



WASECA PUBLIC SCHOOLS
Independent School District No. 829

HANDBOOK
FOR
SUBSTITUTE TEACHERS

*In a tradition of excellence, Waseca Public Schools empowers each learner
to thrive in an ever-changing world.*

Waseca, MN

July 28, 2014

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INTRODUCTION

Welcome to substitute teaching in Independent School District #829, Waseca! We are glad to have you on our team. Substitute teaching is very dynamic and can be exciting, interesting, and challenging. You will have opportunities to see and be part of a wide variety of teaching styles and programs, gain a wealth of experience in a short time, and share ideas with colleagues.

A substitute in ISD#829 must hold a valid Minnesota teaching license and be able to perform the duties of an absent teacher or other teacher duties as assigned by the principal. These duties shall be consistent with a teachers' professional role.

This handbook is intended to help orient you to the roles and responsibilities of a substitute teacher and familiarize you with relevant School District policies and procedures. Individual schools may have other expectations as well. The School Board and staff of Independent School District #829 wish you every success!

DISTRICT MISSION STATEMENT

District 829 teachers and staff are all working towards one mission:

In a tradition of excellence, Waseca Public Schools empowers each learner to thrive in an ever-changing world.

THE SUBSTITUTE TEACHER WORKFORCE

Keeping our substitute teacher workforce current is a year-round task. Additions are made to our substitute teacher list when there is a need. Substitute usage may vary depending on the degree to which illness and professional activities require teacher to be absent from regular duties. When necessary, a substitute will be engaged to replace an absent teacher.

The selection and assignment of substitute teachers is a high priority for district staff. ISD #829 views its substitute workforce as an important part of a commitment to the best education possible for pupils in all the schools.

It is important that learning continues as much as possible and that students will continue progressing through the curriculum when the regular teacher is absent. Your responsibility is to execute the lesson plan so that the students' experience is as close to a regular day as possible. **Keep in mind that successful substitute teachers will be requested more often.**

To begin, all the substitute teachers must be approved through the Human Resource office. You must hold a current Minnesota Teacher's License, complete the appropriate substitute teacher application at http://www.edline.net/pages/Waseca_Public_Schools_ISD__829, and complete and successfully pass a criminal history background check before being allowed to substitute teach in the district. We also expect that you will complete some basic training of 4, 40 minute video presentations available on the District Intranet or in the Human Resource office.

WHAT IS EXPECTED OF THE SUBSTITUTE TEACHER

District Expectations:

A substitute teacher should be able to assume all of the duties and responsibilities of the regular teacher in a given day. Short and long-term substitutes may also be required to participate in staff meetings, teacher committees, and parent conferences. A substitute teacher will be held to the same professional conduct codes as a licensed teacher.

School Expectations:

The substitute teacher has numerous responsibilities upon arrival at the school.

1. Duty hours for substitute teachers are the same as those hours for the regular staff of the school in which you are substituting. This includes preparation periods, supervision, and bus duty, even if they are at the beginning or end of the day. Please report to the assigned building at least thirty (30) minutes before the start of the student day. The building secretary will direct you to where the assignment for that day is, the lesson plans, and provisions left by the teacher. You will also be given an ID badge and any keys that you may need.

School hours are approximate and vary by building. Exact hours will be listed on AESOP.

2. Be sure to check whether or not your day includes any special supervision tasks such as lunchroom, hall supervision, etc. The office and/or the lesson plans will give you that information.
3. Check lesson plans for any special behavior plans for individual students.
4. You will be expected to conduct the class in a manner which maintains proper classroom work habits and discipline. Maintaining good classroom control enhances learning. A substitute should take charge just like the regular teacher. Do not hesitate to contact the building office in case of difficulty.
5. Substitute teachers share an ethical and legal responsibility with the regular staff in regard to confidentiality. We must respect the confidentiality of all information regarding students, parents, and the other school personnel.
6. You may need to supervise paraprofessionals working with individuals or groups of students.
7. You must maintain the safety of all students. Review policies on the district website regarding Mandatory Reporting of Child Abuse and Neglect, Harassment and Violence, and Bullying. See page 13 for instructions on locating school district policies.
8. Substitute teachers should conduct themselves in a professional manner at all times in interactions with staff and students. Staff language and behavior provides a model for student conduct.
9. It is not appropriate to use language that is demeaning or disrespectful as a means of correcting behavior, or in response to student behavior, or as humor. Further, it is never appropriate to use profanity at school. Substitute teachers are expected to refrain from any physical contact with staff or students.
10. Substitute teachers should dress in a professional manner that allows interaction with students and provides for ease of physical activity. Clothes should be neat and clean.

11. At the conclusion of your day, you should leave a message for the teacher regarding what you covered, significant incidences, and directions left with students. Leave the room, blackboard or whiteboard, desk, and windows in as good a condition as you found them. Be sure to follow building procedures regarding the locking of doors. Make sure you turn in your ID badge and any keys you were using at the end of your substituting session. Remember that substitutes are to remain at the school until the end of the teacher duty day.
12. Specific directions and procedures unique to each school will be shared with you at that school.

THE DO'S AND DON'TS OF SUBSTITUTING

1. **Do** speak in a whisper for attention. Students have to be quiet to hear what you're saying. Don't raise your voice. Kids are used to being yelled at, and it doesn't faze them at all.
2. **Do** correct papers for the assignments you issued. The teacher doesn't want to return to a stack of unmarked papers. Don't send papers home without letting the classroom teacher see them first.
3. **Do** arrange an audible signal (such as a whistle) before you take students out on the playground. You may have to call them in a hurry. Don't release students outside without reinforcing rules (time-out spot, boundaries, etc.)
4. **Do** familiarize yourself with school and classroom rules before class convenes. Don't expect the students to interpret the classroom and school rules accurately for you. ("We're allowed to sit on the floor for math;" "Tuesday is extra recess day;" "Ms. Smith said we have until tomorrow to study for the quiz").
5. **Do** be sure to obtain accurate directions to the school before starting out in the morning. Don't be the last to arrive and the first to leave the building.
6. **Do** notify the teacher next door if an emergency occurs. Don't leave the students unattended, even if personal needs arise.
7. **Do** attempt to sit with staff in the faculty room during breaks and lunch. Don't isolate yourself in the classroom. You may make some good contacts by getting to know other staff members.
8. **Do** walk your students to specialist classes (music, PE, etc.) Don't allow students to move through the school unattended.
9. **Do** encourage students with positive comments.
10. **Do** develop motivating rewards (five extra minutes of recess, a quick game, etc.) to elicit desired behavior. Don't dwell on negative behaviors.

CLASSROOM CLIMATE AND MANAGEMENT

Classroom management includes all the things that teachers do to secure and maintain student cooperation and involvement in classroom activities. Recent research indicates that successful management involves not merely responding effectively when problems occur but preventing problems from occurring. In general, effective classroom managers are better at giving clear directions and information, frequently stating desired attitudes and behavior, providing activities and assignments with high levels of student success, presenting clear expectations for work standards, and using classroom rules and procedures to deal with behavior problems. An effective substitute teacher quickly establishes positive rapport with students. Safety and order must be paramount considerations, and advice or assistance from the principal of the school should be sought if concerns arise.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Waseca Public Schools has embraced the notion that schools have the responsibility to provide an education to students in safe and predictable environments. As a result, we have incorporated the use of Positive Behavior Interventions and Supports (PBIS) throughout our schools. PBIS is a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. In other words, PBIS is a district or school's process for teaching expected social and behavioral skills so the focus can be on teaching and learning.

The principles that guide PBIS are as follows:

- Focus of discipline is on academic and behavior success
- Is for all students, all staff, and all settings
- Emphasizes prevention
- Uses research-validated practices
- Is coordinated by a PBIS team
- Emphasizes an instructional approach
- Uses data to guide decisions

Using these principles to guide our practice, staff, and students operate under three primary assumptions. The first assumption is that behavior is learned. The second assumption is that students do not learn through the sole use of “get tough” or “aversive” consequences. The third assumption is that we should teach social skills directly and give positive feedback about what the students are doing correctly and appropriately.

As a substitute teacher in Waseca Public Schools, you will see behavior expectations for various school settings (ex. hallways, restrooms, cafeteria, playground, auditorium, etc.) posted throughout the building. In addition, each teacher will have behavior expectations visible within their classroom to help reinforce the learning of the expected behaviors.

Although PBIS is being utilized district-wide to support the learning of expected behaviors, each building has developed their own set of expectations. As a substitute teacher, your knowledge of the building-specific expectations are important to continuing to provide an education to students in a safe and predictable environment.

SUGGESTIONS FOR CLASSROOM MANAGEMENT

Here are some suggestions to help you and the students enjoy your substitute experience:

1. Discipline is based on mutual understanding, through honest, open communication.
2. Problems do not usually develop if the content of instruction is worthwhile and is presented in an interesting manner.
3. The initial impact of the substitute teacher is a key factor in successful classroom management. Self-confidence, self-knowledge, resilience, initiative, and resourcefulness are some necessary prerequisites.
4. Teach what the teacher asked you to cover, and keep the students busy with that subject matter for the entire period scheduled. If you do not understand from the notes left by the teacher how the lesson should proceed, feel free to ask another teacher of the same grade or course for some further information. The important thing to convey to the students is that you are a master for that subject matter and the work you are asking them to do is as important as the work their regular teacher would be asking them to do at that time.
5. As a substitute, you can help set the stage for a successful experience by being prompt, neat, patient, honest, flexible, enthusiastic, and accepting.
6. If there is time before the class arrives, review the day's schedule and become familiar with related activities. When the students arrive, introduce yourself and write your name on the board. Try to call students by their names. This tends to prevent problems. To help you remember the students' names, use a seating chart or name tags.
7. If discipline problems arise which you are unable to manage, the principal should be contacted immediately for assistance.
8. In any situation, no matter how well managed, emergencies will arise. Accident, illnesses, the administering of medication, and other emergencies must be referred to the principal.
9. Good communication between you and the regular teacher is essential to the students' continuity of learning. You should provide the regular teacher with a summary of each day's accomplishments. You can do this by writing a summary.

WHAT TO DO IF LESSON PLANS ARE NOT AVAILABLE

District #829 has a well-developed curriculum for grade levels and subject areas. Teachers are expected to follow the curriculum set forth by the District and to establish plans for a substitute teacher. Occasionally, the absence of the teacher is such that no lesson plan is developed for a substitute. If lesson plans are not readily available:

Try to maintain a continuity of lessons by referring back to the last completed day in the day book, if available, and then do a reasonable follow-up to the previous lesson.

1. Accumulate and use your own prepared materials (a “survival kit”), including materials such as math worksheets or problems, creative writing exercises, or educational games.
2. Younger pupils often are upset by a departure from regular routines; let them know that some things will be done differently that day. Ask for their cooperation.

WORKING WITH PARENTS

Substitute teachers will usually not have direct interaction with parents/guardians. The principal and support staff will have more information regarding a student. If a parent/guardian calls or visits the school, welcome their contact and **refer them to the principal**. Inform the principal as soon as possible that the parent called or visited the school. **The principal will provide guidance in interaction with parents/guardians.**

IF I HAVE QUESTIONS, WHO DO I CALL?

Call the building directly...

- a) if you are ill or for some reason you are not able to work
- b) if you need to clarify the assignment (teacher and location).

Contact the School Administrator...

- a) if you have encountered any problems during a specific assignment.
- b) if you become ill and need to leave for the day

Call the Personnel Specialist... 507-835-2500

- a) if you have questions regarding your qualifications for sub teaching and licensure.
- b) if you have questions regarding the use of AESOP

Call the Payroll Department... 507-835-2500

- a) if you have questions regarding pay rates
- b) if you have questions regarding your paycheck.

DAILY SUBSTITUTE TEACHER PAY RATES

Daily substitute teachers are scheduled using the AESOP system. The rate of pay is as follows:

Daily Rates:

\$100.00/day for beginning teachers. \$105.00/day is applicable when a substitute teacher has worked at least 30 days/210 hours during a school year. If teaching a partial day, the rate will be based on the number of periods taught divided by a 7 period work day.

Long-Term Substitute Rates:

A. Occasional Substitute

An occasional substitute is a substitute who is called to replace a teacher on an intermittent basis, or for what is anticipated to be less than 30 continuous work days in the same assignment.

1. An occasional substitute will be paid on a daily basis in accordance with the daily substitute teacher rate established by the School Board. If the assignment unexpectedly extends to 30 days or more, the substitute will be paid in accordance with provisions for long-term contract substitutes, whichever applies, beginning on the 30th day.
2. Occasional substitutes are not eligible for fringe benefits.

B. Long-Term Substitute

A long-term substitute is a substitute called to replace the same teacher for at least 30 continuous work days but less than 85 work days.

1. Long-Term substitutes will be paid in accordance with his/her placement on the salary schedule, with a maximum placement of step 6 of the appropriate lane, except as indicated below.
2. Long-Term substitutes are not eligible for fringe benefits, except as indicated under item 3.
3. Long-term substitutes may be eligible for fringe benefits and prorated days of emergency leave, sick leave, and personal leave for the following teacher positions: mathematics, science, technology education, art, music, and all areas of special education.
4. District #829 Retired Teachers who serve as long-term substitutes will be paid in accordance with their placement on the salary schedule at the time that they retired.
5. Pay Day – All substitutes will work the 1st of the month through the last day of the month with their timecards completed and turned into the building principal, by the last day of the month. These timecards are due to the District Office on the 1st of the following month and are paid the 15th of that month.

TEACHERS RETIREMENT ASSOCIATION (TRA)

Each substitute teacher must be a member of the Teachers' Retirement Association. Those who are not a member will have their information submitted directly from our Payroll Department to TRA. You will receive a welcome letter from TRA once your information has been processed. (Please note the employee current contribution is 7.5% and the District #829 contribution is 7.5%. If you are a TRA annuitant, please contact our Payroll Specialist at 507-835-2500 to be sure the payroll deductions are not made.

SMARTeR ONLINE PAYROLL SYSTEM – EMPLOYEE SELF SERVICE

Your first payment will be by check. Thereafter, your pay will be direct deposited to your bank and you will need to go to the School Website to look it up. Waseca Public Schools utilizes a paperless payroll system. The District Employee Self Service (ESS) site is called “SMARTeR”.

The address of the site is: <https://regionv.k12.mn.us/smarter/login.aspx?dn=0829>

You can also access SMARTeR from the District’s web home page at http://www.edline.net/pages/Waseca_Public_Schools_ISD__829 - mouse over “Staff” and click on “Pay Stub Online”.

If you are not familiar with the Employee Self-Service program, please follow the directions below after you’ve connected to the district website address:

1. You will be prompted for a User ID and password –
 - a. Your User ID is your employee ID (which can be found by contacting payroll at 507-835-2500).
 - b. Tab to get to the Password Box. Your initial password is 0829 followed by the last 4 digits of your Social Security Number.
 - c. You will be prompted right away to set up three reminder questions. Select the question in the box on the left and answer that question on the right. At the bottom, you will need to enter your current password (use the default) and then set up your own password, and confirm it.
 - d. You will be taken back to the log in screen to enter your ID and enter the new password you just set up. You will be prompted by one of your security questions to confirm your identity.
2. Once logged in, click on “Pay and Personal Information.” The various tabs you will see are:
 - a. My Pay “Pay Stub” – On pay day, the current pay information should automatically appear. To view other pay stubs, click on “View Old Pay Stubs.” You can also view your Year to Date information and general pay information.
 - b. My Benefits – This tab will provide information about your leaves. Use the drop down box to access the information you want to view – Personal, Sick, Vacation.
 - c. My Tax Information – This tab is where you will go to print off your W2. You can also see what you are currently claiming for your tax withholding.
 - d. My Profile – This tab is where you would go to change your password. It is recommended that you do this on your first visit to the site so that others cannot access you employee information.
3. When you are done, be sure to **Log Out** from the main menu.

If you have any problems accessing this program, please contact our Personnel Specialist at 507-835-2500.

IF YOU ARE INJURED ON THE JOB...

Any employee (this includes substitute staff) who is injured must report the accident to the supervisor who will complete the First Report of Injury form. The principal or supervisor must turn this in within 24 hours of the accident.

It is important to us to insure all employees are safe; and the sooner you let us know about an injury, the sooner we can make sure you are taken care of and fix any problems that might be a hazard to other employees. You will never be penalized for reporting an injury.

Questions regarding reporting injuries can be sent to our Personnel Specialist in the Business Office at 507-835-2500.

EMERGENCY CLOSINGS

Every attempt will be made to place an AESOP ALERT on the AESOP website any morning when school is cancelled or will start late due to weather conditions. Other notifications of school cancellations or late starts will be broadcasted on WCCO (830 AM) radio and local radio stations, and KARE 11, KSTP 5, KEYC 12, KMSP 9 and WCCO 4 TV.

If school is closed on a particular day due to weather conditions, substitute teachers who are assigned for that day will not receive compensation. If school starts late or dismisses early due to weather conditions, substitute teachers will be paid for time worked. ***It is the responsibility of the substitute teacher to be aware of school delays or closing notices on days when you are assigned to work. When school dismisses early, substitute teachers will follow the dismissal schedule of the school they are working in.***

HOW SUBSTITUTES ARE ASSIGNED

Once a substitute is added to the district substitute teacher list, their names will be entered in the AESOP Substitute Database. AESOP is an automated system that allows teachers to enter their absence in the AESOP system. Then substitutes can search for available assignments any time they wish, by logging in onto the site. AESOP will also call substitutes based on preference lists managed by the district if the absence gets down to the last minute and the assignment remains open. You will receive a Welcome Letter from the District office which will contain your login information.

TIP: AESOP does not call often, and you will not want to rely on a phone call to obtain substitute assignments. Substitutes who are proactive in searching for assignments and those who are placed on teacher preference lists will generally get assignments more often.

Once your name and information is entered in AESOP, the system will keep an up-to-date list of available substitute teachers. Teachers, authorized building secretaries, and administrators may request any appropriately qualified substitute from the authorized list. If the teacher or school does not make a specific request for a substitute, AESOP will release information to qualified substitutes from the authorized list. If the assignment is last minute, AESOP will begin to call substitutes in random order to give everyone in the list equal opportunities.

TIP: *AESOP knows which substitutes accept assignments and which frequently turn down assignments. Those that accept assignments are automatically moved to the top of the call list.*

The AESOP system contact substitute teachers between 5:30a.m. – 11:59 a.m. and 4:30 p.m.-9:30 p.m. only on the day before or the day of an assignment.

TIP: *If you do not wish to be called during those hours or want to change the hours AESOP contacts you, you must log into your AESOP account and change your “Tell AESOP When to Call” feature. Doing this helps AESOP know to move the next available substitute and keeps from penalizing you from not answering or accepting an assignment. Plus, it prevents AESOP from calling you over and over on a particular morning when it knows in advance you are not available. Note: If AESOP continues to call you when you are not available, it keeps the system from calling an available sub and may mean the job will remain unfilled because of the time if kept calling you. Also, if a building secretary has to get involved in the calling process and sees your name on the list, she assumes you are available and will also try to contact you. Every call is precious lost time when we are trying to find a substitute at the last minute. Please help us by being sure to use the “Tell AESOP When to Call” feature. This is a very helpful tool for you and to us.*

NON-AVAILABILITY FOR WORK

If substitutes are unavailable for work for a particular day or a period of time, they are asked to log into AESOP and record **Non-Work Days**. This will prevent a teacher or administrator or AESOP from trying to contact you when you are not available.

A substitute who becomes ill before an assignment should cancel the assignment on AESOP up to 2 hours prior to the start time. If less than 2 hours prior to the start time, immediately call the secretary at the building where you were going to sub. (See phone number on page 13). Please be sure to provide the following information: ***your name, school where you were to substitute, teacher you were to substitute for, and the time you were to have started.*** A substitute falling ill while at the school on an assignment must contact the principal for permission to leave so that the safety of the students can be ensured.

DISTRICT POLICIES

All policies can be accessed on the district website by following these steps:

1. Go to the school website, http://www.edline.net/pages/Waseca_Public_Schools_ISD__829
2. Mouse over “District”
3. Mouse over “School Board”
4. Click “Board Meetings Agendas, Minutes and Policies

Please specifically review: Policy 413 – Harassment & Violence (Religious/Racial Sexual), Policy 514 – Bullying Prohibition, Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse, Policy 415 – Mandated Reporting of Maltreatment of Vulnerable Adults, Policy 418 – Drug-Free Workplace/Drug-Free Schools, Policy 419 – Tobacco-Free Environment, Policy 507 – Corporal Punishment.

Information

Waseca Junior & Senior High School

Principal: Jeanne Swanson

Assistant Principal: Darren Nelson

1717 2nd St. NW

Waseca, MN 56093

507-835-5470

Fax: 507-835-1724

Waseca Intermediate School

Principal: John Huttemier

400 19th Ave. NW

Waseca, MN 56093

507-835-3000

Fax: 507-837-5530

Hartley Elementary School

Principal: Ben O'Brien

605 7th St. NE

Waseca, MN 56093

507-835-2248

Fax: 507-835-1005

Waseca Area Learning Center

Principal: John Sakellariou

501 E Elm Ave.

Waseca, MN 56093

507-835-5588

Fax: 507-835-1161

Waseca County Off Campus

Administrator: Julie Ladwig

501 E Elm Ave

Waseca, MN 56093

507-835-0918

District Office

501 E Elm Ave

Waseca, MN 56093

507-835-2500

Fax: 507-835-1161

Waseca Early Childhood Special Education (ECSE)

Administrator: Julie Ladwig

501 E Elm Ave

Waseca, MN 56093

507-835-5046

Hours: 7:00am – 5:00pm (School Year)

7:00am – 4:30pm (Summer Hours Vary)

Payroll Specialist: Helen Herschman

Personnel Specialist: Denise Seberson

Website: http://www.edline.net/pages/Waseca_Public_Schools_ISD__829