



2020-2021

Substitute Handbook



PLACEMENT ON THE CASSVILLE R-IV SUBSTITUTE TEACHER LIST

In order to substitute teach in the State of Missouri, individuals must submit the following:

- Complete a minimum of 60 college hours from an accredited school or university
- Pass both state and federal criminal background checks.
- Obtain a current substitute certificate through the Missouri Department of Education.
- Complete a Cassville R-IV School District application @ <https://cassville.tedk12.com/hire/index.aspx>

If an applicant holds a Missouri Teaching License (excluding Lifetime Certificates) and they are retired or not working as a full-time teacher, they will also be required to apply for a substitute certificate. More information on this process can be found at: <https://dese.mo.gov/educator-quality/certification/substitute-teachers>.

Types of Substitute Certificates

*DESE issues two types of substitute certificates, depending upon the setting(s) in which an individual will be placed. Regardless of the type of substitute certificate, each applicant is required to complete a **background check** if he/she is requesting a new certificate or is considered to be a new hire at a school district. If an applicant has previously fingerprinted for DESE, a new fingerprint clearance will be required if the previous one is over twelve months old.*

A **Content Substitute** certificate is for individuals wishing to substitute teach in the K-12 classroom setting (elementary, middle/high school content areas, special education, art, music, PE, etc.). A **Content Substitute** certificate may be granted to an individual who has completed a minimum of 60 semester hours of credit from a regionally accredited, academic degree-granting, college or university. Verification of these hours must be provided with an original transcript from each institution the applicant has attended. A Content Substitute certificate may also be granted to an individual who is at least 21 years of age, has a high school diploma, General Education Diploma (GED) or High School Equivalency Test (HiSET) and has successfully completed a minimum of twenty (20) clock hours of department-approved substitute teacher training that includes professionalism, honoring diversity, engaging students, foundational classroom management techniques, basic instructional strategies, supporting students with special needs, and working with at-risk youth. Approved training is available here:

Frontline Education: <https://www.frontlineeducation.com/pages/resources/modese/>

IMPORTANT, PLEASE NOTE: The rule allowing online training for substitute teacher certification is new and will be effective on September 2, 2020. Substitute Teacher Certificates based on the successful completion of this training will not be issued until after this date. In addition to completing the training, an applicant will be required to pass a background check and submit an application for their certificate.

Once the on-line application has been received by the district, certification through DESE and background check results are checked. Applications are then approved by the Board of Education during a regular board meeting. Once approved, the applicant will receive via mail the Cassville R-IV Substitute Handbook, Acceptable Use Policy, and Payroll packet. The last page of the Sub Handbook and Acceptable Use Policy includes statements that must be signed and returned to the Cassville R-IV Central Office.

For liability purposes, all applicants must also complete MUSIC Sexual Misconduct: Staff-to-Student training. This is an on-line training which must be completed before applicant can be placed in a classroom. The link to the video along with username and password will be sent so that it can be watched at the applicant's convenience.

DISTRICT PROCEDURES FOR OBTAINING SUBSTITUTE TEACHERS

Building secretaries or principals do their own calling. It is not required that the substitute accept each assignment for which he or she is called. However, it is important that the substitute teacher be available on most occasions. Those who work regularly are most appreciated and often receive the most opportunity to work. The substitute teacher may request to work certain days or at certain levels; however, too many limitations restrict the opportunities for assignment. In crucial times of need, we hope that the substitute teacher will be available and assist where needed.

SCHOOL/CLASSROOM INFORMATION

The Work Day

Substitute teachers are to observe a professional work day. The professional work day in Cassville R-IV School District is from 7:40 am to 3:30 pm. The substitute teacher must check in at the school's office upon reporting to work. At the end of the day, a written report left for the regular teacher is very much appreciated and helpful. Finally, the substitute teacher must always check out at the school office at the conclusion of the work day.

Number One Expectation: To Teach

First, and most importantly, we expect our substitute teachers to follow the absent teacher's instructions. You assume a demanding and critical role in the education of the youth in Cassville R-IV School District. The cumulative effect of substitute teachers over the course of a year is very significant to the educational process. You are an important person to us and we expect you to do your best.

Lesson Plans and Classroom /School Details

Emphasis is placed upon the need for regular teachers to provide adequate lesson plans for the substitute teacher. Substitute teachers should follow the lesson plans left by the regular teacher at **all times**. Often, however, with even the best made plans, situations change, or work is accomplished faster than anticipated by the absent teacher. **Please ask assistance from the office or a fellow teacher for needed information.** Classroom procedures or school procedures, i.e., lunch, recess, special class schedules, discipline procedures, class period schedule, etc. are necessary and should be available in each school.

Supervision

All students must be properly supervised at all times. At no time should a substitute teacher leave students unsupervised. When substitute teachers are assigned to duties on the grounds, in the hallways, or otherwise by the principal, they are expected to assume control. At no time should a child be allowed to leave the school premises without the consent of the principal or his/her designee.

Discipline

Students are expected to observe school guidelines and regulations at all times. The substitute teacher is expected to maintain discipline in the classroom. It is important to have sufficient material to keep the students actively involved as a step-in preventing discipline problems. In the event that discipline problems occur, contact the principal at the most immediate and appropriate time. Do not wait until the end of the day to report problems. Seek available assistance to remedy the situation as soon as possible. **In no case is the substitute teacher to administer corporal punishment.**

Building Level Information

Substitute teachers should familiarize themselves with specific procedures of the building in which they are working. This includes emergency procedures, daily schedules as well as building discipline procedures.

CONFIDENTIALITY

- The Safe Schools Law establishes both a criminal penalty and potential liability penalty for any person who discloses personally identifiable information to an unauthorized party.
- Confidentiality applies to the entire realm of the education of a student. Information is to be disclosed on a need to know basis only.

- Talk to the principal prior to looking into student records. Substitutes, unless serving long term, probably will not have a need to view information in these files.
- If a parent asks you about his/her student's performance or behavior, or the performance or behavior of another student, refer him/her to the teacher.
- Confidentiality also applies to information regarding specific teachers and other staff members.
- Do not share negative personal opinions about school staff with anyone in the community, if you have formed that opinion because of your role as a substitute.
- **Best Advice:** Think before you repeat information you have learned while at school.

LEGAL RESPONSIBILITY OF SUBSTITUTE TEACHERS

- Leaving Students Unattended—Students are NOT to be left unattended and should be within view of a professional at all times
- Missing Students—report to the office if you cannot locate any student
- Releasing a Student—The office will clearly communicate when you are to release a student. Send anyone who does not have advanced authorization to the office to secure it.
- Zero Tolerance—IMMEDIATELY notify the office of a student with a weapon or any drug in his/her possession
- Use of Physical Force—NEVER use physical force to enforce discipline

DO'S AND DON'TS OF SUBBING

Do:

- Be aware that your presence can make students feel anxious
- Develop a file (or files) of filler activities
- Greet students at the door of the classroom
- When a classroom is chaotic, ask for student attention and wait until you get it
- Guard teacher editions of texts and answer keys to tests
- Present a professional appearance
- Maintain your composure and confidence
- Keep student's safety and well-being in mind
- Follow the plans and schedule left by the teacher
- Ask for assistance from a fellow teacher, staff member, or office if you have questions
- Check extra duties
- Require tardy slip from any student who comes in late. If they do not have one send them to the office
- Turn in lunch count and attendance to the office promptly

Don't:

- Let students know that their teacher left poor lesson plans
- Get defensive or demonstrate a superiority complex
- Use the teacher's future lesson plans
- Make up due dates for assignments
- Write in grade book (unless specifically instructed to do so)
- Get offended if someone asks, "Who are you today?"
- Ever give a student medicine—even if he/she says mom said it was okay
- Send a student home differently than they would normally go unless you have a note from the office. If there are questions the office will contact parent

RECOMMENDATIONS FOR SUCCESS

The substitute teacher's role is essential to the success of the educational program. Only through the services of the substitute teacher can learning continue when the regularly assigned teacher is not present in the classroom. Inherent in substituting is a genuine interest in teaching and concern for the welfare of children. Another integral part of substituting is a positive interaction between the substitute, the administrator, the regular teacher and other school personnel.

A few items a substitute will want to keep in mind to make the teaching experience more successful are as follows:

- Always treat the student with respect and dignity
- Do not intentionally expose the student to embarrassment or disparagement
- Maintain the program of the regular teacher as presented in the lesson plans
- Dress appropriately for a professional position
- Do not use profanity in the presence of students
- Do not disclose information about students and staff obtained in the course of professional services unless required to by law
- Do not use professional relationships with students for private advantage
- Report to building at the designated time
- Secure the materials and the equipment necessary for carrying out the planned activities for the day
- Introduce yourself to nearby teachers
- Check for posted fire/tornado drills and any other safety related instructions and procedures
- Familiarize yourself with the class daily schedule and routine of the class
- Be organized
- Welcome the students at the door when they arrive
- Write your name on the board
- Learn first names as quickly as possible
- Take firm control of the class from the beginning. Physical punishment, sarcasm, ridicule, or hasty decisions are not acceptable as a means of pupil control
- Listen to announcements and encourage students to pay attention
- Use positive rather than negative requests and suggestions
- When obvious classroom procedure has been established with which the students are familiar, work with it. Do not try to impose an entirely new system for one or two days
- Be sure you know where the pupil is going when he/she leaves the classroom
- Expect cooperation and respect: be respectful of students and their opinion. Model the behavior you want from students. Try to talk to each of the students on a personal level.
- Physical conditions in a classroom may affect the behavior of the students. Watch for proper ventilation, temperature and lighting
- Begin class immediately with the assigned work
- Be prepared to assume all responsibilities of the absent teacher, including special duties
- Use planning periods to prepare materials, grade assignments, and plan lessons if directed to do so by the absent teacher
- Keep notes, bulletins, and other communications for the absent teacher
- Before departing, check with the building principal or school secretary to see if you are needed to substitute the following day

ESSENTIALS OF BEHAVIOR MANAGEMENT

Communicate with students

- Share your expectations for student behavior at the beginning of the day or class period
- Use the teacher's posted rules when possible. Have your own rules in mind in case they are not posted. Limit your rules to two or three

- Ask before you leave the room
- Respect whoever is talking
- Be productive
- During the day or class period, interact with the students as much as possible

Orchestrate student behavior during and between activities

- Begin each activity by clarifying your expectation for student behavior during the activity
- End each activity by giving the class feedback on how they met your expectations and by preparing them for next activity

Circulate throughout the classroom

- Move among the students as much as possible
- Be unpredictable in your route when circulating
- Visually scan the entire classroom as frequently as possible

Motivate students to follow the rules and to use time productively

- Use praise frequently and appropriately. Effective praise is:
 - Descriptive
 - Businesslike
 - Based on something important
 - Age-appropriate
 - Reasonably private (for older students)
- Reinforcement systems may be useful with younger students (K-5)
 - Stars or points on the board
 - “Good Work” certificates
- Let the students know that you will be reporting back to their teacher. If an activity has gone badly, let the students know that the next activity provides a fresh start. Do not use the report as a threat.

Correct student behavior when it occurs

- Correct calmly
 - Don’t get physical under any circumstances
 - Don’t escalate the situation
 - Don’t engage in power struggles
- Correct consistently
 - Choose your battles carefully
 - Follow through on any warnings or consequences you have given
- Correct fairly
 - Don’t punish the entire class for the misbehavior of one or two students
 - Once you implement a consequence with one student, implement it with all students who behave the same way
- Correct immediately
 - Intervene as soon as a misbehavior becomes a problem
 - Inform the student that he/she has a choice: To continue the misbehavior and pay the consequence, or to behavior responsibly
- Correct privately
 - A semi-private interaction allows the student to save face in front of peers
 - When physical privacy is not possible, use a quiet voice when correcting
 - Send the student to the office only when all other possibilities have been exhausted

**CASSVILLE R-IV SCHOOL DISTRICT
CONFIDENTIALITY STATEMENT**

CONFIDENTIALITY

Laws Concerning Confidentiality Applicable to Schools

FEDERAL LAW

- Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004 – Confidentiality of Information: Information collected, maintained or used by the district regarding your child must be kept confidential.
- Public Law 90-247, Title IV, Family Educational Rights and Privacy Act (FERPA):
“The purpose of this law is to set out requirements for protection of privacy of parents and students.”

STATE LAW

- The Safe Schools Act of 1996: “Any person who violates the privacy rights of a student as provided in this subsection is guilty of class B misdemeanor, and parent can bring lawsuit to recover attorney fees, costs, and damages for violation of law.”

As an employee of the Cassville R-IV School District, I am aware that the persons, conversations, materials, and data which I come in contact with and to which I have access are to be treated in a confidential and professional manner. Violations of this confidentiality agreement can result in disciplinary action and/or dismissal. Please sign below and return to the Central Office.

Name Printed

Signature

Date