principal  
Mrs. Jennifer Conn, Secretary Main Office\*  
Mrs. Arlyn Davis, Student Services Secretary

### **Gallup Hill School**

Mrs. Carrienne Boord, Interim Principal  
Ms. Rebecca Swanson, Interim Assistant Principal  
Mrs. Denise Reed, Secretary Main Office  
Mrs. Shelley Williams, Secretary Main Office\*  
Ms. Lorelei Benson, Student Services Secretary

### **Juliet W. Long School**

Mr. Mark Westkott, Principal  
Mrs. Shari Ternowchk, Assistant Principal  
Mrs. Lydia DelGrosso, Secretary Main Office\*  
Mrs. Arlyn Davis, Student Services Secretary

\*Designates the primary contact for substitutes and absence scheduling in each of the schools.



## **ROLES AND RESPONSIBILITIES OF SUBSTITUTES**

### **Instruction**

Our teachers spend significant time planning and preparing lesson plans for use by our substitute teachers. Substitutes in Ledyard Public Schools are expected to follow the lesson plans prepared for them. Implementation of these lesson plans, as written, is an important responsibility that you, as the substitute teacher, are expected to perform. Instruction is best supported by:

- Review of all lesson plans at the beginning of the day, prior to the arrival of students. Please be sure that you understand the plans and expectations for students.
- Locate resources (textbooks, trade books, DVDs, websites, technologies, handouts) indicated in lesson plans. Please be sure that you understand how the resources should be used.
- Computers should only be used as directed in the lesson plans. Lesson plans may also indicate the use of student cell phones as a resource. Use of cell phones is permitted in accordance with [BOE Policy 5131.81, Electronic Devices](#).

Computers are used regularly by students to access techbooks, to complete work through Google Classroom, and to perform research. Many students have district-provided Chromebooks. It is critical that substitutes carefully monitor technology use in the classroom. Substitutes should continuously observe students' screens when they are using computers by actively circulating throughout the classroom.

Ledyard Public Schools has high standards for student academic performance. To that end, please:

- Follow the teacher directions and expect students to complete the assigned tasks.
- Collect and organize all student work and leave it in a location that can be easily accessed by the classroom teacher.
- If students complete work early and there are no other activities or directions included in the lesson plan, please have students read independently, organize their resources, use technology to review academic skills, or play academic/social development games (additional activities will vary with the grade level of student).

If you have questions about lesson plans, resources, or technology, staff throughout the building are happy to help.

- Instructional Leaders are available at Ledyard High School to assist.
- Cluster teachers can provide assistance at Ledyard Middle School.
- Grade level colleagues can provide support at the elementary schools.
- Paraprofessionals can frequently answer questions about classroom routines.
- Every school has an Instructional Technology staff member who can assist with interactive boards, Chromebooks, laptops, desktops, G-Suite, Google Classroom, and other technology resources.
- School principals and school secretaries are always available to help.



## **Positive Classroom Environment**

A positive classroom environment supports the academic expectations of our students and will make the day run more smoothly. Require student respect for you, your position, and for all other students and staff in the room at all times. Students should refer to you with appropriate titles (Mrs., Mr., Ms.). Students should communicate with each other respectfully both through their words and their actions. Be sure you are continuously looking and listening for appropriate and kind behavior.

All schools and many individual classrooms have rules and expectations. These can be found in school handbooks available online.

[Ledyard High School Handbook](#)  
[Ledyard Middle School Handbook](#)  
[Elementary Handbook](#)

In elementary schools particularly, classroom rules are often developed by the students and are posted in the classroom. Students should always demonstrate acceptable behavior and use appropriate language.

Be confident about addressing inappropriate language and behaviors and, if necessary, leave a note for the classroom teacher that describes the behaviors and lists the names of the student or students involved. At no time should you tolerate behavior that demeans others or that is dangerous to anyone. In cases of disruption that require immediate attention and assistance, call the main office for instructions and assistance.

The physical appearance of the classroom itself contributes to a positive learning environment. The classroom setting is the teacher's office. At the end of each class and/or the end of the day, the room should be cleaned up. Substitutes should lead students in the clean up – picking items up off the floor, shelving books, organizing papers, and cleaning up supplies.

## **Student Attendance, Supervision and Safety**

### **Attendance**

Class lists should be included in all lesson plans. If you do not have a class list(s), please contact the school secretary to receive one.

In the elementary schools, attendance should be taken at the beginning of the day and a list of absent students should be sent to the main office.

In the middle and high school, attendance should be taken at the beginning of every class/block and a list of absent/tardy students should be sent to the office for each class/block by a student with a hall pass.

### **Supervision**

***Students must be supervised at all times. Do not leave students unsupervised or allow students to leave the classroom without following proper procedures (sign out, hall pass, partner, etc.).***



If you experience an emergency that requires you to leave the classroom, you MUST contact another adult to provide supervision before leaving. This adult can be a paraprofessional, another teacher, or another substitute. If you are unable to find someone, call the office and wait in the classroom until another adult arrives.

Circulate throughout the classroom during the class period. Look and listen to what students are doing. Monitor computer usage by checking the students' screens. Check for students' understanding and ensure students are working. Teaching requires active participation. Your attention to the students will prevent many issues from arising.

Students may be excused to use the restroom, to see the school nurse, or to go to the school office. All schools use sign out sheets and/or a hall pass system to track students outside of the classroom. It is good practice to allow only one student out of the classroom at a time. Students are not to be sent to other locations such as the gym, the library, or the cafeteria unless indicated in the lesson plans.

Some students may receive special services in other classrooms in the building. Teachers or paraprofessionals will usually escort younger students to special services; older students are often responsible for transitioning to special services independently. Lesson plans should indicate which students participate in special services and when and where these are located. If that information is not provided and you have questions, please discreetly ask the students where they are going when they ask to leave the classroom. We want to avoid making students who utilize special services feel self-conscious.

At the secondary level, special situations exist in some classrooms such as Technology Education, Foods, and Agri-Science. Students may not be cooking or running machinery when the regular teacher is not present. Lesson plans will have been written to reflect this situation and an alternative assignment will be provided. During Physical Education classes, do not allow students to enter the locker room without proper supervision as outlined in the lesson plan.

If at any time you are unsure of what to do, remember to think of student safety and supervision as a primary responsibility. Ask a staff member or call the office with your questions.

## Safety

Maintaining student safety is an important responsibility of the substitute teacher. Every school has a set of Emergency Response plans. These are often located in a red or white binder/folder by the classroom door or may be left with the lesson plans. In addition to the Emergency Response plans, each building has procedures and protocols specific to COVID-19. If you are unable to locate the Emergency Response plans or COVID protocols, please contact the office immediately. It should be noted that the first time a substitute works in a building, the substitute will need to arrive at least 20 minutes early to review COVID-19 protocols and procedures. Each building will handle this review slightly differently.

It is important to familiarize yourself with the Emergency Response plans. Reviewing the protocols for evacuation and lockdown will provide you with the ability to calmly lead students during drills or real situations. If you have any questions about the Emergency Response protocols, please contact the school office.



Student attendance is a critical component of all emergency responses. In an emergency response it is important that you know who was and was not in the classroom at that time. In case of evacuation, take the class list and folder/binder with you when you leave the classroom.

## **Professional Expectations and Policy**

### **Cell Phones**

Personal use of cell phones is not permitted during the instructional day. The instructional day is defined by ANY time when you are responsible for the supervision of a student(s).

Cell phones, like computers, are sometimes used as educational tools and must be used appropriately. At times, the lesson plans or student questions may require you to use a cell phone for “research.”

Cell phone use during non-instructional times (lunch period, planning period with no student supervision) is permitted; however, we ask that you be conscientious of the impression you give staff, students, and parents when you are on your cell phone. Please use your phone with discretion.

Be advised that the district has the ability to monitor your internet activity when you are accessing our wireless networks. At no time should you consider your cell phone or internet use private while accessing the wireless networks in Ledyard Public Schools.

### **Computer Use**

Computers may be used for legitimate school purposes only. This can include checking lesson plans, accessing G-Suite or Google Classroom, using interactive whiteboards, accessing instructional resources, or supporting students. Additionally, during non-instructional time, you may use computers to check Absence Management.

All district computer resources remain under the control, custody, and supervision of Ledyard Public Schools. Ledyard Public Schools reserves the right to monitor all computer and internet activity by employees using district computer resources. Substitutes should have no expectation of privacy when using district computer resources.

### **Confidentiality**

As a substitute, you are in a position to observe students throughout the school day. Outside of school, you are not permitted to discuss student behaviors, student academics, or student disabilities. In school, you may only discuss these topics with staff members working directly with the students in your care on an as needed basis.

You will also be privy on a limited basis to student records. You must maintain student confidentiality with regard to student records and information as described in the Federal Educational Records Privacy Act (FERPA).



## Dress Code

Ledyard Public Schools employees are expected to follow a “business casual” dress code. Appropriate business casual dress typically includes slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, a tailored blazer, knit shirt or sweater, and loafers or dress shoes/flats that cover all or most of the foot.

Sometimes schools support a “Dress-Down” Friday and substitutes are welcome to participate with other staff. Jeans with business casual tops are appropriate for designated dress-down days. Spirit gear is also appropriate for dress-down days.

Substitutes are permitted leeway to wear attire appropriate to the particular teaching assignment. For example, substitutes in physical education classes should wear athletic attire and sneakers. Substitutes in preschool and kindergarten classes should wear clothing that allows them to comfortably sit on the floor.

All substitutes should be prepared for the day’s weather. Raincoats and umbrellas; warm coats, hats, and gloves/mittens; hats and sunglasses should be brought to school when needed. There is always the possibility that substitutes will have bus or recess duty outside and some lesson plans may require substitutes to engage in outdoor activities during the class period.

## Language

It is expected that substitutes maintain appropriate, professional verbal communications with all students and staff. To this end, there should be no use of profanity or sarcasm. Additionally, we ask that you respect cultural differences and needs of our students.

## Lunch

As a substitute, you will be busy throughout the day following lesson plans and supervising students. Substitutes can expect an assigned lunch break. Lunch may be eaten in the faculty lounge of each school or in the classroom. All school faculty lounges have refrigerators and microwaves.

## Social Networking

Please remember that as a substitute you are an employee of Ledyard Public Schools. We ask that you demonstrate professionalism in your posts on social networking sites. Employees should refrain from using statements that are harassing, defamatory, abusive, discriminatory, threatening, or otherwise reflect negatively on Ledyard Public Schools.

Employees are expected to exercise professional judgment in refraining from posting information that negatively impacts their on-the-job credibility or effectiveness. Such inappropriate content includes, but is not limited to, provocative photographs or images, sexually explicit messages, or use of illegal drugs.

Under no circumstances should you “friend” a student through any social media site in your role as a substitute. In rare cases, you may be friends based on outside connections such as sports, family, clubs, etc. No communications should be related to school business.



## Policy

Substitute teachers are expected to adhere to the policies of the Ledyard Board of Education. These policies can be found in the [Board of Education Policy Manual](#) online. The 4000 series policies apply to personnel; the 5000 series policies apply to students, and the 6000 series provides guidance on instruction.

## **What to Expect in a Day in Ledyard Public Schools**

### Arrival

Please arrive at **7:15 A.M.** if you are scheduled to work at [Ledyard High School](#) or [Ledyard Middle School](#). The first block starts at 7:42. You are welcome to arrive earlier.

Please arrive no later than **8:20 A.M.** if you are scheduled to work at any of the [elementary schools](#). Students may start entering classrooms at 8:35. You are welcome and encouraged to arrive earlier.

If possible, please park in the employee parking areas; we ask that you leave visitor spots open for visitors to the school. High school teachers will often leave a note in Absence Management about their parking space number.

### Check In

Report to the Main Office. While there, please be sure that you:

- Sign in to confirm your attendance
- Receive an ID for the school and, if applicable, get keys/key fobs necessary to access the classroom and building
- Check to see if you are responsible for any duties (hall, bus, student supervision)

Please note that due to cancellations by other substitutes or late absence requests by staff, you may be reassigned to a different substitute position. Reassignment is at the discretion of the principal and is ALWAYS done to best support students.

Substitutes are expected to work the full day. You may be assigned to cover an additional teacher or duty in lieu of the teacher's planning period. The building principal/secretary will assign additional duties. If the assignment conflicts with teacher lesson plans, please let the secretary know.

### Lesson Plans

Lesson plans can be found in several different places, depending on the amount of time teachers had to prepare for the absence. You may find lesson plans in:

- The classroom - teachers often leave plans on their desk when they anticipate their absence.
- Absence Management - teachers can attach lesson plans in their absence request. We DO NOT expect you to print these plans - please see the school secretary to request a printed copy of electronic plans.
- The office - teachers may drop off lesson plans in the office, email lesson plans to secretaries, or send lesson plans to school with a colleague.



- If it appears that you do not have lesson plans, please notify the office immediately.

### Before School Starts

Prior to the arrival of students:

- Review lesson plans for the day. If you have questions about the lesson plans, please ask another staff member or contact the office.
- Locate and review Emergency Response protocols.
- Locate instructional resources needed for teaching and learning.
- Turn on and make sure you can access and use required technology. If you have difficulty with the technology, please ask a colleague or an IT technician.
- Familiarize yourself with classroom behavior expectations.
- Introduce yourself to colleagues - your neighbors, paraprofessionals, and other staff.

### When Students Arrive

Please introduce yourself to the students by your professional name. Immediately set expectations for behavior and task completion. Take attendance and follow the lesson plans provided.

### Ending the Day

At the end of the day, there are still a few tasks to complete:

- Leave student work in clearly marked piles for the teacher to review.
- Leave notes for the teacher about what WAS and what WAS NOT accomplished in the lesson plan. This will help the teacher plan for the next day.
- Ask students for help in cleaning up and returning the room to the same condition it was in when you arrived.
- Leave notes for the teacher about student behavior - both exceptional and disruptive behavior. Many classrooms have positive rewards systems in place, so please leave a note if the students were well-behaved. Additionally, if there were disruptive students, let the teacher know.

Be sure to check out in the office and return your visitor badge and keys/key fobs. You may ask secretaries about other open substitute assignments.

Substitutes are expected to stay the full day. If a teacher has a planning period at the end of the day, you are expected to perform other work as directed.

Drive safely as you leave the parking lot! Remember, there are often students still present in the parking lot when you leave.

## **Discipline and Classroom Management**

The best deterrent to poor student behavior and key to establishing good classroom management is student engagement.

- Keep students working
- Keep students motivated



- Have a plan for what to “do-next”

### **When students are busy, they don't have time to misbehave.**

The second best deterrent to poor student behavior is establishing good rapport with students.

- Show respect for the students
- Show kindness to the students
- Show students you care about them

### **You should not be the students' friend, but you can be friendly.**

Let the students help guide you in the procedures and routines of the classroom. They can be your biggest allies. Keep in mind that the vast majority of students want the day to run smoothly and are motivated to have a good day and accomplish work.

Students will respond much better to clear expectations and rules. Keep your expectations simple and easy to understand. Once you have established your expectations, follow them with consistency. This will deter bargaining and arguing.

All educators occasionally experience difficulties with students regardless of their experience. When a student is demonstrating disruptive or disrespectful behavior:

- Don't get in a power struggle; ask the student to comply with your directions and expect that it is done;
- Remain calm if the situation escalates;
- Look for the reason behind the behavior - the behavior may signify a less apparent problem or issue;
- Don't make a threat to a student or an entire class that you cannot carry out;
- Don't make study/classwork a punishment; and
- Request additional help when needed.

When used appropriately, incentives can help promote positive behaviors. Often there are established school-wide or classroom incentives you can use.

## **Absence Management**

Ledyard Public Schools uses an online system called Absence Management for scheduling substitutes.

Every substitute will be assigned a username and password upon completion of required hiring papers and the substitute teacher orientation and training modules.

Substitutes are encouraged to use the web-based Absence Management. This can be accessed by typing [www.aesonline.com](http://www.aesonline.com) in your web browser's address bar. You will need to enter your username and password.

Once you have logged in, you will see a tab on the right hand side of the page labeled “Frontline Support”. There are many training videos and guides for substitutes in this tab. We have included three basic training resources at the end of this handbook.



We highly recommend that substitutes new to the district watch the [Basic Training Video](#) and the [Advanced Training Video](#) to understand how Absence Management works.

Absence Management can also be accessed via telephone at (800) 942-3767. Telephone access will not provide the training resources available online.

If you have questions about Absence Management access, please contact Robin Harris at 806-464-9255, ext. 1100, [rharris@ledyard.net](mailto:rharris@ledyard.net).

