

**Lewiston Independent School District No. 1
Substitute Handbook
2019-2020**



**Central Services – District Office
3317 12th Street
Lewiston, ID 83501**

**District Substitute Coordinator: 208-748-3074
District Office: (208) 748-3000**

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WELCOME!

On behalf of the Lewiston School District, it is a pleasure to welcome you as a substitute in our district.

Your instructional talents and skills are important as we strive toward helping each student achieve their potential. We look forward to your contributions toward the ongoing education and success of the students in our District.

The Guiding Philosophy of our school district clarifies our purpose, our direction and our beliefs. The philosophy will serve to guide our decisions and our actions to better serve the students and this community. The guiding principles create our desired culture and guide the behaviors of all members of Independent School District No. 1.

PURPOSE: To educate and inspire learners for life.

VISION: To achieve the highest individual potential.

GUIDING PRINCIPLES:

We believe –

- Students are the center of the educational process.
- Education is the foundation for success.
- Parents must be engaged in the education of their children.
- The district and the community must share a passion for education.
- Emotional and physical safety is necessary in the educational environment.
- Learning is lifelong.

MISSION: Strive... Achieve... Succeed... Go Beyond!

**Strive...
Achieve...
Succeed...
Go Beyond!**



Independent School District No. 1 is an Equal Opportunity/Educational Agency

POINTS OF INTEREST ABOUT THE LEWISTON PUBLIC SCHOOLS

Although the records indicate that Lewiston had a school as early as 1863, it was not until December 30, 1880, that the District was granted a charter by the Legislative Assembly of the Territory of Idaho. This is one of three such charters now in operation in the State of Idaho which gives certain special privileges to the Directors of the District that other districts do not enjoy.

The first school head was chosen in 1899 when R. N. Wright was named Superintendent to preside over 11 teachers and an enrollment of 331 pupils. A two-year high school enrolled 20 students. The enrollment has now grown to 5,000 students and a staff of over 650 full-time and part-time employees.

Since 1948, seven new elementary schools, two junior high schools and other facilities have been constructed. All construction since 1964 has been done with School Plant Facilities Reserve Funds, which is a pay-as-you-build program eliminating interest charges.

The District serves a total population of just under 30,000 people who live in an area of approximately 137 square miles.

Lewiston Public Schools

Lewiston High School 1114 9th Avenue Phone: 208-748-3100 Fax: 208-748-3149	Camelot Elementary School 1903 Grelle Avenue Phone: 208-748-3500 Fax: 208-748-3519	Orchards Elementary School 3429 12th Street Phone: 208-748-3700 Fax: 208-748-3729
Alternative High School 1982 Tammany Creed Rd. Phone: 208-748-3270 Fax: 208-748-3299	Centennial Elementary School 815 Burrell Avenue Phone: 208-748-3550 Fax: 208-748-3599	Webster Elementary School 1409 8th Street Phone: 208-748-3800 Fax: 208-748-3849
Jenifer Jr. High School 1213 16th Street Phone: 208-748-3300 Fax: 208-748-3349	McGhee Elementary School 636 Warner Avenue Phone: 208-748-3600 Fax: 208-748-3649	Whitman Elementary School 1840 9th Avenue Phone: 208-748-3850 Fax: 208-748-3899
Sacajawea Jr. High School 3610 12th Street Phone: 208-748-3400 Fax: 208-748-3449	McSorley Elementary School 2020 15th Street Phone: 208-748-3650 Fax: 208-748-3669	Strive... Achieve... Succeed... Go Beyond!

District Contact: Substitute Coordinator: (208) 748-3074

Subcaller email: subcaller@lewistonschools.net

District website: www.lewistonschools.net

Dear Substitute,

We welcome you as a guest within our schools. Following are some guidelines and information to assist you with paving the way toward a successful school year.

1. **Absence Management (formerly Aesop):** Our District uses an automated program called Absence Management to assist with scheduling substitutes in the schools. Absences are entered in Absence Management and substitutes may access the program to search for and accept jobs by phone or online. The District provides a new substitute orientation, which includes information about Aesop and the District as well as access to training materials.
2. **Accepting and Canceling Jobs:** Whenever possible, substitutes should not cancel jobs they have accepted. If a substitute must cancel a job, (s)he should cancel as soon as possible to allow Aesop time to find another substitute. Being proactive by checking for jobs often either online or by the phone, will help you to accept opportunities that work best with your schedule. When accepting an opportunity, be sure to get a confirmation number and review the start and stop times of the job assignment. The exact beginning and ending times for substitutes may vary from school to school.
3. **Reporting for Duty:** Check in with the building principal or secretary to verify your specific schedule and the general classroom schedule used in the building in which you are substituting. Each building will provide you with a guest badge. This badge should be worn at all times. It is also important to familiarize yourself with the lunch and recess schedules.
4. **Job Assignment:** Due to the needs of the school/district, a substitute may be asked to work a different assignment than the one that (s)he originally accepted. The substitute is expected to be attentive and on duty during their entire assignment. Substitutes should not leave students unattended.
5. **At-Will Employment:** Substitutes assume “at will” employment status with the District. Substitutes have no job security, earn no employment rights and may have their name removed from the substitute list at any time at the discretion of the District.
6. **Dress/Attire:** Substitutes are expected to dress in a manner that reflects a professional appearance while appropriate for the position for the substitute’s specific job assignment. Substitutes shall be expected to serve as positive role models for students and shall refrain from dressing in a manner that is a disrupting influence in class or school. Questions about mode of dress should be referred to the building administrator.

QUALIFICATIONS-COMPENSATION-PAYROLL

QUALIFICATIONS:

1. Substitute Teacher - Qualifications:

Substitute Teachers shall be employed and paid by the District. They shall be required to assume the daily work schedule and the normal duties of the regular certificated employees.

The District requires substitute teachers to meet at least one of the following minimum qualifications.

- Possess a four (4) year, post-secondary degree
- Completed two (2) years of successful post-secondary high school education, with at least 32 semester credits
- Certified as a Para-Professional

2. Substitute Instructional Assistant – Qualifications:

The District requires substitute instructional assistants to meet the following minimum qualification:

- High School Diploma or Equivalent

3. Criminal Background Check:

A federal criminal history check, which includes finger printing, is required for all District employees. Employees are responsible for the fee to conduct the criminal history check.

COMPENSATION:

1. Substitute Teacher Pay:

Substitute Teachers' pay shall be paid at a rate to be determined by the Board. This rate per day will be paid until one has taught for ten (10) consecutive days as a replacement for the same certificated employee. At that time, the pay will increase \$3.00 per day.

Substitute Teachers are paid at a daily rate and are on a tiered pay scale.

Tier 1)

Substitute Teachers who possess a four (4) year degree.

- Full day \$90.00
- Half day \$45.00

After 10 Consecutive Days:

- Full day \$93.00
- Half day \$46.50

Tier 2)

Substitute Teachers who do not possess a four (4) year degree, but meet the following requirements:

- 1) Completed two years of successful post-secondary education, with at Least 32 semester credits
OR
- 2) Certified as a Paraprofessional (i.e., passed the ETS paraprofessional exam):

- Full day \$80.00
- Half day \$40.00

After 10 Consecutive Days:

- Full day \$83.00
- Half day \$41.50

2. After 30 Consecutive Days (applies to Tier 1 and Tier 2 Substitute Teacher Pay):

Substitute teachers employed for the same certificated employee for more than (30) consecutive teaching days will be paid at the daily rate of their appropriate placement on the approved salary schedule as determined by the Human Resources Department. This rate will be paid beginning the first day of the assignment if it is known that the substitute will be employed more than thirty (30) consecutive days in the same assignment. This rate will be paid retroactively if an assignment exceeds thirty (30) consecutive days.

3. Substitute Instructional Assistant Pay:

Substitute Instructional Assistants are paid an hourly rate. The hourly rate will be the “entry-level” introductory rate on the Instructional Assistant pay scale within the Instructional Wage Group. The wage scale can be found online at:

<http://www.lewistonschools.net/departments/humanresources>

Payroll Paperwork:

Visit the District office and complete all payroll paperwork on or before your first day of work. Questions regarding your payroll paperwork may be directed to the District Substitute Coordinator at (208) 748-3074 or the District Office at (208) 748-3000.

Monthly payroll is automatically deposited into the account of your choice when you sign up to substitute. If other arrangements need to be made, our Payroll Department has forms for you to sign. Payroll cut-off dates and pay dates are available at the District Office or by visiting the Business Office's website at:

www.lewistonschools.net/Schools/Departments/businessoffice/payroll.

The District pays employees once a month. The regularly scheduled pay date is the 20th of each month, however when the 20th lands on a Saturday or Sunday, you will be paid the preceding Friday.

The school calendar includes important dates including the day school starts, holiday days, early release days, attendance days for students, non-attendance days for students, etc. The calendar is available in the District Office or by accessing the District's website at:

www.lewistonschools.net.

Pay Stubs and W-2 Forms:

All earnings statements (pay stubs) will be available in electronic format only. Employees will be able to access their earnings statements and W-2 forms by secure website.

RESPONSIBILITIES OF SUBSTITUTES:

ETHICAL BEHAVIOR:

Substitutes have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.

1. Confidentiality

Substitutes have a grave responsibility to treat with confidentiality most matters pertaining to students. Student behavior, performance, and achievement levels are not subjects of general conversation and should not be discussed outside of the school setting. When working with special needs students, substitutes must exercise an even greater degree of caution when discussing school children assigned to them.

2. Criticism/Comparisons

Substitutes are encouraged to speak honestly about their experiences as a “Guest” in the District. However, the Mission of the District and the goals of the school are thwarted when a substitute engages in malicious talk about their experiences. Disparaging comments comparing one school with another or comparing the children in one neighborhood with those of another should not be made. Under no circumstances should a substitute criticize others, except to those in authority, and even then, only when the best interests of the students are being considered.

3. No Solicitation

Substitutes may not take advantage of their position by selling, promoting, or otherwise soliciting goods or services for their personal gain or benefit while on duty. The exercise of good judgment and common sense is expected in this regard.

4. Substitute/Student Relationships

Substitutes should exercise extreme caution and good judgment in verbal and physical relationships with students. Substitutes should establish a position of authority with the students; they may “be friendly” without “befriending” the students. Under no circumstances may a substitute engage in a romantic relationship with a student, regardless of who initiates the relationship. (See more on this topic in the section that follows on Sexual Harassment.)

Yelling at students, calling them derogatory names, and using insults or other threatening verbal attacks will not be tolerated and may be grounds for dismissal.

While in the office, they should ask if there is anything they need to be aware of. Many schools have prepared folders for substitute teachers containing such information as the school staff, map of the school, evacuation procedures, emergency plans, bell schedules, and list of key personnel. They should also ask if there are any special instructions or other information needed to carry out the day’s activities.

5. Supplies, Materials and Equipment

Teachers’ materials and supplies should not be used unless the lesson plans authorize their use. Any materials and equipment borrowed should be returned to the proper person before a substitute leaves campus. At the end of the day, the teachers’ rooms and equipment should be left the way they were found. The full time teacher’s desk, files, and other storage areas should be regarded with respect.

6. Leaving the Campus

The care and supervision of the students assigned to the substitute should be of paramount importance. At no time during the day should the substitute leave campus unless authorized to do so. Substitutes should not leave the campus at the end of the school day unless they have cleared through the school office.

7. Other Duties as Assigned
A substitute may be asked to substitute in a classroom other than the one in which (s)he had initially accepted or to perform additional duties at the request of the school. Substitutes are expected to demonstrate FLEXIBILITY and COOPERATION with the school administration in its attempts to meet the instructional and safety needs of the students under their care.

8. At the End of the Day
When the children have been dismissed for the day, or placed safely on the correct school bus, the substitute still has several more duties to perform. The room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Successful substitute teachers will take a few minutes to leave a detailed note for the teacher. The teacher appreciates knowing how much of the lesson plans was accomplished and any other important information about the substitute's instructional efforts they might need to know about. The teacher would also want to be informed of any behavior problems or unusual events that may have occurred during her absence. Finally, the substitute should always check out through the office when leaving for the day. This provides the office staff with an opportunity to deliver any messages to the substitute they may have received and to note the time of departure.

9. Changes in Contact Information
The substitute has the responsibility of ensuring their contact information is current (i.e., telephone number, address, etc.) in the District's sub calling system. To update your information, login to Aesop and select the preferences tab.

CLASSROOM TEACHER RESPONSIBILITIES:

Lesson plan book should be left in plain sight or on the desk. It should contain:

1. Daily teaching schedule on the inside cover
2. Duty schedule and responsibilities
3. Seating chart or name tags on desk
4. List of students and their schedules that go to classes outside of the regular classroom
 - a. resource/504 plans
 - b. nova
 - c. reading
 - d. speech
 - e. music, band, strings
 - f. hearing
 - g. guidance counselors
 - h. miscellaneous (patrol, kitchen, etc.)
 - i. review use of intervention room with principal

5. List of persons and their schedules who will be coming into your room
 - a. high school aides
 - b. student teachers
 - c. paid aides
 - d. visitors
 - e. college aides
 - f. parent aides
 - g. others

6. School calendar and important notes which might benefit the substitute
 - a. List of students with physical, emotional, or mental problems along with directions for treatment and handling
 - b. Information concerning use of plan book and planning with grade level teacher lesson plan books should always be kept at least three (3) days ahead
 - c. Any other information which the teacher feels should be included in Grade Book

7. Information concerning the following shall be included
 - a. Attendance and lunch count procedures
 - b. Grading procedure – substitutes are not required to place grades in grade book unless they are on the job for three (3) or more continuous days
 - c. Any instructions for grading daily papers

Miscellaneous Information:

1. Teacher's manuals should be easily available
2. Instructions easily found for the following:
 - a. lunch count
 - b. attendance
 - c. recess procedures
 - d. cafeteria procedures
 - e. special events
 - f. expectations of the substitute for that day clearly defined
 - g. method of discipline outlines
 - h. audio-visual needs for that day
 - i. necessary worksheets, dittos, etc. needed for that day, if possible
 - j. have extra materials available for use in case it might be needed to complete that day
 - k. report any student accident or injury to principal
 - l. teachers who can assist

CLASSROOM DUTIES AND INSTRUCTIONAL RESPONSIBILITIES

Substitute teachers are expected to perform all the duties of the regular teacher unless the administrator releases the substitute from a particular responsibility. Check the teacher's master planning book to see if there are any students with special needs or medical conditions of which to be aware. If the planning book is unavailable, check with the office. Substitute teachers should maintain the regular routine of the class. They should follow the daily class schedule and lesson plans provided by the regular teacher.

1. Lesson Plans

When teachers are absent from school, they will leave LESSON PLANS for the substitute teacher to follow in order to maintain a continuity of instruction in the classroom. The lesson plans are the blueprint, the road map, and the survival guide for the substitute teacher. Substitutes are to implement the lesson plans exactly as the teacher wrote them. The substitute is expected to adhere to the scope and sequence of instruction documented in the teacher's lesson plans. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instruction theory and practice.

Most of the time, teachers anticipate their absences when due to scheduled appointments or staff development requirements. However, if a teacher is absent due to an emergency, the substitute may not have lesson plans provided by the teacher. When this occurs, help is available from other teachers and support staff in the school. Teachers from the same grade level or field of study should be able to help with missing lesson plans. At the Junior and Senior High level, check immediately with the main office to get assistance in missing lesson plans.

2. Student Attendance

One of the many regular duties of the full time teacher is the taking of student attendance. State law and District policy require that student absences be excused only with a written note from the parents or legal guardians. Substitutes are expected to assist in compliance with this requirement. Attendance must be taken in every class and this information must be provided to the school office following the procedures established at the school. Attendance-taking procedures are included in the substitute's folder or are available from the office or any full time teacher.

3. Written Work/Grading Papers

The substitute teacher should not assign written work and leave it to be graded, except at the request of the regular teacher. Nor should the full time teacher expect the substitute to grade papers not assigned in the lesson plans. Extreme caution should be used when substitute teachers are asked to grade papers, the results of which will be made a part of the student's permanent grades.

4. Classroom Management

Substitute teachers are expected to model and reinforce the expectations of the permanent teacher. Classroom rules are posted in most classrooms and, except for the first few days of class, all students know what the rules of behavior are and what the consequences are for not following them. Effective classroom management will lead to effective teaching.

5. Discipline

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior in order to resume effective teaching. Substitutes must NEVER administer CORPORAL PUNISHMENT, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is forbidden. Sarcasm is ineffective in the classroom and should not be used with students. Only when all reasonable efforts to maintain order have failed should the substitute refer students to school administrators with a discipline slip or note explaining the circumstances.

a. Office Communications

In every classroom there is a communication device that can be used if you need to contact the office for immediate assistance. If inoperative, you can send a student to the office with a message.

b. Unattended Classroom

The substitute should never leave the classroom unattended. Even if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and they will handle the situation. If the substitute needs to leave the classroom for personal reasons, a nearby teacher should be notified so that the classroom will be supervised.

c. Firm, Fair and Consistent

Most literature on substitute teaching indicates that in order to be successful in their treatment of students, the substitute needs to treat them in a firm, fair and consistent manner. Fairness and consistency are key issues with students, especially in the middle school. The substitute must not “play favorites” when dealing with student behavior or performance.

6. Active Involvement

The successful substitute teacher is actively involved with instruction. This includes moving around the classroom often, checking student work and assisting with assignments. The expression, “Be on your feet – not on your seat,” is sage advice to the substitute. Many discipline problems can be avoided by the substitute’s use of proximity to the students.

7. Seek Help!

At all times, and in all matters related to substitute teaching, the substitutes should never hesitate to SEEK HELP when needed. Everyone in the school system wants the substitute teacher to be successful – the teachers, administrators, students, and parents. Help is only a few steps or a call to the office away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist the substitute with either instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and department heads.

8. Cell Phones/Pagers

Cellular phones and pagers are allowed on the school campus as long as they are turned off and out of sight during the school day. No personal calls should be made or received during the instructional day or during after school meetings with the exception of limited personal calls which may be made during planning period and lunch.

HELPFUL HINTS FOR SUCCESSFUL SUBSTITUTING

1. Arrive early, not just at the required time.
2. At each school, familiarize yourself with locations of fire extinguishers, emergency exit routes, “call buttons” to the office, etc.
3. Keep a sense of humor; it helps both digestive system and the climate in the classroom.
4. Expect to be challenged; it comes with the territory at all grade levels.
5. Substitute Teachers: Have some “emergency plans” in case lesson plans are either missing or inadequate.
6. Substitute Teachers: Let the teacher know specifically what lessons weren’t completed in your detailed note that you leave for the teacher at the end of the day. (Explain reasons why, if needed.)
7. Don’t feel threatened or uncomfortable when administrators visit your classroom. They can be a great help in maintaining discipline.
8. Make sure the students know your name but don’t let them call you by your first name; it diminishes the respect you want to establish and maintain.
9. Immediately familiarize yourself with the students.
10. Expect interruptions. Fire drills, electrical outages, playground injuries, visits from other teachers, students being “pulled out” for other programs or services are all par for the course.
11. When in doubt, confused, or otherwise unable to carry out your duties, seek help from another teacher at the same grade level (elementary), subject area (secondary) or building central office.
12. Do more than required. Your extra efforts will be noted and appreciated.

RESOURCES FOR SUCCESSFUL SUBSTITUTE TEACHING

There are literally hundreds of good “sites” available on the Internet for substitute teachers. Of course some are better than others, but feel free to “browse” for yourself until you find what you need. To get you started, here a few excellent sites to explore. Take some time to check them all out!

www.proteacher.com Select “Substitute Teachers” from the main menu on the left and read all about it! This site serves as a bulletin board for substitute teachers. In addition to lots of helpful hints and success stories, there is plenty of room for commiseration so you won’t feel alone in your experiences as a substitute.

BOOKS AND OTHER RESOURCE MATERIALS

In addition to the excellent resources available through the Internet, there are many books, videotapes, magazines, and handbooks available to assist the substitute teacher. The Internet sources listed above all have links to additional materials, especially the San Diego site. Some of the more popular books current available from Barnes and Noble and other bookstores are:

Classroom Management for Substitute Teachers, S. Harold Collins, Kathy Kifer (Illustrator)

A Survival Kit for the Substitute and New Teacher: Your Blueprint to Having a Successful Day, Jennifer Gaither

Mastering the Art of Substitute Teaching, S. Harold Collins, Gary J. Schubert (Illustrator)

Lifesavers for Substitutes, Mary McMillan

Substitute Teaching: A Handbook for Hassle-Free Subbing, Barbara Pronin

Abbreviations and Acronyms:

Programs

Title 1	A federally funded program designed to serve a designated student population in need of additional reading and/or math competency.
DARE	Drug Abuse Resistance Education
SSR	Sustained Silent Reading

Special Education Terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ED	Emotional Disorder (previously EBD – Emotional & Behavior Disorder)
ESL	English as a Second Language
504	Students with disabilities other than special education
LD	Learning Disabled
Multi-disabled	Two or more disabling conditions
OT	Occupational Therapy
PT	Physical Therapy

Professional Organizations

NEA	National Educational Association
IEA	Idaho Educational Association
LEA	Lewiston Educational Association

Rules, Regulations and Processes

This Handbook has been prepared to provide information to Substitutes and is not intended as a complete statement of the substitute's rights or responsibilities. In the event any conflict between this Handbook and the District Rules and Regulations occurs, the Rules and Regulations will be deemed to govern. A complete set of District Rules and Regulations is available online at www.lewistonschools.net.

The Board of Directors reserves the right, at its discretion, to modify, rescind, delete, or add to the provisions of this Handbook as well as any of its other personnel policies.