SUBSTITUTE
TEACHER’S
HANDBOOK

2011-2012
Susan Woyth, Sub Clerk
268-6014

24-hour Call-In Line
268-6999
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## Substitute Teachers Policies and Guidelines

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VISION:
All kids are engaged in learning today ... for life tomorrow.

MISSION:
Educating students to successfully navigate their future

CORE BELIEFS:
- All students deserve teachers and staff who thrive on student success.
- Each student will have fair and equitable opportunity for quality instruction and academic success.
- All students learn when their individual needs are met through a personalized school experience.
- All students and staff learn and work best in a safe, secure, and nurturing environment.
- Highly skilled and committed personnel are our greatest asset.
- Quality education is a partnership of students, staff, family, and community engagement.
- Dedication to acknowledging, affirming, and including diversity enriches the educational experiences for all.
- District resources, programs and staff are flexible, adaptable and provide choice to meet the changing needs of all students.
- A well-educated community is the foundation of our democracy
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<td>Luanne Garrity</td>
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<td>Mikie Messman</td>
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<td>Indian Ed</td>
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Our Teachers in Reserve

One of the most important responsibilities of the Great Falls Public School District’s Board of Trustees and its Administrative Staff is to provide a well-qualified teacher for every classroom. We wish to think of our substitute staff as a “reserve force” which can be called upon to ensure the continuity of competent instruction and programs that we are committed to provide.

We sincerely hope that our substitute teachers will be interested in exhibiting dedication to the education of each child and demonstrating the same degree of individual loyalty to the School District and its professional staff as do the teachers whom they replace.

You have been chosen to provide a very important service to the students of the Great Falls Public Schools and we are pleased to have you as a member of our educational team. We know that you will be able to make a very real and significant contribution to our instructional program in carrying on the work of those teachers who find it necessary to be absent.

It is well recognized that the job of a substitute teacher is not an easy one, but we feel certain that you will find the members of our staff ready and willing to give you all the cooperation, help and support they can. Please don’t hesitate to ask for help and to offer any suggestions for improvements which you believe can be made to enable you to do a more effective and satisfying job.

This handbook is provided to explain some of our procedures and to answer many of the questions we know you have. We sincerely hope this guide will be helpful. The principals of the schools where you are requested to teach will provide more detailed information regarding various duties, policies and procedures.

Welcome to the Great Falls Public Schools’ “TEAM”.
⇒ Arrive at school as early as possible.
⇒ Check in at the office with an administrator or office staff.
  • Inquire about substitute information being available.
  • Find out about any special school rules. (i.e. cell phones)
  • Determine if any special activities, such as assemblies, are planned that day.
⇒ Take advantage of teachers and students who arrive early. They are an excellent source of information.

⇒ Be sure to bring along your own necessary “survival gear”... “bag of tricks” ... whatever it may be.

⇒ Scout out your “temporary turf.” Immediately become familiar with:
  • Seating Charts
  • Teacher’s Lesson Plans
  • Class list (attendance forms and how to use them)
  • Fire and safety drill procedures and associated exits
  • Equipment and materials available for your use
  • School floor plan which shows the location of student restrooms, library, cafeteria, faculty or teacher lounge, faculty restrooms, and other critical locations.

⇒ Take a few seconds to learn several names from the class lists, this will enable you to enlist these people by name to do small chores. Sometimes the regular classroom teacher will provide the names of dependable students, but not always. This can serve to personalize your relationship with students and can hold the individuals accountable.

⇒ Allow each class to begin “as usual.” This enables you to observe the students, gaining possible insight into group dynamics as well as send the message of “business as usual” to the students.

⇒ Placing an outline on the chalkboard serves to give you and the students a sense of direction.

⇒ Check the teacher’s mailbox midday in case there are notices that need to be sent home with students at the end of the day. Any other mail should be left in the teacher’s mailbox.

⇒ Keep a personal journal or daytime calendar to record the classrooms you have substituted in. Include notations that will help you in future assignments to that room. It also can be used to document your substituting experience and substitute hours.

⇒ Make sure you fill out and leave the Substitute Class Report form for the regular classroom teacher. This is not optional.

⇒ Be sure to complete the Substitute Teacher’s Assignment Summary and leave it in the office.
SUBSTITUTE CLERK’S ANSWERING MACHINE INSTRUCTIONS

Substitute teachers, teachers, principals, etc., can call in and leave messages for the Substitute Clerk on the Human Resources voicemail system. When you call the substitute clerk’s voice mail, you will be asked to identify your message. Please be sure to leave the substitute clerk all critical information in a complete message. Please select one of the following:

If you are a TEACHER and wish to leave a message regarding an absence ON (current day/date), please press 1

If you are a TEACHER and wish to leave a message regarding an absence AFTER (current day/date), please press 2

If you are a SUBSTITUTE TEACHER and wish to leave a message regarding your availability or placement FOR (current day/date), please press 3

If you are a SUBSTITUTE TEACHER and wish to leave a message regarding your availability or placement AFTER (current day/date), please press 4

If you are calling to leave any other messages, please press 5.

For people with a rotary phone, please listen to the entire message menu and stay on the line. Leave a message after the tone and your message will automatically go to the substitute clerk.

This system should help the placement of Substitute Teachers as the substitute clerk can respond to critical messages (1) and (3) before messages (2), (4) and (5).

Please speak succinctly and clearly. Please keep your message short.

SUB CLERK 24-Hour Call-In Line: 268-6999
SUB CLERK Direct Line: 268-6014
Policies and Guidelines

JOB GOAL: To enable each child to pursue a proper education as smoothly as possible in the absence of the regular teacher.

Because this handbook is a general source of information, it is not intended to be, and should not be interpreted as, a contract. It is not an all-encompassing document and may not cover every possible situation or unusual circumstance. If a conflict exists between information in this handbook and Board policy or administrative procedures, the policies or procedures govern. It is the employee’s responsibility to refer to the actual policies and/or administrative procedures for further information. Complete copies of the personnel policies can be found at:

http://www.gfps.k12.mt.us/DistrictInformation/Board/BoardPolicy/bpsecfive.htm

Any employee is free to review official policies and procedures and is expected to be familiar with those related to his/her job responsibilities.

Although every effort will be made to update the handbook on a timely basis, the District reserves the right, and has the sole discretion, to change any policies, procedures, benefits, and terms of employment without notice, consultation, or publication, except as may be required by law. The District reserves the right, and has the sole discretion, to modify or change any portion of this handbook at any time.

I. General Information:

TERMS OF EMPLOYMENT

A substitute teacher for the Great Falls Public Schools is a temporary position assigned on a day-to-day basis and is not long-term employment. Hours, wages and other conditions of employment are established by the Board of Trustees. Employment can be terminated at any time, with or without cause, and with or without notice, at the option of either the District or the substitute. If the substitute no longer wishes to be a substitute, that should be so noted in writing to the Human Resources Office. No representative of the District has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing.

LICENSE

Substitute teachers in Great Falls Public Schools should be licensed teachers in the State of Montana. However, teaching licenses are not required of short-term substitute teachers, but a minimum of 2 years of college training or equivalent experience is preferred. Substitutes are not permitted to teach beyond thirty (30) consecutive days without a valid Montana Teacher License. Licensed substitute teachers will be given preference in placement.
DRESS AND CONDUCT

Substitute teachers in Great Falls Public Schools should dress and conduct themselves in a professional manner AT ALL TIMES while on duty. A substitute teacher’s attire and grooming should be consistent with and reflect the professional position of a regular teacher. Substitutes have to make a first impression every day.

The substitute teacher should remember at all times they are in a role model position when on duty and conduct themselves appropriately around students and staff. The substitute teacher is obligated not to make comments about any student, teacher or administrator that will reflect negatively or put discredit upon that person or upon the teaching profession.

A friendly, cooperative and cheerful attitude will set the tone for a good day. Acceptance by faculty and students is largely dependent upon the attitude conveyed by the substitute teacher.

IDENTIFICATION BADGES

Substitute teachers will be issued identification badges. These will be done in the Human Resources Office when completing new employee paperwork. These badges should be worn in a visible manner at all times while substitute teaching.

CONFIDENTIALITY

Any and all observations, conversations or negative behavior a substitute teachers observes or encounters during the school day should be kept confidential and discussed only with the school principal.

All school records and reports should be handled with care. Records and any information contained therein are confidential and should be treated as such.

RESPONSIBILITIES, AUTHORITY AND DISCIPLINE

The substitute teacher should assume responsibility for supervision duties of the regular classroom teacher promptly and in accordance with school rules. This may include bus, lunchroom or playground duty, or other duties as assigned by the school principal. The substitute teacher is also responsible for the full schedule of the regular classroom teacher. This includes the classroom day, clubs, study halls, outside duty and any special responsibilities performed by the absent teacher. These duties should be annotated or indicated on the teacher’s lesson plans. The substitute is expected to follow the daily schedule of the teacher as closely as possible. If you have any questions concerning your duty responsibilities, please clarify these with the building principal or school administrator. The substitute is invited to attend faculty meetings, and is expected to attend specific meetings at the request of the principal or supervisor.
The substitute teacher is required to report the following matters to the school office or an administrator:

- Personal injury to students or teacher
- Serious illness of any student
- Damage to school property
- Serious discipline problems or infractions of school rules
- Suspected abuse and/or neglect of students (see page 11 for more information)

The substitute teacher must check with the office or school administrator before:

- Granting a student permission to leave school before the end of the regular dismissal
- Detaining students after dismissal time
- Sending notes or any communications (other than official school notices) to parents

The substitute teacher will not:

- Use corporal punishment
- Disturb items in teachers’ desk or cupboards
- Criticize the regular teacher about his/her materials or methods
- Leave the classroom and students unsupervised during the school day (at any time)
- Call the regular teacher unless specifically requested to do so

The substitute teacher is responsible for maintaining effective classroom management/discipline and to make the students’ experiences as consistent as possible during the absence of the regular teacher. Disruptive student conduct in class is not acceptable. When and if serious problems arise, the substitute should feel free to turn to the building principal or responsible administrator for help. Please be assured that you asking for the principal’s assistance does not reflect negatively on your abilities as a substitute teacher.

Substitute teachers are not hired as “babysitters” in the Great Falls Public Schools, but are expected to teach the regular lessons assigned.

FALL EMPLOYMENT / LETTER OF REASONABLE ASSURANCE

In May of each year, substitute teachers will receive a letter of reasonable assurance to indicate whether they wish to be considered for substituting the next school year. Another letter will be sent before school starts each year that includes a Class/Grade Preference Form that must be returned. If the Preference Form is not returned by the requested date, they will be placed on inactive status and removed from the substitute list.

RESIGNATION

If a substitute teacher decides that she/he no longer wishes to substitute or if personal circumstances should make it necessary to stop substituting, the Department of Human Resources should be notified in writing immediately. Send resignation letters to Great Falls Public Schools, Human Resources, P O Box 2429, Great Falls, MT 59403.
LEGAL ASPECTS OF SUBSTITUTE TEACHING

- As with all jobs and professions, there are legalities that must be addressed. The following are some legal responsibilities you should be aware of.

- Supervision Of Students - The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly. The standard is the reasonable use of professional judgment for the safety and orderly education of students.

- Due Care and Caution - A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.

- Release Of Children - Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without express consent from the office.

- Administering Medication - Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.

- Confidentiality - It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.

- Anecdotal Records - Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.

- Discipline Policies – Corporal punishment is against the law in Montana. Corporal punishment in MCA 20-4-302 is defined as:
  \[\Rightarrow\text{knowingly and purposely inflicting physical pain on a pupil as a disciplinary measure.}\]

- Dangerous Situations - A substitute teacher is responsible for making sure the learning environment is safe.
  This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment.

- Mandatory reporters of child abuse or neglect
  Any school employee (including a substitute teacher) who knows or reasonably believes that a child has been neglected, or physically or sexually abused, should immediately notify the building principal. The principal will assist you in reporting it to the proper authorities.
II. Substitute Teacher Assignments:

SUBSTITUTE WORK DAY

Substitute teachers are required to work the SAME LENGTH OF DAY as regular teachers. In elementary schools, the duty day is from 8:00 a.m. to 4:00 p.m. In middle and high schools the duty day is from 7:30 a.m. to 3:30 p.m. Please be aware that some high school classes start at 7:00 a.m. and the sub clerk will let you know if you are subbing for one of those teachers.

Substitute teachers are requested not to ask the individual building principals to be released early from their assignments unless there is an emergency situation.

REPORTING TO SCHOOL ON TIME

We give substitute teachers as much advance notice of their assignments as possible. It is expected that our substitutes will report to the building on time for these assignments or if notified late, as soon as possible. Don’t wait in bed to be called.

BE READY.

For 2011-2012 school year, all elementary schools will have a common start time at 8:25 a.m. as well as common dismissal at 3:20 p.m. for all grades. In middle school, all teachers and students should be in their class rooms at 7:45 a.m., tardy bell at 7:50 a.m. and dismissal at 2:55 p.m. Great Falls High starts at 8:00 a.m. and is dismissed at 3:10 p.m. CMR starts at 8:05 a.m. and is dismissed at 3:15 p.m. The exceptions to these times are Early Out days and Professional Learning Community Time (PLCT) Wednesdays.

SIGNING IN AND OUT OF THE INDIVIDUAL SCHOOLS/BUILDINGS

All substitute teachers are REQUIRED TO SIGN IN/OUT at the Principal’s Office each morning and afternoon on EACH day that they substitute. When signing in, the substitute should present their Time Sheet and then pick it up at the END of their assignment when they sign out. The substitute should also turn in the Substitute Teacher’s Assignment Summary sheet to the office.

WORK DAYS EXCEPTIONS

End-of-Quarter Early Outs--There are four early outs scheduled at the end of each quarter and the last day of school. At the end of quarters one, two and three, the District provides substitute teacher in-service at the District Office Building from 1:30-3:30. If a substitute is working on an end-of-quarter early out, the substitute must attend the training in order to receive a full day of sub pay. If the working substitute doesn’t attend the in-service, the substitute will only be paid for half a day. If the substitute is not working on an end-of-quarter early out, the substitute may attend the in-service and will be paid $8.00/hr. for each of the 2 hours of training. Those substitutes on a long-term substitute contract stay at their assigned buildings. Student teachers do not attend the substitute in-service.

Professional Learning Community Time (PLCT) Wednesdays: TBD

LESSON PLANS

Each teacher in the Great Falls Public Schools has prepared lesson plans in duplicate. One copy is kept in the individual teaching station and the other copy is submitted to the principal’s office. If you are unable to locate lesson plans at the teacher’s station, you should contact the principal’s office immediately. Substitute teachers are expected to correct students’ seat work and tests which are given that particular day before signing out.

When substituting at one of the middle schools, you may be part of an interdisciplinary or core team. Checking with the members of the team can be very beneficial in clarifying uncertainties about lesson plans or the class schedule.
Each substitute teacher is REQUIRED to fill out a Substitute Teacher Class Report Form as well as a Substitute Teacher Assignment Summary Form for each assignment. This is one form of communication with the regular teacher and building principal. Substitute teachers should indicate what material was covered during the day and any deviations from the regular teacher’s lesson plans, as well as any class management issues. A copy of these forms are on pages 20, 21 and 22. These forms are provided for each substitute when they sign in at the school.

The front of the Substitute Teacher Class Report form should be completed by the substitute and left for the teacher. The teacher then evaluates the substitute and gives it to the building administrator for review. It should then be sent up to Human Resources after the teacher and administrator complete the back of it. This is placed in the substitute’s personnel file and is utilized to evaluate his/her effectiveness.

The Substitute Teacher Assignment Summary form should be completed by the substitute and left at the office. This form should be used by the principal to assess the regular teacher’s preparation for the substitute. If the substitute had concerns regarding how the teacher prepared for the substitute, then the principal should address those concerns with the regular teacher. This form stays at the school.

**SUBSTITUTE TEACHER EVALUATION**

Every assignment will be part of your evaluation. All substitute teacher class reports are sent to the Human Resources Office and maintained in the substitute’s personnel file. Reports for no more than two school years will be maintained in your personnel file. Substitute teachers may make a written request to Human Resources to review the personnel file and Class Report forms.

Since many of our substitutes are also teacher applicants in our District, these evaluations serve as data which may be used in the future employment of regular full-time or part-time teachers as well as for continuous/priority substitute placement. A substitute may be observed by an administrator while teaching without prior notice.

Building principals will investigate school level complaints concerning substitutes in conjunction with Human Resources as necessary. Substitutes are expected to cooperate with any and all investigations. Substitutes may be requested to meet with the Human Resource Director regarding poor evaluations and/or reported issues.

**III. Substitute Placement Process/Human Resources Support**

**SUBSTITUTE CLERK**

The substitute clerk is located in the District Office Building at 1100 4th Street. Our clerk comes on duty at 6:00 a.m. when school is in session and begins to make calls for placing substitutes at that time. There is a recording device in the substitute clerk’s office which records the calls of teachers who call in the evening and in the morning before the substitute clerk comes on duty.

** Substitute teacher assignments are generated/delegated only by the substitute clerk, a Human Resources Office representative or by a building principal through the substitute clerk. No substitute teacher is to accept a substitute teaching assignment from any other source. Accepting an assignment by anyone other than those mentioned above, could affect approval of the substitute’s pay. If a substitute teacher is aware of an upcoming assignment and he/she is interested in that assignment, you are asked to coordinate the assignment through the substitute clerk by calling 268-6014.**
TEACHER REQUESTS FOR SUBSTITUTES

Individual teachers do not have the authority to hire substitute teachers to fill in for them. Only the substitute clerk is authorized to this. However, the substitute clerk does attempt to honor teacher requests whenever possible.

DAYS THE SUBSTITUTE TEACHER IS UNAVAILABLE TO TEACH

We sincerely appreciate the substitute teacher notifying the substitute clerk of the days and/or weeks that he/she will be unavailable for assignment. It is helpful if the substitute clerk is notified even if the unavailability is only for one day. This will alleviate unnecessary phone calls being made by the substitute clerk and expedite the substitute teacher assignment process. Substitute teachers are encouraged to leave a brief and succinct message on the 24-hour call-in line at 268-6999.

BE WILLING TO RESPOND TO THE REQUEST OF THE SUBSTITUTE CLERK

As an employee of GFPS, the expectation is that you work as much as you can.

Qualified substitute teachers who are most willing to come in to substitute whenever called upon are those substitutes who will be placed and considered most often for assignments. The substitute clerk has many calls to make each morning. When substitutes are called and they are unavailable for assignment, they will be given a lower priority for future calls. We realize that there are times when emergencies arise and substitute teachers are unable to accept an assignment. If the substitute finds that they no longer want to be employed as a substitute, they should indicate that through a letter of resignation to the Human Resources Office.

STUDENT TEACHERS AS SUBSTITUTES

Student teachers are encouraged to become substitute teachers during their student teaching experience. Student teachers need to complete the regular District hiring processes to include new employee paperwork. Student teachers may only substitute for their sponsoring teacher while they are student teaching and must be an employee of GFPS in order to be paid for such substituting.

The number of days allowed for substituting by student teachers is five (5). Sponsoring teachers must arrange for the student teacher to substitute through the Substitute Clerk.

PLACEMENT ERRORS

If an error is made in placement which results in the substitute teacher ending up at a building with no assignment, the substitute teacher should call the Sub Clerk immediately. The following options are available to the substitute:

- Being directed by the Sub Clerk to another assignment in a different building;
- Remaining at the building for ½ day with assignment to be determined by the building principal or designee; or
- Leaving the site immediately after phoning the Sub Clerk with no compensation.
IV. Time Report and Pay

SHORT-TERM SUBSTITUTE PAY

All assignments of less than thirty (30) consecutive workdays are considered short-term substitute teaching assignments. The rate of pay for short-term substitute teachers who hold current Montana Teacher License is $70.00 per day. The rate of pay for non-licensed substitute teachers is $65.00 per day. After 30 days of work, you will receive a $5.00 per day increase which expires at the end of each school year unless and until the substitute teacher works 75 total days at which time the $5.00 increase becomes permanent.

PART-DAY SUBSTITUTE PAY

If a substitute teacher is called out for four (4) hours or less, they are paid for one-half day. When they are called out for over four (4) hours, they will receive the full-day’s pay.

A half day for high school or middle school is 7:30 to 11:30 or 11:30 to 3:30. A half day for elementary school 8:00 to 12:00 or 12:00 to 4:00.

LONG-TERM SUBSTITUTE PAY

After the regular classroom teacher has been absent for 30 consecutive days, the substitute will be placed and paid on the teacher salary schedule starting the 31st day. A long term Substitute Teaching Contract will be issued. The contract then terminates upon the return of the regular teacher. A substitute teacher can do more than one long term assignment during any given school year. The thirty consecutive days must occur first for EACH teacher before a contract will be issued. All substitutes who teach for more than thirty consecutive days in one assignment MUST have a current Montana Teacher License.

V. In Summary...

Things a Substitute Teacher Can Do for the Regular Classroom Teacher:

- Always look and act professionally.
- Follow the lesson plans. Teach, Teach, Teach!
- Leave notes about which students were helpful, which were discipline problems, how much work was accomplished, etc. Do this for each class in the middle and high schools.
- Maintain control of the class by maintaining control of yourself. Use calm voice tone at all times.
- Be consistent with existing class procedures.
- Correct work completed by the students during the day.
- Keep accurate attendance reports.
- Enforce strict discipline. Handle discipline problems during the day, and if necessary, call the office for help.
- Substitute teachers should always have supplementary materials with them in order to fill in open time.
- Leave the room clean and orderly.
- Don’t just discipline … praise the students for good work.
- Be friendly, get to know staff and students.
CLASSROOM MANAGEMENT
How to Reach Compliance

1. **Descriptive Requests**
   Positive requests that describe your desired outcome are better than ambiguous or general requests (i.e., “I need to have you sit in the seat facing forward and look at me” is better than a general, “Please pay attention.”).

2. **Starting and Stopping Requests**
   A request stated in a positive manner for a student to begin an appropriate behavior is better than one stated negatively to stop the behavior (i.e., “Please start your math assignment.”) instead of saying (“Please stop arguing with me.”)

3. **Question Statements Sometimes Create Obstacles to Compliance**
   Using questions rather than direct requests can serve to reduce compliance (i.e., “Would you please sit down?” is not as effective as “I need to have you sit down!”).

4. **Don’t Be a Machine Gun by Continually Repeating Requests**
   It is much better to give the same request only twice rather than repeat it several times.

5. **Up Close and Personal**
   A request made from up close (within 3 feet) is better than one made long distance (10 feet or across the classroom).

6. **Use Eye Contact**
   Looking into the student’s eyes or asking the student to look into your eyes results in more effective communications.

7. **Don’t Hoot and Holler – Demonstrate Restraint**
   It is much better to respond to undesired behavior in a calm and matter-of-fact manner rather than responding emotionally (i.e., yelling, giving ultimatums, etc.). Make requests using a soft, but firm voice rather than a loud voice. Be considerate of other students, teachers and classrooms around you.

8. **Time is Important**
   The student should be given time to comply with a request. The span of wait time should be about 5-10 seconds. While you are waiting, you should not converse with the student. Instead, look at the student, restate the request and wait for them to comply.

9. **Do Not Ignore Compliance**
   It is always easy to request desired behavior from a student and then ignore the positive result. If you want to see more compliance, then genuinely reinforce it when it occurs.

10. **Don’t Ever “Swear To It”**
    Using profanity will get you nowhere and its use on school grounds **will not** be tolerated.
CLASSROOM MANAGEMENT
Do’s and Don’ts

DO greet students at the door.

DO get the students’ attention before you speak to the class.

DO guard teacher editions of textbooks and answer keys to assignments.

DO lock the classroom door whenever you leave the room.

DO present a professional appearance.

DO maintain your composure and confidence.
  Breathe deeply and evenly.
  Talk quietly to yourself in a reassuring manner.
  Pause before you speak or act.
  Don’t take things personally.
  Take care of yourself.

DO NOT let the students know that their teacher left poor plans.

DO NOT use the teacher’s future lesson plans.

DO NOT act defensive.

DO NOT correct students unfairly.
  Correct calmly. Avoid screaming.
  Correct consistently.

Correct fairly.
  Correct immediately.
  Correct as privately as possible.
  Avoid power struggles.
  Don’t escalate the situation.
Resources for Substitute Teachers on the Internet

gfps.k12.mt.us
The Great Falls Public Schools official website. Find our school calendar, school information, names and contacts, what’s new, school events, job opportunities, and more.

teachers.net
Has information for teachers and substitute teachers. Spotlights teachers and information on the internet.

teachnet.com
Teacher’s Edition Online: Great resource. Lots of everything!

education-world.com
Education-World: Provides a database of some 50,000 sites that can be searched by grade level plus education news, lesson plans, and professional development resources.

Stedi.org/subs/
Substitute Teaching Institute: To revolutionize the role of substitute teaching into an opportunity for educational excellence, through training, interaction, development of classroom management skills, working knowledge of teacher and district expectations, and “first-hand” experience with a “cross-section” of fill-in activities for both elementary and secondary grade levels.

http://newteachersupport.suite101.com/article.cfm/the_life_of_a_substitute_teacher

http://www.teacherneedhelp.com/students/subtch.htm

http://www.proteacher.com/020019.shtml

http://www.gradebook.org/Substitute.htm
Substitute Teacher Class Report

Classroom Teacher’s Name_________________________________ School_________________________________________

Date (s): ________________________ Grade/Subject: ________________________________________________________

Please leave this completed summary report of each class taught in the regular teacher’s substitute folder or on his/her desk.

Indicate what was taught in each class and what still needs to be covered to complete the specific assignment. Give page and problem number where applicable. Please indicate students that may have been discipline problems and what those problems were.

____________Period/Subject_______________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

____________Period/Subject_______________________________________________________________________________
________________________________________________________________________________________

____________Period/Subject_____________________________________________________________________________
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____________Period/Subject_____________________________________________________________________________
________________________________________________________________________________________

____________Period/Subject_____________________________________________________________________________
________________________________________________________________________________________

____________Period/Subject_____________________________________________________________________________
________________________________________________________________________________________

Students Absent: _______________________________________________________________________________________

Substitute Teacher’s Name (Please Print)____________________________________________________________________
SUBSTITUTE TEACHER ASSIGNMENT APPRAISAL

To the Classroom Teacher:

Substitute’s Name: __________________________ Date (s) of Substituting: ___________

Upon your return to teaching, please answer the following questions regarding the substitute teacher assigned to your classroom. If you have determined the substitute teacher’s performance was unsatisfactory; you must attach appropriate documentation and reasoning. Return this form to the building administrator.

Please check your responses below:

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Applicable</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The substitute completed the lessons I planned.</td>
<td>______________</td>
<td>_____________</td>
<td>______________</td>
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<tr>
<td>2) The substitute corrected papers as appropriate.</td>
<td>______________</td>
<td>_____________</td>
<td>______________</td>
</tr>
<tr>
<td>3) The classroom was left in good order.</td>
<td>______________</td>
<td>_____________</td>
<td>______________</td>
</tr>
<tr>
<td>4) The substitute completed additional duties as assigned.</td>
<td>______________</td>
<td>_____________</td>
<td>______________</td>
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<tr>
<td>5) Reports indicated that classroom management techniques were appropriate.</td>
<td>______________</td>
<td>_____________</td>
<td>______________</td>
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<tr>
<td>6) Summary rating of overall performance.</td>
<td>______________</td>
<td>_____________</td>
<td>______________</td>
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<tr>
<td>7) Other ___________________________</td>
<td></td>
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</table>

Additional Comments: __________________________________________________________

Date__________________________ Teacher’s Signature________________________________

(Attach documentation or explanation for areas marked “Unsatisfactory)

BUILDING ADMINISTRATOR’S REVIEW

Building Administrator’s Comments: __________________________________________________

I had an opportunity to observe this substitute teacher __________ Yes ______ No _______

I have discussed the following concerns with the substitute teacher: ______________________

________________________________________________________________________________

Date: __________________________ Administrator’s Signature: ____________________________

20
SUBSTITUTE TEACHER’S ASSIGNMENT SUMMARY

To the substitute teacher:

We need and appreciate feedback from you detailing how your assignment went. This summary will go to the principal. If there is not room for important details, please attach an additional sheet. Complete this form at the close of an assignment and leave it with the secretary.

Name of Substitute ___________________________________ Date(s)____________________

Name of Regular Teacher ________________________________ School __________________

Check appropriate line below regarding preparations teacher made for you.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plans were clear</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Sufficient work was left for students</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Materials were available</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Area was ready</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Critical information was available</td>
<td>______</td>
<td>______</td>
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<td>(management plan, seat chart, unique needs of students, etc.)</td>
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</table>

Please respond to these questions regarding your day.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comment below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you able to complete lessons provided?</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Did you collect work as specified in lesson plans?</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Did you complete additional duties?</td>
<td>______</td>
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<tr>
<td>Did you leave the area in good order and secured?</td>
<td>______</td>
<td>______</td>
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</table>

Comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Signed _________________________ (Substitute Teacher)  Thanks for your help today!
This form must be in the Business Office by the 2nd of each month. Checks will be in the mail by the 9th of each month. Any time sheets received later than the 2nd will be processed with the following month. Submit one time sheet per month worked.
REPORT OF MILEAGE
For Month Of ____________________

<table>
<thead>
<tr>
<th>Date of Travel</th>
<th>From</th>
<th>To</th>
<th># Miles to Nearest 10th</th>
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</table>

TOTAL MILES ____________ X $ _____ = $ ________________

I certify that the above itemized statement of mileage driven is true and correct:

Employee's Signature _____________________________

Mailing Address ___________________________________

________________________________________________

SP-31 Revised 6/6/01  Approved by: Supervisor ____________________________
SCHOOL CLOSURES
The Great Falls Public Schools rarely close due to weather. In the event that school will be closed because of a storm, listen to any Great Falls radio station for information.

BOUNDARIES
Moving to another part of town? For information on school boundaries, call 268-6008 or 268-6006.

RULE, RIGHTS, AND RESPONSIBILITIES
Many schools provide their students with handbooks concerning the school’s rules and other information. If you would like this information, contact your school principal.
As a parent, you have the right to see your child’s school records. Eighteen-year-old students also have this right. It is suggested that you call the principal to arrange a convenient time if you would like to see the file.

LUNCH
A nutritious lunch is provided every day in all schools. Children from families of limited financial means are eligible for free or reduced price lunches. To learn if you qualify, talk to your child’s principal.

BUSES
For information about school buses, call 268-6015.

PTA
The Parent-Teacher Association is active in all elementary and middle schools. Your school principal can provide you with more information.

BOARD OF TRUSTEES
School board members are the elected representatives of the community and are the final decision-making body of the school district.

TRUSTEES
- Jeff Gray, Chairman
- Ann Janikula, Vice-Chairman
- Jan Cahill
- Mary Sheehy Moe
- Robert Moretti
- Laura Vukasin
- Johnny Walker
- Cheryl Crawley, Superintendent
Classroom Teachers

LOCK DOWN PROTOCOL

LOCKDOWN-
Defined as an internal and / or immediate threat- lock down in rooms, lights out, green / red placards in place, windows closed; stay still, hidden, and quiet. No one IN or OUT.

• WITNESS TO THREAT- CALL BUILDING OFFICE – THEN LOCK DOWN ROOM AND CALL 9-911...try not to break contact with 911!
  ⇒ Building office gives alert, calls their SRO and then the Assistant Superintendents Office with status and why. Superintendents and /or SRO decide if phone tree is to be activated. Once you hear an internal call for a LOCK DOWN, follow these procedures:

• HALL SWEEPS – When going into LOCKDOWN...a quick visual shall be done in the process of closing the door. Anyone close should be instructed to enter your room and LOCKDOWN with you. This would include students, staff, parents, visitors, vendors. Classes that are meeting in hall ways, foyers, etc. are to go to the nearest lockable classroom, this will be incorporated as part of the schools lockdown / shelter in place procedure and instruction.

• BATHROOMS – Students and / or staff, who are caught in a bathroom at initiation of a lockdown, should remain in bathroom, stand on toilet so feet cannot be seen, stay quiet, and wait for police.

• LOCK YOUR ROOM DOOR and get your students on the floor in a safe location away from windows and doors. Turn out your lights, remain quiet.

• LAMINATED PLACARDS
  ⇒Place card under the door. GREEN side up= OK ! RED side up = HELP!
  ⇒Place card in exterior window with appropriate color out.

**** NO PLACARD UNDER THE DOOR OR IN THE WINDOW WILL INDICATE A THREAT TO OUR LAW ENFORCEMENT OFFICERS!!!

• CLASSES AT RECESS / LUNCH – OUTSIDE – Class rooms adjacent to playgrounds shall be equipped with an air horn or bullhorn. Once the lock down signal has been given...class rooms adjacent to playgrounds shall give – multiple blasts out an open window as a signal for students and staff to vacate the playground and school area to a pre-determined spot, if safe...if that spot is not safe, then use your best judgment, and escort students to safety away from the school. The multiple blasts of the air horn will be referred to as “PANIC BLASTS”.

• PHONES AND CELL PHONES – phones will be PLACED IN the “call forward” mode. Do not answer / use phone. Student cell phones are not to be used and shut off. Teacher is to collect all student cell phones. (return after incident is over). Teacher cell phones are to be on and in the VIBRATE MODE. Teacher cell phones are NOT to be used for private or inquiry calls. For classes locked in rooms where no district phone is present, the teacher must call the office on your cell phone to inform them of your whereabouts. (Have the school office phone number in your cell speed-dial)
  Please leave your computers on.
(continued  LOCKDOWN PROTOCOL)

- **ATTENDANCE** –

  Once safely secured, a teacher must take attendance and be ready to relay that information when asked to. **DO NOT** relay the information until you are asked to do so by law enforcement or school officials.

  - Do **NOT** open the door for any reason. Law enforcement and school officials will have the ways and means to unlock your door if necessary. Do not respond to fire alarm during a lockdown. **(UNLESS THAT DANGER EXISTS)**

  - Use good judgment and **REMAIN CALM** and QUIET! Encourage your students not to panic. Silence is required for your safety in this situation. Whisper only if it is necessary to communicate verbally. You may be there for awhile.

  - After incident is over debrief your students for five (5) minutes before releasing them. If student(s) needs attention, take the necessary steps to meet their needs.

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**SHELTER IN PLACE**

- Defined as a safety precaution taken for a possible External threat, that is **NOT** an immediate or internal threat. The decision to implement a Shelter in Place shall be decided by the acting building Administrator, their Supervisor, or Law Enforcement. **(Who shall determine if Crisis Phone Tree will be activated)**

  **SHELTER IN PLACE ACTION**
  - Lock External door
  - No one in or out
  - Notify Assistant Superintendents Office 268-6006/268-6008
  - Conduct internal class/operations normal
  - Do not release from school until cleared to do so

---

**CLASS HOLD**

Defined as a safety precaution implemented during an incident where students need to be kept in the classroom. The decision to implement a Class Hold shall be made by the acting building Administrator. **There is not requirement to notify your Assistant Superintendents Office.**

  **CLASS HOLD ACTION**
  - Conduct class as normal
  - Do not release students from classroom until cleared by your building Administrator