

Lewiston Independent School District No. 1 Substitute Handbook



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

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

Table of Contents

Welcome	2
Points of Interest about the Lewiston Public Schools	3
Guidelines and Information	4
Absence Management: Frontline.....	4
Accepting and Canceling Jobs.....	4
Reporting for Duty	4
Job Assignment.....	4
At-Will Employment.....	4
Dress Attire.....	4
Qualifications	5
Substitute Teacher Qualifications	5
Substitute Instructional Assistant Qualifications.....	5
Criminal History Check	5
Compensation	5
Substitute Teacher Pay	5-6
Substitute Pay for Educational Support Personnel Positions.....	6
Payroll Paperwork	7
Pay Stubs and W-2 Forms	7
Responsibilities of Substitutes	8-10
Classroom Teacher Responsibilities	10-11
Classroom Duties and Instructional Responsibilities	12-14
Helpful Hints for Successful Substitute Teaching	15
Resources for Successful Substitute Teaching	16-17
Rules, Regulations and Processes	18

WELCOME!

On behalf of the Lewiston School District, it is a pleasure to welcome you to our district!

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

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: In collaboration with our community, we will empower students by providing an engaging and equitable education in a safe environment every day.

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: Ensuring high levels of learning for ALL students.

The Lewiston School District is committed to bias-free, safe learning environments for our entire school community, to enhance a culture of equity that guarantees our District's mission of ensuring high levels of learning for ALL students.

- Schools will include equity, fairness, and inclusion language within their practices, protocols and programs.
- Schools will incorporate culturally relevant curriculum that is responsive to the diversity of the District's school community.
- The District will continue to incorporate ongoing professional development in anti-racism, implicit bias, cultural competency, and inclusive practices for all district employees.

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 a new high school and other facilities have been constructed. On March 14, 2017, the residents of the Lewiston Independent School District No. 1 voted in favor of building a new senior high school in the Lewiston Orchards. The new high school, housing grades 9-12, opened during the 2020-2021 school year. This same year, the two junior high schools transitioned into middle schools housing grades 6-8.

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

District and School Directory

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
Tammany 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 Middle 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 Middle 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	Central Services 3317 12th Street Phone: 208-748-3000 Fax: 208-748-3059

Substitute Coordinator: (208) 748-3074

subcaller@lewistonschools.net

www.lewistonschools.net

Guidelines and Information

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

1. **Absence Management - Frontline:** 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, online, or with the Frontline Education Mobile app. The District provides a new substitute orientation, which includes information about Absence Management, the District and access to training materials.
2. **Accepting and Canceling Jobs:** Whenever possible, jobs should not be cancelled once they have been accepted. However, if a job must be cancelled, it should be cancelled as soon as possible to allow Absence Management time to find another substitute. Being proactive by frequently checking for jobs either online, via the app or by phone will help you find and accept assignments that work best with your schedule. When accepting an assignment, be sure to get a confirmation number and review the assignment's start and stop times. The exact beginning and ending times for substitutes may vary based upon the assignment and the school. .
3. **Reporting for Duty:** Check in with the building principal or secretary to verify your specific schedule and the school's general classroom schedule. Each building will provide you with a guest badge, for safety and security reasons, it 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 and the district, it may be necessary to work in a different assignment than the one 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 and have no employment rights. A substitute's status may be changed to inactive at the discretion of the District.
6. **Dress/Attire:** Substitutes are expected to dress in a manner appropriate 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 are employed and paid by the District. Substitutes are expected to assume the daily work schedule and the normal duties of the regular certificated employees.

Substitute teachers must meet at least one of the following minimum qualifications.

- Completed at least two (2) years of successful post-secondary high school education, with at least 32 semester credits in the core curriculum.
- Possess certification as a paraprofessional.

2. Substitute Instructional Assistant – Qualifications:

Substitute instructional assistants must 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 are paid at a daily rate and are on a tiered pay scale based upon their education and at a rate determined by the Board.

Tier 1)

Substitute teachers possessing an unexpired teaching certificate or expired teaching certificate. Teachers with an expired certificate must have at least 5 years of teaching experience:

- Full day \$150.00
Half day \$ 75.00

Tier 2)

Substitute Teachers possessing a bachelor's degree from a college or university:

- Full day \$140.00
- Half day \$ 70.00

Tier 3)

Substitute Teachers meeting one of the following requirements:

- 1) Completed two years of successful post-secondary education, with at least 32 semester credits,
OR
- 2) Certified as a Paraprofessional:

- Full day \$135.00
- Half day \$ 67.50

2. After 10 Consecutive Days:

The pay for substitute teachers employed for the same certificated employee for at least ten (10) consecutive days will increase \$3.00 per day.

3. After 30 Consecutive Days:

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 (Rules and Regulations; 4500.2.C).

4. Substitute Pay for Educational Support Personnel Positions:

Substitutes will be paid the hourly sub rate specific to their substitute assignment.

Wage scales are available online at: <https://www.lewistonschools.net/business-office/payroll>.

Payroll Paperwork:

Payroll paperwork must be completed on or before your first day of work. Questions regarding 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. 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) are available in electronic format. Employees will be able to access their earnings statements and W-2 forms through the district's business software program (i.e., Skyward-Employee Access). Direct questions regarding access to Skyward to the Business Office.

RESPONSIBILITIES OF SUBSTITUTES:

ETHICAL BEHAVIOR:

Professionalism and boundaries are essential when striving to ensure high levels of learning for ALL students. Within each of our roles, it is important to provide a positive environment that is safe to the cognitive, physical and psychological well-being of students. We serve as role models for our students and how we respond to situations influences and affects our student's behavior. Therefore, it is important to be aware of the following expectations:

1. Confidentiality
Exercising care in the handling of confidential student information is critical to our student's right to privacy. Federal and state laws including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act), protect the use of confidential student records. Academic and disciplinary records, health and medical information, assessments/testing, personal confidences, behavior, and performance are among information considered confidential. Information about students should not be discussed with individuals or entities who do not have a need to know. When working with special needs students, substitutes must exercise an even greater degree of caution when discussing school children assigned to them.

2. Professionalism
Professional relationships and conduct is important to ensure an environment that is safe to the well-being of our students. Our students need role models that act and speak in a way that encourages respect for others. Should concerns or issues arise, they should be addressed in a manner that is respectful and maintains the dignity of others. Disparaging comments about others, including staff, administration or students is not appropriate.

3. No Solicitation
Selling, promoting, or otherwise soliciting goods or services for personal gain or benefit while working as a substitute is not acceptable and is a violation of the District's Code of Ethics (4100).

4. Substitute/Student Relationships Pursuant to the Code of Ethics, it is expected that professional relationships and boundaries with students be maintained both inside and outside of the classroom. While it is important to have a sincere interest in our students, effective educator-student relationships should be cultivated by being friendly without “befriending” students. Under no circumstances may a substitute engage in a romantic relationship with a student, regardless of who initiates the relationship. Additionally, excessive social involvement with students is not allowed. Listing current students as “friends” on networking sites wherein personal information is shared, or available for review or giving private cell phone or home phone numbers to students without prior approval of the District is prohibited, along with inappropriate contact of any kind including via electronic media.

A positive approach is expected when managing student behavior. Reinforcing and supporting positive behaviors assists with reducing reactive disciplinary measures and shifts the focus from punishment to prevention. At no time will the District condone behavior that is abusive toward students. Abusive behavior includes, but is not limited to: yelling at students, calling them derogatory names, using insults or other threatening verbal attacks. Behavior of this nature will not be tolerated and may be grounds for dismissal.

5. Supplies, Materials and Equipment
Being respectful and mindful of the use of materials and supplies within the classroom is important. Materials and supplies should not be used unless it is supported by the lesson plan. Borrowed materials and equipment should be returned to the proper person before leaving for the day. Additionally, the teachers’ rooms, desk, files and equipment should be left the way they were found.
6. Leaving the Campus
The care and supervision of the students assigned to the substitute is 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 been cleared through the school office.
7. Other Duties as Assigned
Due to instructional or supervision needs, there may be times when a substitute may be asked to adjust their assignment or schedule. As such, it is important for our substitutes to demonstrate flexibility and have the willingness to adapt to a variety of situations in order to meet student need.

8. At the End of the Day
After students have been dismissed for the day and/or have received assistance with boarding the correct bus, additional duties are expected to be performed. The classroom should be restored to the way it was found. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. It is important to take a few minutes to leave a detailed note for the teacher. This allows the teacher to know how the instructional day went, and if there were any concerns, behavior problems or unusual events that occurred. Finally, when leaving please check out through the office. This provides the office staff with an opportunity to deliver any messages to the substitute they may have received and note the time of departure.

9. Changes in Contact Information
Each 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 Absence Management/Frontline and select the preferences tab.

10. Training
Each substitute has the responsibility to complete training assigned by the district. This training is expected to be completed within a reasonable time after hire.

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 the 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. Checking In:

When entering the school, it is each substitutes' responsibility to check in at the office. It is helpful to ask if there is anything they need to be aware of for the day. Many schools have prepared folders for substitute teachers which include a list of the school staff, map of the school, evacuation procedures, emergency plans, bell schedules, and list of key personnel.

2. Lesson Plans

When teachers are absent from school, lesson plans are prepared 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 should strive 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 middle school and senior high level, contact the main office as soon as possible for assistance in missing lesson plans.

3. Student Attendance

One of the many regular duties of the full time teacher is the taking of student attendance. 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.

4. 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.

5. Classroom Management

Substitute teachers are expected to model and reinforce the expectations of the classroom 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 allows for effective teaching.

6. 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 may not work 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. Many schools within the district utilize Positive Behavior Interventions and Supports (PBIS). PBIS is focused on teaching and promoting positive behaviors versus allowing poor behavior to escalate into disciplinary measures. By reinforcing positive behaviors, escalations requiring disciplinary actions are reduced.

7. 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.

8. 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, partner teachers, subject area experts, grade level chairpersons, team leaders, and department heads.

9. 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 are a few excellent sites to explore. Take some time to check them all out!

	<p>Professional Development Training for Substitute Teachers</p> <p>https://www.sde.idaho.gov/academic/shared/idla/Professional-Development-Training-for-Substitute-Teachers.pdf</p>
---	---

	<p>Substitute Survival: Tools You Can Use:</p> <p>https://www.educationworld.com/a_curr/curr260.shtml</p>
--	---

	<p>Whether it's your first day as a sub or you're a vet looking to spice things up, these tips for subs help with management, lesson ideas, and more.</p> <ul style="list-style-type: none">• www.weareteachers.com• https://www.weareteachers.com/50-tips-tricks-and-ideas-for-substitute-teachers/
---	--

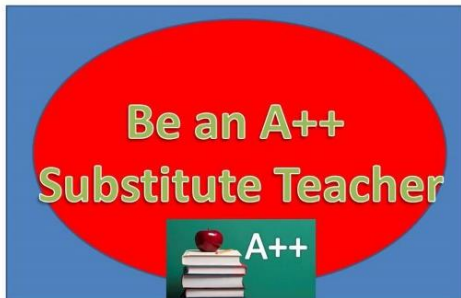


Classroom Management Tips for Substitute Teachers

- www.thoughtco.com

These eight classroom-management tips focus on specific issues that substitute teachers face, as well as how to successfully deal with those issues.

<https://www.thoughtco.com/classroom-management-tips-for-substitute-teachers-8286>



How to Be an Effective Substitute Teacher: A Guide and Tips for Substitute Teachers in the Classroom - Owlcation

- owlcation.com

Need tips about how to be a successful substitute teacher? Learn tips and ideas that will help you on your way to be an A++ substitute teacher.

<https://owlcation.com/academia/How-to-Be-an-Effective-Substitute-Teacher-A-Guide-and-Tips-for-Substitute-Teachers-in-the-Classroom>



"This is the fifth 'get well' card this week from your substituting teacher."

Classroom Management Tips for Substitute Teachers

- thecornerstoneforteachers.com
Looking for classroom management tips for substitute teachers? You'll find information on discipline and behavior management while subbing, organization ideas, and more! Advice from one substitute teacher to another I've never substituted a day in my life, so I can't imagine the challenge of being a sub. However, I'm frequently asked about tips for ...

<https://thecornerstoneforteachers.com/substitute-teaching/>

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.