



LITTLE CHUTE
Area School District
fostering a community of learners

Substitute Teacher Handbook

*The mission of the Little Chute Area School District is dedicated to fostering a community of learners where we meet the academic, social, and emotional needs of **ALL** students.*

Approved: October 26, 2015

SUBSTITUTE TEACHER HANDBOOK

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HANDBOOK ACKNOWLEDGMENT AND RECEIPT

I have received my copy of the Substitute Teacher Handbook.

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook . I acknowledge that this handbook is neither a contract of employment nor a legal document. I understand that I should contact the building principal if I have any questions.

Substitute's Signature

Name (Print)

Date

FORWARD

This booklet is to serve as a guide for substitute teachers in the Little Chute Area School District (LCASD). It is intended to assist substitute teachers in finding answers to the many questions they may have regarding teaching in our District.

The substitute teacher is essential to the continued success of classroom instruction during the absence of the regular classroom teacher. The role of the substitute teacher can be extremely difficult at times; therefore the goal of the Little Chute Area School District is to create an enjoyable and meaningful teaching experience while at the same time providing an uninterrupted continuation of the instructional program for all students.

The District relies heavily on the substitute teacher, and it is our hope that a substitute teacher's experience will be both satisfying and personally enjoyable. A substitute teacher's comments and/or suggestions for the improvement of the substitute teacher experience in the District is always welcomed.

Whether a substitute teacher's stay is short or continues over a longer duration, each time they enter a classroom to teach, they are responsible for the most important resource we have in this District—our children.

David M. Botz
District Administrator

PHILOSOPHY OF THE BOARD OF EDUCATION

Educational Vision: Little Chute schools will be learning communities where students express a genuine desire to learn in a welcoming and secure environment. We will challenge **ALL** learners to become engineers of their own future by nurturing their creative and intellectual growth. We will provide the launch pad for students to excel in any field of interest by developing the whole child in a diverse and technical society.

To maximize the learning of **ALL** students and of all abilities, we incorporate classroom strategies and practices that provide a robust educational experience. The vision of learning we embrace focuses on teaching students to become critical thinkers and problem solvers; artistic appreciators and technology innovators; effective communicators and self-directed learners; cooperative societal contributors and global cultural participants; and advocates for their personal wellness.

To keep pace with a dynamic and changing world, LCASD schools offer rigorous, relevant and engaging opportunities for students to learn and require students to apply their knowledge and skills in meaningful ways.

To this end, LCASD stakeholders provide **ALL** students with a 21st century education that will position them with the knowledge and skills they need to thrive whether a student continues their formal education at the post-secondary level or selects another post-secondary career option.

PROFESSIONAL ETHICS

Substitute teachers will likely have access to student records and reports. Any information obtained about a student during a substitute teacher's term of employment is considered a pupil record. In accordance with Board Policy #347, all such student information or records should be handled in a professional and confidential manner. Substitute teachers should understand that all information about students, either written or unwritten, is confidential and should be handled in a confidential manner.

Substitute teachers are responsible for implementing accepted teaching techniques and educational programs, and applying the rules and regulations of the Little Chute Area School District. This can be fulfilled by understanding the information contained in this handbook.

A substitute teacher may be assigned to different schools; therefore they will observe many styles of teaching. The Little Chute Area School District expects all substitute teachers to understand that not all teachers teach in the same manner. Substitute teachers are expected to follow the classroom instruction of the teacher they are substituting for and to effectively function within the schedule of that classroom and that of the school.

Substitute teachers are expected to maintain professional standards in all teaching situations. For example, this means that substitute teachers understand not to criticize a school, teacher, or student especially outside of the school or in another school. Please remember, the school principal is the person to contact regarding any concerns a substitute teacher may have.

Although it is a prerogative seldom used, the District reserves the right to terminate the employment of a substitute teacher. Reasons for such action may include, but are not limited to, lack of initiative, unsatisfactory teaching, inability to arrive at work on time, unwillingness to cooperate, undue difficulty with discipline, lack of confidentiality, unprofessionalism, etc.

QUALIFICATIONS AND REQUIREMENTS

Following are the qualifications and requirements for substitute teaching in the Little Chute Area School District:

A substitute teacher must have on file in the District Office a completed substitute teacher application form with a resume, and appropriate license. In addition a background check will be conducted. The application form can be obtained at the District Office.

A substitute teacher must have a copy of a current Wisconsin teaching license (regular or substitute) on file in the District Office. It is the responsibility of the substitute teacher to remain currently licensed. To obtain licensure, contact:

Wisconsin Department of Public Instruction
Licensing Section Drawer 794
Milwaukee, WI 53293-0794

(608) 266-1027
www.dpi.state.wi.us

A substitute teacher must have on file with the District proof that he/she has been screened for tuberculosis (TB) and is free of the disease.

GENERAL EMPLOYMENT INFORMATION

Assignment to the substitute teacher list is completed annually. Once you have applied for a substitute teacher position and have worked in the District in that capacity, you will be contacted during the summer months to ascertain whether or not you want to continue as a substitute teacher for the following year.

A current, valid teaching license, substitute teaching license, or substitute teaching permit must be on file in the District Office at the beginning of each school year.

Payroll checks are directly deposited into a specified account by completing the appropriate paperwork. There are no fringe benefits for substitute teaching.

Federal and state withholding, social security, and teacher retirement (for those who qualify) are withheld from the substitute teacher's salary. A substitute teacher is covered on Worker's Compensation and under the District's liability insurance.

Substitute teachers are considered to be a casual employee-at-will of the District. Nothing contained in this handbook is intended to create a contract of employment between the substitute teacher and the District. The District understands that substitute teachers may choose to accept offers to substitute in the District or decline offers to substitute based upon their professional and personal needs and wants.

CALLING PROCEDURES

Substitutes whose services are required will normally be called between 5:00 to 11:59 a.m. and 4:00 to 9:30 p.m. by the District's Automated Educational Substitute Operator System (AESOP) unless an assignment has been made in advance or an absence occurs during the same school day. In the event a substitute teacher is ill on the morning of a day that they are scheduled to substitute, they can cancel out of the teaching assignment on AESOP. A substitute teacher has until 6:30 a.m. for same-day cancellations.

When accepting an offer to substitute, take note of the specifics pertaining to the position including the school, the grade and/or subject, the name of the teacher who will be absent, and the Notes to Substitute (if applicable).

To help keep our records updated, please notify the District Office at (920) 788-7605 regarding a change in address or phone number. Also, if you wish to be removed from the substitute teacher list, please call the District Office at 788-7605.

Please avoid canceling substitute teaching assignments as the 6:30 a.m. cut-off approaches. It makes it increasingly difficult to fill those vacancies prior to the start of the school day.

EMERGENCY PREPAREDNESS

Schools need to be ready to handle crises, large and small, to keep our children and staff out of harm's way and ready to learn and teach. Each school has a crisis plan. Crises range in scope and intensity from incidents that directly or indirectly affect students and staff to ones that impact the entire community. Understanding your school plan will assist you in responding to a crisis and provide directions for the students you are working with. School emergency plans address the following potential events or hazards caused by both nature and people: evacuation, shelter in place, lockdown and yellow alert in addition to some others. School evacuation plans are located in each classroom and are located by the classroom door.

Please note that all school buildings have the doors secured during the day. If you arrive after the school's start time, a substitute teacher will need to identify yourself and purpose of your visit to the school.

GENERAL POLICIES

These are a few general policies that substitutes are expected to follow. They do pertain to all schools; however, individual schools will also have more specific rules and detailed policies of which you should become aware.

Classroom materials and supplies should be used with discretion, properly cared for during the day, and left in an orderly fashion at the end of the day.

All money collected in the classroom, for any reason, should be removed from the classroom at the end of the teaching day and turned in to the principal's office in accordance with school procedures.

If a person not connected with the school wants information about a child or permission to take a child from the classroom, refer that person to the principal and immediately alert the office. Under no circumstances should a child be released without permission of the principal.

Order and control should be maintained within classrooms, hallways, the playground or in any area of the school. Techniques other than shouting should be used and at no time are you to administer corporal punishment. Again, if you are having a discipline or classroom management problem, notify the principal.

All cases of student accident or illness are to be reported immediately to the school office. No medicine is to be administered to students by the substitute teacher unless authorized by the principal or administrator in charge. You are responsible for learning about emergency and crisis management procedures in each building where you teach.

Information concerning students which may be confidential in nature must be kept confidential by the substitute teacher.

GENERAL EXPECTATIONS FOR EMPLOYEE CONDUCT Policy #522

The District expects all employees to maintain a consistent focus on the best interests and well-being of students and their education, do quality work, pursue opportunities for professional growth (both structured and self-directed), observe confidentially, work efficiently, and exhibit a professional, courteous and respectful attitude toward other employees, parents, students, and other persons with whom the employee has contact in connection with their job responsibilities.

The District also expects employees to: 1) Comply with all applicable and lawful supervisory directives, work rules, job descriptions, the terms of the Employee Handbook, established District policies and procedures, and legal requirements and obligations; 2) Comply with the standards of conduct set out in Board policies, the Employee Handbook, administrative regulations, and with any other policies, regulations and guidelines that impose duties, requirements, or standards attendant to their status as District employees; 3) Accurately

represent their qualifications and their relevant personal background and experiences in both the application phase and during employment; and 4) Refrain from the use of obscene or profane language or gestures, regardless of whether students are present. Violation of any laws, policies, rules, regulations or guidelines may result in disciplinary action, up to and including discharge. Disciplinary actions shall be carried out in accordance with established District procedures. Some infractions have implications beyond the employment relationship between the District and an individual employee, and the District may inform local, state, and federal officials of such conduct. Included among the behaviors covered by this policy are violations of applicable law, "immoral conduct" that could result in revocation of an individual's licensure through the Wisconsin Department of Public Instruction, and any other actions that the District deems pertinent.

ARRIVAL AT SCHOOL

1. Substitute teachers should plan to arrive at school 15 minutes prior to the start of their teaching assignment. The classes and dismissal times will vary. If a substitute teacher is called to substitute in the afternoon, please be sure to get your report time from the school office personnel.
2. Upon arrival, substitutes should report to the school's office. A school secretary will be available to assist upon a substitute teacher's arrival. They will receive a substitute folder including assignments for the day. Understanding that it is impossible to try to put into writing all routines, individual school policies and procedures as they vary from school to school. A substitute teaching position is a challenging assignment, one of which you will need as much time as possible for proper preparation. Substitutes are expected to remain in the building until the end of the school day. Substitutes must request permission from the office in order to be dismissed earlier.
3. Substitutes are expected to put in a regular teacher's day when on duty. As the regular teacher day will vary slightly between schools, check with the school secretary where you are substitute teaching. The lunch hour varies among schools. All substitute teachers are allowed a duty free 30-minute lunch period. Substitute teachers may be asked to cover other teachers prep time.
4. When the substitute teacher arrives at the classroom, the following items should be completed:
 - a. Look for the teacher's plan book, the daily program, and class record book. Follow the daily program and teacher's lesson plan. The school principal (or designee) will assist you.
 - b. If the regular teacher is unexpectedly absent so that there is not an opportunity to leave the substitute special instructions, we request that the substitute make the best possible effort to cover the basic facts, at least as found in the plan book.

- c. A substitute should feel free to make use of some of her/his own ideas, but should refrain from making drastic changes that upset the regular classroom routine. It is difficult for students to adjust to a new teacher without having to adjust to a completely revised classroom procedure at the same time.
- d. It is a substitute teacher's responsibility to contact the principal (or designee) if they have any questions.
- e. Substitute teachers are to devote their time to instruction, preparation and the supervision of activities that would have been expected of the regular classroom teacher. Substitute teachers are not to engage in other personal activities such as reading the newspaper, books or magazines, making or taking personal calls, or exploring the internet.

IN THE CLASSROOM

Hopefully, most or all of the information needed to carry on the regular classroom program will be available to the substitute teacher when they arrive in the classroom. We request that our substitute teachers follow lesson plans or specific teacher instructions as closely as possible. If there is anything in the lesson plans a substitute teacher does not complete, it is expected that they leave a note of explanation.

There are other things with which a substitute teacher will have to become familiar: seating charts, special schedules, a list of student helpers and their assignments, lunch/recess schedule, bell schedule, bus schedule, special seating for assemblies, fire and civil defense drill information, and instructions to follow in case of accident or illness of pupils. Substitute teachers should be aware that some rules and procedures will vary from building to building such as whether or not to walk students to/from specialists. These are some of the many responsibilities that might be in a substitute teaching day.

A dignified, businesslike, sensitive, warm and respectful attitude towards students usually merits the respect a teacher deserves. If there are some students who become major discipline problems and/or disrupt the teaching atmosphere to the extent that a substitute teacher cannot carry on their duties, know the procedure to pursue in contacting the school office to help resolve the problem. In all other normal teaching situations, the substitute teacher is expected to be able to handle the routine discipline problems and any other normal behavior which is exhibited by students.

EXPECTATIONS FROM OUR SCHOOLS

The principal or their designee will accompany the substitute to the classroom and spend all the time that may be necessary to help the substitute teacher become oriented to the job and the school.

Each absent teacher should have adequate plans in his/her plan book, the daily program, and the class attendance book on his/her desk at all times. It would be helpful if in the plan book (elementary grades) the teacher would have a list of the children in each math group and reading group. If there are teachers who work in teams or do cooperative teaching with other teachers, some special way of listing students for various classes will be a necessity. Photocopied material already prepared to be used by the substitute should indicate for which group or groups it is intended.

The principal or their designee shall acquaint the substitute with the instructional plans of the regular teacher. They should know where the teacher keeps the instructional plans, teacher's guides and manuals, desk copies of textbooks, supplies, and other necessary instructional materials. The principal or designee shall explain how these items are ordinarily used by the regular classroom teacher. Teachers shall leave desk copies of all books and teacher's manuals in an easily accessible place.

Special concerns like health problems, behavior problems or other special problems will be called to your attention along with fire drill procedures, etc.

WHAT WE EXPECT FROM OUR SUBSTITUTE TEACHERS

1. Ability to continue with the regular educational program is critical.
2. Ability to help the children, as the classroom teacher would, is described as follows:
 - a. If requested, keep classroom assignments graded and up-to-date.
 - b. Have students perform all instructional tasks as described in the teachers substitute plans.
 - c. Keep students progressing in their subject.
 - d. Maintain good discipline and routine.
 - e. Maintain a good classroom climate.
 - f. Provide for individual student learning differences.
 - g. Hold high standards for the students' work and behavior. •Use teacher's manuals.
 - h. Follow the policies for the school. (See teacher's handbook.)
 - i. Be a professional person who understands the importance of confidentiality.
 - j. Follow the organizational pattern set for the staff.
 - k. Leave the classroom in order at the end of the day.

3. Willingness to take the time to do the job should be noted as follows:
 - a. Coming to school as early as possible.
 - b. Following plans as outlined for the day.
 - c. Resourcefulness in going on to new units or new work if the present unit or materials is finished
 - d. Staying until things are completed.

4. A good question to ask is this: "Have the students done as much with me as they would have done had their own teacher been in class today?"
 - a. Perhaps another question would be: "Have I done what I would have done if I were the regular teacher of these students?"

BEFORE LEAVING AT THE END OF THE DAY

When the substitute teachers leaves the classroom at the end of the day, please see that it is in an orderly fashion, that all windows and the classroom door are closed and locked.

Check out with the school secretary. Report anything in AESOP that happened during the day that the principal should know.

Substitute teachers should leave a classroom report for the regular teacher's review. The report should indicate the work students covered, any homework assigned, any discipline problems encountered, and notations regarding any departure from the lesson plan of the regular teacher. Positive statements concerning students or the entire class are important as well.

If a substitute needs to leave before the regular time because of previous commitments that cannot be canceled, s/he should receive permission from the principal or designee to leave early. This should be kept to a minimum.

Adopted:

10-26-2015