

SUBSTITUTE TEACHER PARAPROFESSIONAL HANDBOOK

Date: July 1, 2018



Colstrip Public School District #19

We welcome you to the Colstrip Public Schools where “*Learning is a shared goal and a shared responsibility*” and educating our students for the future is a very high priority. We thank you for taking time to support education in the Colstrip Schools. You are so valuable to each and every school. Your concern and dedication to children is appreciated each time you enter a classroom to protect the integrity of learning for all children. It would be very difficult without you.

We welcome Substitute Teachers and strive to make a better connection between you, students, the staff, teachers, and administrators. Having that connection will enable all of us to fulfill our mission to challenge and empower each student with necessary knowledge and skills to maximize their individual potential, thereby becoming a productive and responsible citizen.

Now that you have joined our team, we will train and equip you with everything you need to succeed, beginning with the Substitute Workshop and providing you supplementary materials and training as needed. If there is anything else you need, please do not hesitate to let us know.

Again, thank you for choosing to work in the Colstrip School District.

Linda Miars

Substitute Teacher Coordinator

Colstrip Mission Statement: The Core Purpose of Colstrip Public Schools is to provide a safe, healthy and secure environment in which to educate and prepare students for the demands of the future by engaging children in lifelong learning.

Colstrip Vision Statement: Our vision is to provide a world class education while preparing our students for life, college and career readiness.

Schools today face great pressure to make sure every learning day counts. Substitute teachers are called upon to keep learning going when regular classroom teachers/paraprofessionals must be absent.

Procedures/Responsibilities for District Substitutes:

1. Complete the district application for substitute teaching: forms may be obtained by contacting the Superintendent's Office and will be available at the annual Substitute Workshop. Applications will be reviewed and those selected will be approved by the Board of Trustees, notified and placed on the active substitute list.
2. Qualifications:
 - a. Must have minimum qualifications established by the Office of Public Instruction;
 - b. Must have graduated from high school (high school subs), or have G.E.D. (elementary and middle school subs);
 - c. Must have completed a substitute workshop. (Exceptions may be made for certified teachers);
 - d. Must have satisfactory background check completed;
 - e. Must have satisfactory pre-employment drug test completed.
3. Performance Responsibilities:
 - a. Perform duties of the teacher according to their schedule;
 - b. Maintain as fully as possible the established routine of the school and the classroom to which assigned;
 - c. Enable students to pursue their education as fully as possible in the absence of their regular teacher;
 - d. Assume responsibility for overseeing pupil behavior during class, lunch, and recess as scheduled;
 - e. Daily; leave a note of the work completed for the regular teacher;
 - f. Turn in daily evaluation report form to the office;
 - g. Verify with school secretary whether he/she will be needed the following day;
 - h. Follow all policies, rules, and procedures that teachers are subject to and which good teaching practices dictate; always careful to maintain confidentiality;
 - i. Read and adhere to Board policy and directives. (Board Policy books are available in the libraries and can be found on the website at: colstrippublicschools.org)
4. Substitutes are to complete W-4, I-9 and TRS membership election forms and return to Central Administration before the first working day.
5. Salary and Pay Period:
 - a. Effective for the 2018-2019 SY Teacher- certified substitute pay is \$13.33 per hour with a maximum of 7 ½ hours or \$106.64 per day. Teacher non-certified substitute pay is \$12.22 per hour with a maximum of 7 ½ hours or \$91.65. Substitutes must get prior approval from building administration if the duty day is to exceed the 7 ½ hour maximum (allowances are made for buildings that have duty days that exceed the maximum 7 ½ hours). -Minimum pay is three (3) hours per day; For all substitute positions: after the first consecutive 10 days in the same substitute position, the rate of pay will increase. \$.50/hour

- b. Substitute aide pay is \$11.11 per hour.
- c. Building Secretary pay is \$12.22 per hour.
- d. Testing proctor pay is \$10.55 per hour.

Based on Administrative Rules of Montana (ARM10.55.716 Substitute Teachers) after 35 consecutive teaching days for one particular teacher, a substitute teacher may be employed to carry on the duties of that teacher's position.

All contracted substitutes will record their time on the time sheets provided by the district. They will then be paid on a per-day rate based on their placement on the salary schedule. If a substitute has worked the 35-day probationary period and then requires a day off, they will not lose their status on the teacher salary schedule provided they do not exceed five consecutive days. If the substitute is placed on a temporary contract, they will have pro-rated sick leave and personal leave credited to them. The teacher placed under contract will also have the opportunity to participate in the district's health insurance plan with contributions withheld as required while under temporary contract. Upon completion of the temporary contract all district benefits will cease.

A temporary contract for substitute teachers is not binding on the district in regard to tenure laws.

6. How substitutes are selected and in what order they are called:
 - a. Substitutes will be called to work on a rotation basis. Certified people will be called first and when that list is exhausted non-certified people will be called;
 - i. It will be considered a turn if you are called but not at home;
 - ii. It will be considered a turn if you are called and are unable to work that day;
 - b. Substitute teachers who have skills and training in specific areas may be given preference when that subject area is open;
 - c. If you are unacceptable as a substitute teacher, the building principal will so indicate to the personnel office in writing and you will no longer be called upon to substitute in that building.
Reasons might include:
 - Lack of classroom control;
 - Not fulfilling your performance responsibilities;
 - Not maintaining confidentiality in and out of school;
 - Not meeting the qualifications for a substitute teacher.
7. Substitute information, (including substitute folder, notebook and lesson plan book), will be available through the school secretary or in the teacher's classroom or mailbox.
8. Please review the following:
 - a. Schedules;
 - b. Room assignments;
 - c. Detention and in-school suspension—FBMS & CHS;
 - d. Playground rules –FBMS and PBES schools;

- e. Hall duty supervision – CHS & FBMS;
 - f. Procedures used to teach shop, band, etc. (i.e., Student assigned by classroom teacher to help conduct the class.);
 - g. Lunch duty;
 - h. Recess duty – Elementary and FBMS;
 - i. Bus duty;
 - j. Teacher handbook;
 - k. Cell phone procedure and protocol.
9. We strongly urge persons interested in substitute work to visit the schools and become familiar with procedures, building layout and staff. (School secretary must be called for an appointment.)
10. Substitutes have the same rights and responsibilities as the regular teachers and paraprofessionals in our district, therefore, you are responsible for the following:
- a. Noon duty – if it is assigned to the regular teacher that day;
 - b. Hall duty – if assigned to the regular teacher that day;
 - c. Use of teacher’s workroom;
 - d. All other rights and responsibilities listed in the teacher and student handbooks;
 - e. Classes offered for credit to staff may in turn be offered to substitutes at their own expense.
11. Lunch: You may participate in the school lunch program for adult price per meal (\$4.00), if employed that day. You may bring your own lunch, or go home if not on lunch duty. (Note: Sign out and in for lunch; notify the secretary when leaving and returning to the building.)
12. Substitutes are responsible for reviewing and becoming familiar with fire drill and lockdown procedures:
- a. Fire drill exit schedule will be posted in the classroom and in the teacher’s substitute folder;
 - b. Fire drill and lockdown procedures are detailed in the Safety Procedure Manual, which is located in each classroom.
13. Procedure when arriving at your teaching station: The teacher will have a folder in his/her desk, file cabinet, or mail box for the substitute which will include the following:
- a. Seating chart or roll list of students;
 - b. List of students on medication;
 - c. List of students with disabilities as applied to the specific class;
 - d. Fire drill exit schedule;
 - e. Class schedule and bell schedule;
 - f. Lunch schedule;
 - g. Duty schedule;
 - h. Emergency medical information;
 - i. Detention policy;
 - j. Accident reports;
 - k. Specifications for grading papers and recording grades.
14. Conduct opening exercises: Conduct in the elementary schools as scheduled:

- a. Introduce yourself—write your name on the board;
 - b. Salute to the flag (where applicable);
 - c. Roll call;
 - d. Lunch count (where applicable).
15. Roll call and lunch count:
- a. ROLL CALL: Record absentee information on Infinite Campus-program;
<https://mtdecloud2.infinitecampus.org/campus/colstrip.jsp>
 - b. LUNCH COUNT:
PBES – In grades K-5, ask the children how many will be eating school lunch and indicate the number on the Infinite Campus program
FBMS – No count is taken
CHS – No count is taken
16. Review the recess, lunch, and lavatory procedures as outlined in the handbooks. If you have any questions regarding this, contact the building principal or ask another teacher.
17. Classroom management and disciplinary responsibilities:
- a. Provide an orderly learning climate;
 - b. Be fair and honest with the students;
 - c. Correct students who do something unacceptable;
 - d. Never show favoritism;
 - e. Respect students and in return they will respect you;
 - f. Keep students interested and busy.
18. Make a meaningful experience out of a teacher's lesson plans by:
- a. Becoming familiar with books being used in the class;
 - b. Referring to the teacher's manual;
 - c. Carrying out instructions.
19. What to do with behavior problems in the classroom or other areas of the school:
- a. High school – Send student to the office with a disciplinary report. Follow up on this at the first opportunity to be sure the student did report to the office;
 - b. Elementary and middle school – Call the office requesting the principal's assistance.
20. Each teacher will indicate in their sub folder whether papers are to be graded.
21. Students have the same responsibilities toward a substitute that they have for the regular teacher. Teachers are to inform students what is expected of them when there is a substitute.
22. Send the students to the library or special classes only if the teacher has indicated this on the lesson plans for the day.
23. **Confidentiality:** Substitutes are subject to the same confidentiality rules as the regular teachers. Any confidential information obtained from a student, teacher or other school personnel will be kept confidential, both in and out of school.
24. At the conclusion of your day and before you leave the building, make sure you have done the following:
- a. Write a summary for the regular teacher indicating what materials were covered for the day and what was not covered in the daily lesson as outlined in the plan book;
 - b. Make a list of students that were absent or tardy;

- c. If necessary a list of students who did not work, complete assignments, or were a discipline problem in any way;
- d. Check to see that all windows and classroom doors are locked and all lights are turned off.

TEACHERS' RESPONSIBILITIES TO THE SUBSTITUTE

1. It is the classroom teacher's responsibility to prepare the students for the substitute teacher. The teacher should explain reasons why substitutes must be called in during the year, and what is expected of the students in ways of class attitude, studying and behavior.
2. Teachers are to notify the secretary in the personnel office when a substitute is needed. In case of an emergency, call the secretary as soon as possible. If a teacher knows in advance when a substitute is needed, he/she is to let her know as far in advance as possible.
3. Lesson plans, records, and other information are to be current and available for the substitute. Leave these in your desk, mailbox or in the office with the secretary.
4. Teachers are to have worksheets and materials available with the lesson plans so they may be picked up with the lesson plan book in the morning.
5. Materials to be posted in the classroom:
 - a. Class Schedule;
 - b. Fire drill exit schedule.
6. High school teachers and especially special area teachers, (shop, art, lab, music, foreign language, etc.):
 - a. Have students assigned to help substitute teachers;
 - b. If you know in advance when you will be gone, plan a lesson that a substitute can carry out.
7. Teachers will be required to make a written evaluation of the substitute's work immediately and turn it into the building principal. This evaluation will include the following information.
 - a. Lesson plans were carried out as specified;
 - b. Show whether students felt there were any discipline problems or lack of classroom control;
 - c. Suggestions for the substitute.

DRUG FREE WORKPLACE – Board Policy 5226

All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on District premises or while performing work for the District.
- Distribution, consumption, use, possession, or being under the influence of alcohol while on District premises, in district vehicles, or while performing work for the District.

For purposes of this policy, a controlled substance is one, which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled-substance acts.

As a condition of employment, each employee shall:

- abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
- notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on the District premises or while performing work for the District, no later than five (5) days after such a conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

- provide each employee with a copy of the District Drug- and Alcohol-Free Workplace policy;
- post notice of the District Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;
- enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs, to provide information to District employees; and
- inform employees of available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent shall notify the appropriate state or federal agency from which the District receives contract or grant moneys of the employee's conviction, within ten (10) days after receiving notice of the conviction.

TOBACCO FREE WORKPLACE - Board Policy 8225

Tobacco-Free Schools

The Board believes it is the right of the nonsmoker to breathe clean air. The Board also believes tobacco smoke in a school building denies occupants access to clean air and introduces a substantial health hazard especially to those who may be suffering from cardiovascular disease, impaired lung function, asthma, hay fever, certain eye disorders, and/or allergies to smoke.

Additionally, because of the health hazards associated with the use of other types of tobacco as well as the debris associated with it, the Board declares the District to be tobacco free. The Board also establishes a ban on all tobacco advertising on school property, at school functions, or in school publications.

This policy is designed to protect and enhance indoor air quality and contribute to the health and well-being of all students and staff. It is also designed to establish a positive model for the students of the District.

Student Tobacco Use

All use of tobacco in any form by students is banned anywhere on school property, and violation is subject to disciplinary action as determined by the District's discipline policy.

Staff Tobacco Use

All school buildings, vehicles, and school property are hereby declared tobacco free. No use of tobacco will be permitted in District facilities, vehicles, or on school property. Limitations or prohibitions of tobacco use are applicable to all hours.

Tobacco Use on District Property at Public Functions

No use of tobacco shall be allowed on school premises during any public function except as part of an approved classroom instruction. This applies to students, staff, and visitors.

Definitions

For the purpose of this policy, the following definitions shall apply:

"Tobacco Use" – the burning of a lighted cigar, cigarette, pipe, or any other matter or substance which contains tobacco OR the use of any substance which contains tobacco (such as "chew" or smokeless tobacco).

"Public School Building or Public School Property"

1. public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children that is established and maintained under the laws of the state of Montana at public expense; and
2. includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school buses.
3. all vehicles, buildings, and grounds either owned or leased by the District.

"Visitors" – individuals who are neither enrolled in nor employed by the District.

"Student" – an individual enrolled in any public or private school.

Implementation

Students, staff, and the public will be informed annually of the Board's smoking policy through appropriate student and staff handbooks and the posting of NO TOBACCO USE signs at building entrances, in common areas, and in appropriate conference, reception, and waiting rooms.

Enforcement

Students – as per the District's discipline policy.

Staff – as per the progressive discipline procedure.

Visitors – Citizens who are observed using tobacco in school buildings, vehicles, or on school property shall be asked to refrain from doing so. If the individual fails to comply with the request, his or her violation of policy may be referred to the building principal or other District supervisory personnel responsible for the area in which or program during which the violation occurred. The supervisor shall make a decision on further action, which may include a directive to leave the school building. If deemed necessary by school administration, the local law enforcement agency may be called upon to assist with enforcement of this policy.

Education

Inasmuch as the Board desires students to choose a tobacco-free lifestyle, the Board supports classroom instruction on tobacco education and will provide training for teachers whose instructional duties include tobacco-use-prevention content.

Abused and Neglected Child Reporting
– Board Policy 5232

A District employee who has reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused or neglected by anyone regardless of whether the person suspected of causing the abuse or neglect is a parent or other person responsible for the child's welfare, they shall report the matter promptly to the department of public health and human services. An employee does not discharge the obligation to personally report by notifying the Superintendent or principal.

- **Child Abuse Hotline: 1-866-820-5437**

Any District employee who fails to report a suspected case of abuse or neglect to the Department of Public Health and Human Services, or who prevents another person from doing so, may be civilly liable for the damages proximately caused by such failure or prevention, and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination. When a District employee makes a report, the DPHHS may share information with that individual or others as stated in 41-3-201(5). Individuals who receive information pursuant to the above named subsection (5) shall maintain the confidentiality of the information as required in 41-3-205.

SEXUAL HARASSMENT - Board Policy 3225, 3225F, 3226, 5010, 5012

The Colstrip Public School District is committed to a positive and productive working and learning environment free of discrimination. Discrimination adversely affects morale and interferes with employee and student ability to work and learn. The District prohibits sexual harassment or intimidation of its employees or students, whether committed by a co-worker, supervisor, subordinate, contractor, volunteer, or student, and finds such behavior just cause for disciplinary action. Whereas sexual harassment substantially comprises the attainment of educational excellence, the District will not tolerate such behavior between members of the same or opposite sex.

Furthermore, the District prohibits retaliation against any employee or student because he/she has made a report of alleged sexual harassment or against any employee or student who has testified, assisted, or participated in the investigation of a report. Retaliation is itself a violation of federal and state regulations prohibiting discrimination and will lead to disciplinary action against the offender. This policy applies to individuals attending any events on District property, whether or not District-sponsored, and to any school sponsored events regardless of location.

*Inquiries or complaints regarding such should be directed Title IX/Section 504 Coordinator. Copies of the entire policy are available.

MEET THE STAFF

Superintendent

Bob Lewandowski

Principals/Vice Principals

- Colstrip High School

Mark Ator, Principal/Athletic Director

Robin Nansel, Vice Principal/Transportation

- Frank Brattin Middle School

Ken Larson, Principal

- Pine Butte Elementary School

Aaron Skogen, Principal

Debi Smith Assistant

BUILDING CONTACTS

District Office - Linda Miars - 748-4699 ext. 3400 (7:00 – 4:00)

Janelle Beartusk– 748-4699 ext. 3420– Questions about payroll

High School – 5000 Pine Butte Drive

Tammy McRae – 748-4699 ext. 4136 (7:30 – 4:00)

Middle School – 216 Olive

Dana Fulton – 748-4699 ext. 3300 (7:30 – 4:00)

Elementary School – 2800 Durango

Tami Schutt – 748-4600 ext. 1339 (7:30 – 4:00)

COLSTRIP SCHOOL DISTRICT CALENDAR

August 23.....	First day of classes
September 3(Labor Day).....	No School
September 24 PIR.....	No School
October 18-19 PIR.....	No School
November 9.....	No School
November 21-23(Thanksgiving Break).....	No School

December 21 – January 1 (Winter Break).....	No School
February 15.....	No School
February 18 (Presidents’ Day).....	No School
March 29 (Snow Day).....	No School
April 19-23 (Spring Break)	No School
May 26.....	Graduation
May 27 (Memorial Day).....	No School
May 29.....	Last Day of School

SCHEDULE OF PAY DATES

September 7, 2018	January 25, 2019
September 21, 2018	February 8, 2019
October 5, 2018	February 22, 2019
October 19, 2018	March 8, 2019
November 2, 2018	March 22, 2019
November 16, 2018	April 5, 2019
November 30, 2018	April 19, 2019
December 14 2018	May 3, 2019
December 28, 2018	May 17, 2019
January 11, 2019	May 31, 2019

Payroll cuts off the Friday before the actual pay date.

If you are substituting on a payday, your check will be sent to the appropriate school.

If you are not substituting, it will be mailed in the early afternoon—you may stop by Central office and pick it up prior to mailing.

CONFIDENTIALITY

Students and teachers need to know that you can be trusted. When you work in the school you become an important part of the school team. Trust and understanding are very important. The way you handle information has an impact on the image of the school in the community at large. It is to everyone’s advantage to have that image be a positive one. A good rule to follow is: if it isn’t positive, don’t repeat it. We can all find faults with any and every organization and institution with which we come in contact. We form conclusions and make judgments based on personal preferences.

We appreciate anything you can do to build up our school and make it a better place. If you have concerns, please talk with the school principal.

Please treat any sensitive information you gather about children, their families, or school personnel in a confidential and professional manner. Many things you will learn at school are not to be repeated and it is against the law to do so. Every employee whether contracted or hourly, or a substitute is responsible and accountable for what they say regarding information on any student inside or outside the walls of the schools.

Any information that you learn about a student's health while working is to be kept confidential and not discussed with teachers, parents, friends or other students. If necessary, you may come and discuss a problem with the nurse or principal. The District follows the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPPA) regulations. It is against the law to share any personal student information.

Some of the specific things to keep confidential are the following: Medical information, discipline issues, grades, and student family information and background. Remember, it is the LAW and employees who violate the confidentiality laws protecting our students will be held accountable and may be charged and terminated.

Fire Drills & Other Emergency Procedures

RING! RING! RING! The fire alarm is going off, do you know what to do? Drills and real emergencies can happen at any time. One of your many tasks at the beginning of every school day should be to review the evacuation map and locate the emergency procedure information that should be prominently displayed in every classroom. At the very least you should always take a class list or seating chart with you when you leave the room so you can account for the students in your class once you are out of harms way. There is a multi-color flip chart in every room with emergency procedures detailed. And, as always, if you have any questions, seek advice from the teacher next door or the office.

MEDICAL INFORMATION

Medications

No one except trained personnel and the nurse will administer medication to any student. This includes Tylenol or Ibuprofen even if you are friends with the student and his/her family. All medications must go through the school nurse's office and will only be administered with the parent's knowledge.

No student may carry medication on him or herself unless it is an asthma inhaler or epinephrine pen for allergies and then should only be used in an emergency. If a student is found with any other medication on his/her person, send them to the nurse or principal after you have taken the medication from the student. However, students may carry cough drops. If an exception is made for an inhaler due to a doctor's orders, there will be written documentation with the nurse and the teacher you are substituting for in his/her room.

Health Concerns

There will be an individual health care plan with each teacher on any student who has a health concern that might have to be dealt with in the classroom. It has information you will need to contact the nurse and administration and procedure to follow.

Nurses' Pass

If you feel that a student in your class is ill and needs medical attention, send them to the nurse's office. If it is something minor such as a scratch, send them at the beginning or end of class or at lunchtime. All classrooms are equipped with band-aids and antiseptic wipes. Please do not let the students use this privilege just to get out of class. If you are unsure whether to send the student to the nurse, call first. Elementary – ext. 1338; Middle School – ext. 3110; High School – ext. 4141. The nurse is split between the three buildings so you need to call before sending any students.

If a student is injured, these are the Rules:

1. Never move a student who has been injured.
2. Send another student to the office to inform the staff of the problem and to get the help you need.
3. Avoid contact with blood or other bodily fluids. Every classroom has a pair of latex free gloves for emergencies.
4. Don't allow students who are bleeding to interact with other students.
5. Always allow school staff to clean up the mess.
6. Remember to stay CALM and keep it confidential.

Substitute Teaching Students with Disabilities

Over five million students in U.S. schools have been identified as having disabilities that require some type of special instruction. Whether you are substituting in a designated special education classroom or teaching in a general education classroom where students are either "pulled out" or "mainstreamed in" throughout the day, chances are that before the school year is over you will have had many opportunities to teach students with disabilities. The following are suggestions for making your time as a special education substitute more successful.

1. Have an Attitude of Respect

Use language that refers to the student as a person with a disability, not a disabled person.

Remember that the way you talk about and to them will reveal your attitude toward them. Be welcoming and caring, but don't baby them. As with all students you need to be fair and firm. Show respect and professionalism by maintaining strict confidentiality. Don't talk about students to anyone who does not work with them. Any details that you learn about a student's disability or program should remain private.

2. **Be Prepared to Work with Paraprofessionals**

One of the best assets a substitute has when working in a special education setting is the help and support of experienced paraprofessionals. These are individuals who assist students and teachers on a day-to-day basis. You can use their knowledge about procedures, routines, and students to make the day more successful for both you and your students. Respect their knowledge and working relationship with students. Delegate when appropriate, but always remember that you are the teacher and the one ultimately responsible for making sure lesson plans are carried out.

3. **Become Familiar with Special Education Terms**

Sometimes it seems that the world of special education has a vocabulary all its own. The following are just a few of the most frequently used terms and what they mean.

Assistive Technology: The use of devices to increase the ability of students such as wheelchairs, computers, hearing aids, etc.

IEP: An individualized education plan written by a team of educators, parents and service personnel which outlines specific goals or benchmarks for students along with a plan for achieving these objectives.

BIP: A behavior intervention plan written by the IEP team that outlines what procedures and practices will be used to reinforce positive behaviors and decrease undesirable behaviors for individual students.

Inclusion: Involving students with disabilities as active participants in general education classroom activities.

Least Restrictive Environment (LRE): A location in which students have maximum opportunities to interact with students who do not have disabilities.

4. **Provide Instructional Consistency**

Students in special education classrooms need structure and consistency. It is extremely important to implement the schedule, procedures, and lesson plans left by the permanent teacher. If specific instructions are not left, ask paraprofessionals how the teacher carries out classroom routines and deals with inappropriate behavior.

5. **Adapt Lessons and Activities as Needed**

It will often be necessary to make adaptations for students with special needs, especially when they participate in a general education classroom setting. You may need to reduce the number of pages, questions, or level of difficulty, use lots of examples, model procedures several times, provide one-on-one assistance, allow breaks between assignments, breakdown a large task into several smaller ones, and increase confidence, compassion, and cooperation

by reinforcing success. By being sensitive to the different needs and abilities of students, you will be able to make appropriate adaptations throughout the school day.

Additional Things to Keep in Mind

As you get to know your students and try to meet their individual needs, keep the following guidelines in mind.

- Follow the lesson plans as outlined. They have been written by the permanent teacher who knows the student and how best to meet their IEP goals.
- Locate yourself in close proximity to students so you can monitor progress, offer assistance and help students stay focused.
- Say the student's name to get their attention before giving a direction. (i.e. "Shelby, please put your paper in the basket," rather than, "Please put your paper in the basket Shelby.")
- You may need to repeat yourself more often. Be patient.
- Check for understanding. Ask students questions to make sure they understand assignments and instructions.
- Be flexible. Student schedules often change as they transition in and out of general education settings throughout the day.
- Look for and praise even small successes in thinking, behavior, and correct answers.
- If a student responds with an incorrect answer, provide clues and follow-up questions to help them think of the correct answer.
- Deal with students individually and privately if problems arise. Don't single them out in front of the entire class.
- Keep instructional tasks short and varied.
- Allow students to use learning aids to assist them as outlined by the permanent teacher.
- Check with a paraprofessional, principal or other teacher before using any specialized equipment or machines.
- Don't hesitate to ask for help if you have questions or concerns during the day.

Everything you see, hear, or read during your time in a special education classroom is to be kept **CONFIDENTIAL**. This must always be kept in mind while working with students with special

needs. Not only is confidentiality a professional ethical issue, but it is also the LAW and it protects our students.

Don't be afraid to substitute in classes for special education children. ALL Colstrip School District resource classrooms employ paraprofessionals who assist the substitutes. They are trained to respond appropriately in emergencies.

The school nurse is responsible for all students' health care needs. You will not be requested to give any medication. If the student does have personal care needs, the paraprofessional will attend to those needs. If you are substituting for the paraprofessional, the teacher will assist you.

GENERAL INFORMATION

Cell Phones

The District recognizes that cell phones have become a form of communication that society has embraced. However, the District also recognizes that unrestricted use of cell phones by staff is a distraction to the daily operation of the school. If you need to use a cell phone during school hours, we ask that you abide by the following conditions:

- Phones are to be turned off during student contact time; you may use them during lunch and breaks
- Staff text messaging students is not to happen at any time during school hours and is discouraged by the district unless the message is educationally relevant

Students will be permitted to have cell phones in their possession throughout the school day. However, cell phone use will only be permitted at lunch, before the first bell and after the last bell of the day.

- Students MUST have their cell phones turned off during the school day and while being transported on the school bus; cell phones shall cause no disruption.
- During the expressed time when cell phones are allowed to be on and in use, students are encouraged to keep their phone on a "silent" mode, should that telephone option be available.
- Cell phones will not be visible during the instructional day.
- **Should a student be observed using a cell phone, or a cell phone rings during the school day, discipline action will include but is not limited to a referral and confiscation of the phone.**

Students who choose to register their privately owned device as required by Board Policy 3620, "Bring Your Own Device", will be allowed to utilize their registered device as long as they follow guidelines as outlined in that policy as well as follow all requirements of Board Policy 3612, "Technology Acceptable use Policy".

Telephones

Local calls may be placed from the school phones by dialing “9” and then the number. Please do not make outside calls during class. The PBES OFFICE can be reached by dialing 1339; the FBMS OFFICE, 3300; the CHS OFFICE, 4136. If you need to reach another classroom from your classroom, just dial the extension. There should be a phone extension list in each room near the phone.

Personal Laptop Computers

We ask that you do not bring your personal laptop computer to use while you are substituting in our classes. It distracts you from being attentive to the students and we strongly recommend you walk around and monitor the students as they work to make sure they are on task the entire period. Remember, you are responsible for what goes on in the classroom in the absence of the teacher. If you bring your personal laptop computer and it is lost, damaged, or stolen, the Colstrip Public School District is not responsible.

School Computers

Colstrip School District is pleased to provide various Technology Resources to the students and employees of the District. The District strongly believes in the educational value of technology and recognizes its potential to support student learning. Every effort will be made to assure appropriate use of District Technology Resources and to protect students and employees from any misuses or abuses.

Responsibility is placed on the individual student and employee to abide by acceptable uses of Technology Resources. The District requires technology users to read and sign the ***Technology Resources User Agreement*** prior to using the technology each school year. A school account is opened and you will have use of software programs, internet and e-mail services.

Work Day

When you are called for a substitute position, you will be given the hours you are expected to work. The hours generally include approximately 10-15 minutes to the actual start and end of the day. If you need to leave during your assignment for any reason, you must check with the office first. We try very hard to keep prep periods open, but occasionally we are short of available substitutes and may request your assistance during prep time. You are being paid to be at school by the hour regardless of whether you receive the teacher’s prep period or not.

Discipline

Please do not discipline students while you are substituting except for a verbal reprimand. Each teacher has his/her own policy with which the students are familiar. Unacceptable measures include but are not limited to the following:

- Denying recess privileges
- Pulling items from their folders/notebooks
- Grabbing, or physically forcing students to a place or position
- Yelling, insulting, degrading, or verbal abuse of any kind
- Unacceptable language

The above actions will not be tolerated. If you need assistance with a student, contact the teacher next door first and he/she will guide you to the next step(s). Please do not contact the parent or guardian of the child. If the student is uncontrollable, you may contact the office. Remember to always leave a note for the permanent teacher with details for follow-up and to keep it confidential.

Discipline Suggestions

Maintaining order in the classroom is very important. The best way to do this is to keep the students busy. If the work left by the teacher doesn't fill the period, it is best to have a back-up plan to fill in the time. You can have them read a book. If you add something to what the teacher has assigned, first make sure that the students have satisfactorily completed the assignment that the teacher left. Don't just take the student's word for it. Make sure you look at their work. Next, act as if the assignment that you are about to give them was part of the original plan for them. You might just say, "OK, next we need to practice some math skills and I have a worksheet for you to complete." Or "The next thing on our agenda for today is to work this crossword puzzle sheet." You can always contact a neighboring teacher for help with assignments. If the teacher you are substituting for did not leave any plans or you cannot find them, contact the teacher next door and/or the office as soon as possible. The fastest way to lose control is to tell the students that they can visit with each other. If there are two minutes or less left in the class period, this might work, but you can lose control quickly so be careful of allowing your class to do this.

Do not get into a verbal confrontation with a student in front of the other students. If you need to speak to a student about his/her behavior it is best to do this in private. If you ask the student to step outside the classroom, stay where you can still monitor the class while you talk with the student. In a verbal confrontation the student will feel the need to win to keep face with his/her peers, and this becomes a no-win situation. Many times you can get students to do what you want them to do by standing close to them and waiting until they comply with your wishes. Being up on your feet and walking around the room and monitoring the students will usually keep you from having lots of problems. Remember, you are the adult in the classroom and you need to maintain that role.

Conflict of Interest

While you are supervising our students, you may not use the time to work on personal school work or other items related to another job outside our District. We need you and value your service and attention to our students. Remember, you are liable for what goes on in the classroom in the absence of the teacher.

Search and Seizure

You are never allowed to search any student or their property at any time. If you suspect danger, drugs, alcohol, cigarettes, then very discretely alert the office. The office personnel will then alert an administrator.

Helpful Suggestions & Expectations

1. Check for posted fire and lock-down drill information and any other safety-related instructions.
2. Dress neatly and professionally and conduct yourself in a professional manner.
3. Report to the office upon arriving at school. Pick up any pertinent information and supplies needed for the day.
4. Become familiar with the routine of each school, its policies, rules and curriculum.
5. Follow the teacher's plans—do not deviate unless absolutely necessary.
6. Consult the seating chart. Identify any students who have been designated to assist you.
7. Start class immediately with the assigned work after taking roll.
8. Leave the classroom in an orderly condition with all supplies and equipment returned to storage areas.
9. Do not let students disturb anything on or in the teacher's desk or any equipment.
10. Do not let students leave class for any reason unless it is an emergency. Some students will take advantage of you if given the opportunity. Remember, you are responsible for the students that day.
11. Never, ever leave students unsupervised. A lot can happen when you leave them or turn your back to them for just an instant.
12. Do not allow any student to log on to the teacher's computer.
13. Do not discuss personal, religious, or political opinions with the students.
14. When substituting in a class with computers, students are to do the assignments only. Web surfing and playing games are never acceptable during class time without the permission of the teacher. When you are substituting, make sure you have in writing any such permission.
15. Limit your time sitting at the teacher's desk. You will have more respect if you "work the crowd" by walking around the room.

16. Acknowledge each student in a positive manner by eye contact, name, handshake, proximity, and smile often.
17. Speake in a moderate tone of voice—not too loud or too soft.
18. Be firm, fair, and courteous with decisions.
19. Make learning as enjoyable as possible.
20. Keep control of the classroom and students at all times.
21. For any discipline problem, contact a neighboring teacher or the office.
22. If you have any questions as to any responsibilities you may have, feel free to contact a neighboring teacher or the office.
23. Always leave a detailed report for the teacher about your day along with notes and bulletins. This is very important communication between you and the teacher.

Dress Code

The school, like the workplace, has acceptable criteria and standards of cleanliness and modesty.

1. No hats or caps or hoods may be worn. If a student chooses to bring a hat to school, it is to be left in the locker or vehicle for the school day.
2. No sunglasses may be worn in the building without written notice from a doctor.
3. Clothing that has printing or pictures that are derogatory or offensive in nature or not appropriate for the school setting will not be allowed.
4. Short shorts/skirts, shirts which bare the shoulder and/or expose undergarments or cleavage, cutoffs, bicycle shorts, half shirts, see-through articles of clothing (i.e. mesh shirts) shirts which expose skin at the midriff area, etc. will not be allowed in classrooms or halls.
5. Any dress style that is considered disruptive to the educational process will not be allowed.

If you observe a violation of the dress code, please call the office and describe the clothing and send the student to the office.

Language

We encourage our students to use clean language at all times. We do not allow students to curse or use foul language. Should a student curse in your presence, get the student's name and write down what you heard the student say and turn this information in to the teacher. If the student curses you specifically, send the student to the office to see the assistant principal and alert the office that the student is on his/her way. If a substitute is found to be using foul language around students, he/she will be subject to disciplinary action.

Lunch

Lunch in all buildings is \$4.00. You may use cash or write a check for the exact amount of purchase only. If the teacher you are substituting for is assigned lunch duty, you may eat school lunch free of

charge in exchange for your supervision. Sign in and out on the timesheet for your lunch hour unless you have lunch duty; note that in the “Comments” column.

Monitoring the Halls

Please stand outside your door between classes to ensure proper student conduct.

Food and Beverages

Consuming food and drink in the academic areas is prohibited. At any time that the presence of food or drink becomes a disruptive or sanitary concern, it will be confiscated and the privilege may be discontinued. We strongly recommend that you do not eat anything that is not considered of nutritional value in front of the students.

Duty

Please observe the teacher’s plans for any duty assignment

School Assemblies

You are required to attend pep rallies and assemblies to monitor your students. Find out the time, location, and how the regular class schedule will be altered to accommodate the assembly. Also, talk to your neighboring teachers. Schools may have specific procedures for going to and returning from an assembly, such as walking in a single line or assigned seating for each class. If there are no established procedures, devise your own, especially for younger ages. State the specific behaviors you expect during the assembly, as well as stating specific consequences for violations. Remember to not punish the whole class for the misconduct of a few students. This can create a hostile environment with the students as this can cause them to act out against each other as well as you. Take a class roster, pen, and a couple of hall passes with you to the assembly.

Remember, an assembly is not downtime for you. You are still responsible for the behavior and safety of students in your care.

Leaving a Substitute Teacher Report

Imagine you are in the middle of reading a good book. One day you don’t read at all and the next day you pick up the book and begin reading a few chapters after where you left off. You still know all of the characters and in general what is going on, but without the information found in the skipped chapters you are bound to be a little confused and frustrated as you try to pick up the story line and begin reading again. It’s a little like that for a teacher coming back to their classroom after being gone for a day. That is why leaving a substitute teacher report is such an important part of substituting

teaching. You are filling in the important details in the chapters they missed. Write a letter to the teacher at the end of the day or make notations on the plans left by the permanent teacher throughout the day and then write a few concluding sentences after students have gone home. More important than the format you use is that your report contains the information the teacher will need to understand what did and didn't happen while they were gone. The following are key points you should be sure to include:

- Students who were absent, late, or left school during the day
- Messages for the teacher (both from parents and the office)
- Changes or adjustments that were made to the lesson plans
- Additional work assigned or activities completed by students
- Accidents that occurred in the classroom or on the playground
- Explanation of any serious behavior problems that occurred and how they were handled.
- Recognition of students who were especially helpful
- At least one positive comment about the class as a whole

Back-to-School Classroom Management Tips

- Introduce yourself to the teacher next door. You will feel much more comfortable asking for their help if you have already met them.
- Engage students immediately. The sooner you get students on-task the easier it is to keep them there. Have things ready and begin teaching as soon as the bell rings.
- State expectations in a positive way. Instead of detailing a list of things you “don't” want students to do, tell them exactly what you “do” want them to do with their assignments, feet, hands, pencils, books, lab materials, etc.
- Outline transition time step-by-step. Tell students when to stop their current activity, what to do with the materials they have, what new materials they need to get, the behavior expected during the transition and the amount of time they have to switch from one activity to another.
- Have positive interactions. Smile and acknowledge individual effort as well as group efforts. And reinforce appropriate behavior.
- Redirect inappropriate behavior. Don't criticize, threaten, or belittle students who are behaving inappropriately. Be calm, identify the behavior you want to stop and then redirect their actions to an appropriate alternative.
- Be prepared for extra class time. There will always be students who finish early so have learning activities for them.
- Carry a clipboard. It not only is a great tool for keep track of the seating chart and lesson plans, it also conveys a sense of authority and helps establish you as the leader in the classroom.
- Stay on your feet. Proximity, or nearness to a student is one of the MOST effective tools for preventing and stopping inappropriate behavior. Monitor students in an unpredictable fashion. Use the ZONE. Have a special interest in each student and their work.

Before the 1st Bell Rings

As a substitute teacher, your day begins before that first bell rings. Once you've made it to the classroom there are a number of things you should try to do before students arrive.

- Arrive 10-15 minutes early
- Introduce yourself to neighboring teachers
- Put your name on the board
- Review the emergency evacuation route
- Review the lesson plans
- Make preparations needed in order to begin class and engage students in a starter activity immediately upon arrival
- Look for classroom rules, expectations, schedules, routines, or student instructions that are posted in the room
- Study the seating chart; if you can't find one, be prepared to make your own
- Put on your smile if you haven't done so yet. It is worth a thousand smiles back from the children.
- Be prepared to stop what you are doing and greet the students at the door when the bell rings—with your smile!

The First Five Minutes are Critical!

No matter what grade level or subject you teach, the first five minutes of class are critical! Those first five minutes after the bell rings will set the tone for the rest of the day. The most important thing you can do is quickly get the students involved in a learning activity.

Many teachers have established routines that include independent 'starter' activities for students to do while the teacher takes roll, lunch count, etc. If this is the case, have the students follow the regular routine. If you received a last minute call and didn't have time to review the lesson plans, assign a five-minute activity or worksheet of your own to buy yourself some time. There is nothing that communicates more you are nervous or unprepared when you are not. Don't drag out procedures like taking roll. Be friendly, but stay on task. The sooner they get busy on an activity, the less likely they will engage in inappropriate behavior. Remember: Just as first impressions are important, so are the first five minutes of the class period. This will give you the edge as well to set the tone for the day. Keep it positive and friendly.

"I Understand"

“I understand” are perhaps the two most powerful words in a substitute teacher’s vocabulary when it comes to deal with verbal student protests. They enable you to acknowledge what students are saying without giving up any of your authority or getting emotionally involved.

If a student says, “That’s not how we usually do it,” you can say, “I understand, but the instructions for today say to do it this way instead.” If a student says, “You are the worst teacher ever!” you can say, “I understand, however I am your teacher for the day, now please sit down and begin working on your assignment.”

If a student says, “I’m not going to do it!” you can say, “I understand you don’t want to do this assignment, however you are expected to have it completed by the beginning of class tomorrow and not distract other students while they are working during class today.” From “This assignment is stupid,” to “I hate you!” your best response to student outbursts is to remain calm, say “I understand” and then redirect student behavior. These two little words can stop protests from almost any student, prevent heated debates, and allow you to remain in control of the classroom. So you think it seems too simple to be effective? I understand, give it a try anyway and I’m confident you’ll be pleasantly surprised with the results.

When and How to Get Help

No matter how excellent a substitute teacher you are, situations will arrive when you need the assistance of another teacher, custodian, or administrator. We have telephones in every classroom. When you check in at the beginning of the school day, ask the secretary for additional procedures that may not be in this manual. The following general guidelines will apply to most situations. Whatever you do, remember that you should NEVER leave your students unsupervised.

When to Get Help

- ❖ Student injury or illness
- ❖ Student threatens violence
- ❖ Serious verbal or physical conflict between students
- ❖ Suspicion of weapons or drugs
- ❖ Inappropriate student behavior that disrupts the class and does not respond to behavior management techniques

How to Get Help

- ❖ Use the classroom phone
- ❖ Send a reliable student to the office or to a neighboring teacher with a verbal message or written note

Professional Educators of Montana Code of Ethics

Preamble

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities.

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

The Professional Educator in Montana:

Makes the well-being of students the foundation of all decisions and actions;

- Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- Provides educational services with respect for human dignity and the uniqueness of the student.
- Safeguards the student's right to privacy by judiciously protecting information of a confidential nature.

Fulfills professional responsibilities with diligence and integrity;

- Enhances individual competence by increasing knowledge and skills.
- Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- Contributes to the development and articulation of the profession's body of knowledge.
- Promotes professionalism by respecting the privacy and dignity of colleagues.
- Demands that conditions of employment are conducive to high-quality education.

Models the principles of citizenship in a democratic society;

- Respects the individual roles, rights, and responsibilities of the community; including parents, trustees, and colleagues.
- Assumes responsibility for individual actions.

- Protects the civil and human rights of students and colleagues.

Adopted by the Certification Standards and Practices Advisory Council on October 30, 1997

SCHOOL YEAR 2018-2019
COLSTRIP PUBLIC SCHOOLS
SUBSTITUTE HANDBOOK SIGNOFF

DATE: _____

I, _____

HAVE RECEIVED A LINK TO THE 2018-2019
COLSTRIP PUBLIC SCHOOLS SUBSTITUTE
HANDBOOK AND I UNDERSTAND IT IS MY
RESPONSIBILITY TO READ AND TO FOLLOW
THE POLICIES AND REGULATIONS THEREIN.

<http://colstrippublicschools.org/district/handbooks/>

*(I WILL NOTIFY CENTRAL OFFICE IF I DO NOT HAVE ACCESS TO A COMPUTER
AND NEED A HARD COPY.)*

SIGNATURE: _____