



LITTLE CHUTE

Area School District
fostering a community of learners

SUBSTITUTE TEACHER HANDBOOK

Little Chute Area School District

Adopted: October, 2015
Revised: November, 2022



*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.*

HANDBOOK ACKNOWLEDGMENT AND RECEIPT

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 resource 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 teaching experience in the District are 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.

Heidi Schmidt
District Administrator

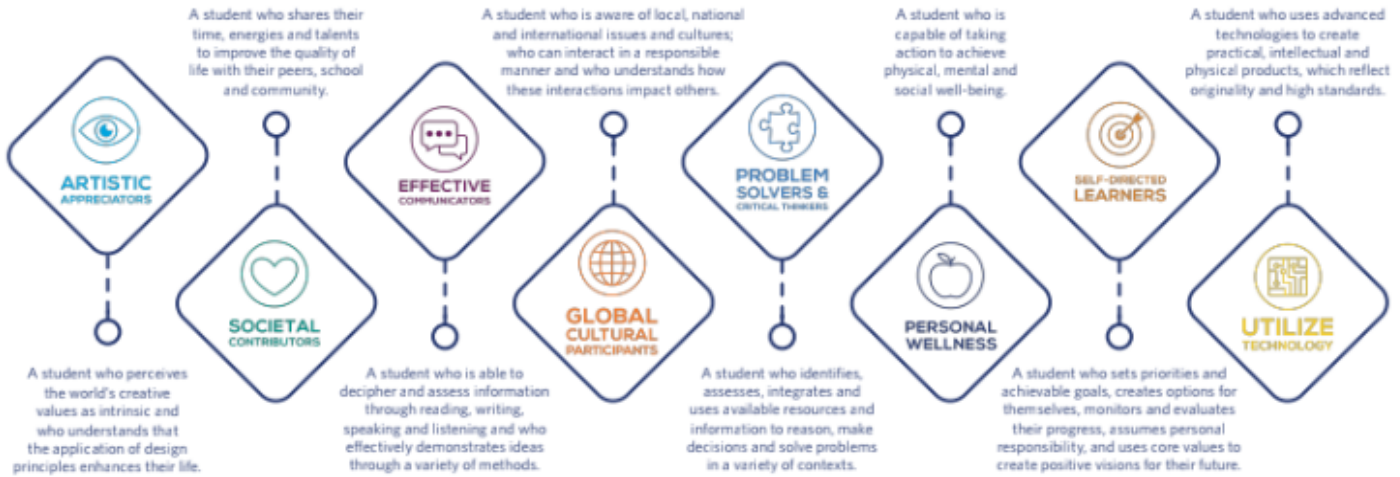
BLUEPRINT FOR BRILLIANCE

DISTRICT LEARNER GOALS & VALUES

NOVEMBER 2021 - JUNE 2024



DISTRICT LEARNER GOALS:



4 AREAS OF BRILLIANCE:

STUDENT ACHIEVEMENT

We will maximize the learning of all students by incorporating classroom strategies and practices that provide a robust educational experience and ensure all students are actively engaged in their learning in a meaningful way while incorporating life and career skills.

HEALTH AND WELLNESS

All students and staff will be actively engaged in their health and wellness in order to promote a safe, welcoming environment for the community by providing education, resources and opportunities.

CURRICULUM AND INSTRUCTION

All students will receive a viable, guaranteed curriculum which will be delivered in formats which allow optimal access to learners through employing research based strategies and resources to reach their highest potential.

PROFESSIONAL LEARNING

We ensure to have the highest quality staff meeting the needs of our students by committing to allocating time for professional learning communities, providing and supporting personal learning for each staff member and providing feedback through evaluation systems.

LEARNER GOALS



LEARNER GOALS



LEARNER GOALS



LEARNER GOALS



DISTRICT LEARNER VALUES:

- PARENT AND COMMUNITY** | We value parents as their child's first teacher, and we value a community that actively supports education and partners with us in providing rich learning experiences and facilities.
- PURPOSEFUL CURRICULUM** | We value the development of a strong curriculum that embraces purposeful learning experiences with high expectations for all and assessments that measure student learning and growth.
- LEARNING** | We value learning as a lifelong endeavor for ALL.
- INTEGRITY** | We value responsible, accountable, ethical behavior in an atmosphere of honest, open communication with mutual respect and caring for each other.
- COLLABORATION** | We value using the strengths of all team members to creatively solve problems.

- INNOVATION** | We value creative risk-taking and enthusiastic pursuit of new ideas.
- CONTINUOUS IMPROVEMENT** | We value continuous improvement of our programs, services and processes through employee empowerment and professional development in a team-based culture.
- SAFETY** | We value safe and purposeful learning environments free from discrimination, intimidation and hazards.
- EXTRA-CURRICULAR OPPORTUNITIES** | We value exceptional opportunities for students to explore and demonstrate their unique talents and to develop team skills.

SCAN ME!



Scan me with your smartphone/tablet/chromebook to see the most recent ACTIONS & MEASUREMENTS used to achieve our 4 AREAS OF BRILLIANCE and meet our DISTRICT LEARNER GOALS.



ARTISTIC APPRECIATORS

A student who perceives the world's creative values as intrinsic and who understands that the application of design principles enhances their life.



SOCIETAL CONTRIBUTORS

A student who shares their time, energies and talents to improve the quality of life with their peers, school and community.



EFFECTIVE COMMUNICATORS

A student who is able to decipher and assess information through reading, writing, speaking and listening and who effectively demonstrates ideas through a variety of methods.



GLOBAL CULTURAL PARTICIPANTS

A student who is aware of local, national and international issues and cultures; who can interact in a responsible manner and who understands how



PROBLEM SOLVERS & CRITICAL THINKERS

A student who identifies, assesses, integrates and uses available resources and information to reason, make decisions and solve problems in a variety of contexts.



SELF-DIRECTED LEARNERS

A student who sets priorities and achievable goals, creates options for themselves, monitors and evaluates their progress, assumes personal responsibility, and uses core values to create positive visions for their future.



PERSONAL WELLNESS

A student who is capable of taking action to achieve physical, mental and social well-being.



UTILIZE TECHNOLOGY

A student who uses advanced technologies to create practical, intellectual and physical products, which reflect originality and high standards.

STUDENT ACHIEVEMENT



We will maximize the learning of all students by incorporating classroom strategies and practices that provide a robust educational experience and ensure all students are actively engaged in their learning in a meaningful way while incorporating life and career skills.

ACTION

MEASURE

PLC focuses on common formative assessment and improving data discussions to inform decision making and improve teaching and learning	<ul style="list-style-type: none"> Increase use of formative assessment each cycle Continuum of PLC Survey
Academic Career Plan is compliant with state requirements	<ul style="list-style-type: none"> Grade level outcomes CTE Data AP Test scores
Continue improving intervention and enrichment time	<ul style="list-style-type: none"> State Report Cards- target group outcomes

LEARNER GOALS



CURRICULUM AND INSTRUCTION



All students will receive a viable, guaranteed curriculum which will be delivered in formats which allow optimal access to learners through employing research based strategies and resources to reach their highest potential.

ACTION

MEASURE

Integrate technology tools to transform instructional practices and drive student's own learning to help meet learner goals. Align these sound teaching and learning practices to PLC practices	<ul style="list-style-type: none"> Brightbyte survey Use Future Ready Framework and Rubrics
Improve instructional practices that recognize individual student's needs to close gaps and improve growth (standards-based learning, increase student choice, equitable practices, assessment of learning to inform instruction)	<ul style="list-style-type: none"> State report card PLC Continuum Check
Evaluate instructional practices and develop a plan to improve literacy in all subject areas	<ul style="list-style-type: none"> State report card

LEARNER GOALS



HEALTH AND WELLNESS

All students and staff will be actively engaged in their health and wellness in order to promote a safe, welcoming environment for the community by providing education, resources and opportunities.

ACTION

MEASURE

Yearly calendars will be developed and delivered with monthly focuses and activities for students and staff with family engagement opportunities	<ul style="list-style-type: none"> Participation data and surveys
The Panorama SEL Survey will be deployed in the 2020-21 school year and baseline data will be gathered to inform social and emotional instruction	<ul style="list-style-type: none"> Panorama SEL Survey Staff Perception Surveys
Current policies aligned with the health and wellness and safety issues	<ul style="list-style-type: none"> Policies Board meetings



LEARNER GOALS



PROFESSIONAL LEARNING

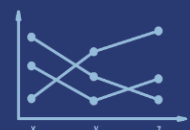
We ensure to have the highest quality staff meeting the needs of our students by committing to allocating time for professional learning communities, providing and supporting personal learning for each staff member and providing feedback through evaluation systems.

ACTION

MEASURE

All staff will participate in an annual evaluation that will report proficiency in responsibilities, give feedback for growth and ways to increase skills and strategies	<ul style="list-style-type: none"> Evaluation tools for each staff group Frontline platform
Shared leadership at the school level to ensure <ul style="list-style-type: none"> Evidence of a Commitment to Learning for all Students Evidence of a Collaborative Culture Evidence of a Focus on Results 	<ul style="list-style-type: none"> Each PLC rates itself as Developing or Sustaining on the PLC Continuum Check Administrative PLC goals
Continue to develop Personalized Professional Learning opportunities	<ul style="list-style-type: none"> District catalogue of PL opportunities District PLC Schedule and PL days aligned to goals Increase staff-lead offerings

LEARNER GOALS



DISTRICT LEARNER VALUES:

PARENT AND COMMUNITY | We value parents as their child's first teacher, and we value a community that actively supports education and partners with us in providing rich learning experiences and facilities.

PURPOSEFUL CURRICULUM | We value the development of a strong curriculum that embraces purposeful learning experiences with high expectations for all and assessments that measure student learning and growth.

LEARNING | We value learning as a lifelong endeavor for ALL.

INTEGRITY | We value responsible, accountable, ethical behavior in an atmosphere of honest, open communication with mutual respect and caring for each other.

COLLABORATION | We value using the strengths of all team members to creatively solve problems.

INNOVATION | We value creative risk-taking and enthusiastic pursuit of new ideas.

CONTINUOUS IMPROVEMENT | We value continuous improvement of our programs, services and processes through employee empowerment and professional development in a team-based culture.

SAFETY | We value safe and purposeful learning environments free from discrimination, intimidation and hazards.

EXTRA-CURRICULAR OPPORTUNITIES | We value exceptional opportunities for students to explore and demonstrate their unique talents and to develop team skills.

OUR 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.

1402 Freedom Rd. | Little Chute, WI 54140
(920) 788-7605 | littlechute.k12.wi.us

OUR MISSION

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.



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 postsecondary level or selects another postsecondary 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 process can be found on WECAN.

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 532930794
(608) 2661027
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.

GENERAL PRACTICES

These are a few general practices 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 school office.

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 from the office.

Classroom management is an essential component to student engagement and the learning environment. Supervision 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 should you put your hands on a student. In all 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. Again, if you are having a discipline or classroom management problem, notify a nearby teacher or principal.

All cases of student accidents or illnesses are to be reported immediately to the school office. All medicine is to be administered to students in the school office in accordance with health plans. You are responsible for learning about emergency and crisis management procedures in each building where you teach.

Information concerning students that may be confidential, such as student personal identifiable information, IEPs, health/behavior plans or behavior incidents 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 wellbeing of students and their education, do quality work, pursue opportunities for professional growth (both structured and selfdirected), observe confidentiality, 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.

CALLING PROCEDURES

Substitutes whose services are required will normally be called between 5:00 to 11:59 a.m. and 4:00 to 9:00 p.m. by the District's Absence Management System (Frontline) starting 2 days prior to absence, unless an assignment has been made in advance or an absence occurs during the same school day. Absences will be available online to accept as soon as the absence is entered.

In the event a substitute teacher is ill on the morning of the day that they are scheduled to substitute, they can cancel out of the teaching assignment on Frontline. 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.

Please avoid canceling substitute teaching assignments as the 6:30 a.m. cutoff 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, hold, secure, ALICE, and others. School evacuation plans are located in each classroom and are located by the classroom door. Laminated green and red sheets of paper are provided to quickly alert school administrators if your students are accounted for during an emergency. Red = missing student(s), green = all accounted for.

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

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 noted on the absence.
2. Upon arrival, substitutes should report to the school's office. A school administrative assistant 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 no 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 should avoid personal activities such as reading the newspaper, books or magazines, making or taking personal calls, using personal devices or exploring the internet when monitoring and supervising students.

WHAT SUBSTITUTES CAN EXPECT FROM US

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.

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.

BEFORE LEAVING AT THE END OF THE DAY

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

Check out with the school administrative assistant. Report anything in Frontline 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, they should receive permission from the principal or designee to leave early. This should be kept to a minimum.