



2014-2015 Substitute Teacher Handbook

Atchison Public Schools

The official Board of Education policies are available at each school office, the district website (www.usd409.net) and the Atchison Public Schools Board of Education Office.

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ATCHISON PUBLIC SCHOOLS

Dr. Susan Myers, Superintendent

Fall 2013

Dear Atchison Public Schools Substitute Teacher,

Welcome to another exciting year at Atchison Public Schools! You are a vital part of our district and we value the contributions you make. It is your involvement and availability that enables our educational programs to continue.

You, as a substitute teacher, have accepted one of the most challenging, exciting, and creative jobs in the school system. Without your assistance, the regular classroom would be unable to function. The substitute role is not an easy one to perform, but with support from other professionals in our schools, you can make an outstanding contribution to the education of our students.

This handbook has been prepared for you to provide the guidance necessary for program continuity and coordination with the regular teacher's assignment.

If we can be of assistance, please contact us at the district office at 913.367.4384.

We appreciate your service to our district and its students.

Sincerely,

Dr. Susan Myers
Superintendent

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626 Commercial Street
Atchison KS 66002
913.367.4384
www.usd409.net

School Contact Information

Atchison High School	1500 West Riley Atchison KS 66002 913.367.4162 School Hours: 7:50-2:45pm	Principal: Forrest Covey Asst. Principal: Lindsey Hansen Asst. Principal: David Fitz
Atchison Middle School	301 North 5 th Street Atchison KS 66002 913.367.5383 School Hours: 7:50-2:42pm	Principal: Bryon Hanson Asst. Principal: Chad Bilderback
Atchison Elementary School	8285 North 17 th Street Atchison KS 66002 Primary Grades PK-2: 913.367.1161 Intermediate Grades 3-5: 913.367.1602 School Hours: 8:25-3:31pm	Principal (Primary): Tom Sack Principal (Intermediate): Kent Michael
Atchison Alternative School	215 North 8 th Street Atchison KS 66002 913.360.6540 School Hours: 7:50-2:45pm	Principal: Gerre Martin

Early Release Schedule

Early release of students provides teachers the opportunity for ongoing professional development. By working in collaborative teams, teachers are able to review student progress data, learn from each other, implement new teaching strategies, and refine existing classroom practices.

Atchison Elementary School early dismissal hours: 8:25 – 2:21pm

Atchison Middle School early dismissal hours: 7:50 – 1:32pm

Atchison High School early dismissal hours: 7:50 – 1:35pm

Atchison Alternative School early dismissal hours: 7:50 – 1:35pm

Specific dates are highlighted on the calendar on page 15.

Helpful Phone Numbers

Atchison Public Schools Board of Education	913.367.4384
Substitute Coordinator – Becky Walker	913.367.4384 ext. 6509
Payroll Office – Becky Walker	913.367.4384 ext. 6509

Changes In Information

Substitute teachers are responsible for notifying Becky Walker of any changes in name, phone number, address, time of availability, teaching preference, or request to be removed from the active call list. Becky may be contacted by phone at 913.367.4384 or email at bwalker@usd409.net.

Assignment Procedures

All of our schools request substitute teachers directly through the Atchison Public Schools Sub Line. Substitutes are contacted between the hours of 6am and 3pm unless otherwise specified. The district strives to maintain an adequate number of qualified substitute teachers for service. To accomplish this, we must rely on substitutes being available for assignments. Placements are made on the basis of certification, school requests, and your preferences and availability.

Pay Scale

Substitute Teacher Daily Rate

Days 1-5	\$103.20 Daily
Days 6-20 (consecutive)	\$111.14 Daily
Days 21 and above (consecutive)	\$158.77 Daily

Paraeducator Substitute Rate

All days	\$9.85 Per Hour
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Payroll

Substitute teachers are paid on the 25th of each month. If the 25th falls on a holiday or weekend, payday will be on the last working day prior to the 25th. It is the responsibility of the substitute teacher, upon leaving the school of assignment, to have each school secretary fill out the information for the day, on the time sheet. The time sheet will be turned into the District Office by the second Friday of each month. Each time sheet indicates the date range for the pay period. This time sheet will also serve as a record for the substitute teacher, of the day(s) worked, and the staff member's name that they were substituting for. Time sheets are also located online on the District website under the Employment section. If time sheets are handed in late after the due date, the substitute teacher will be paid the following pay period.

Long-Term Assignment & Compensation

Throughout the school year, requests are frequently made for a substitute teacher to work in a position for an extended number of days. A long-term assignment is defined as an assignment for a single teacher for six or more days, or is an unfilled teaching position. Working for several teachers at a single campus for consecutive days is not a long-term assignment. The substitute teacher is responsible for the same duties as the regular teacher (e.g., grading papers, lesson plans, attending meetings, etc.). The district goal is to fill teaching positions with a substitute certified in the particular area; however non-

certified substitutes may also be considered. The principal or his/her designee makes the final decision on who is selected for long-term assignments.

At-Will Employment

All substitute teachers are hired on an at-will basis. Each person's employment is for no specific term, and nothing in the handbook constitutes as a contract or guarantee of continued employment. Substitute teachers are free to resign their position at any time. Out of courtesy, we ask that you please notify the District Office.

Role of a Substitute Teacher

The substitute teacher is the certified employee in charge of the classroom in the absence of the regular teacher. The substitute is responsible for delivery of the instructional program to the class. While the substitute teacher is there to ensure the education of each student, the first responsibility is to maintain the care, welfare, safety, and security of students in the classroom.

A substitute teacher needs to work closely with the paraprofessionals and/or regular staff to maintain the continuity and routine of the regular classroom program. Para professionals work closely with the classroom teacher each day. They are an invaluable resource who will assist and support you throughout your day. The substitute is responsible for providing for the needs of the class, and for ensuring that established rules, procedures, and all assigned responsibilities are performed in an effective and professional manner.

Expectations of Substitute Teachers

1. Professional Ethics

- The substitute teacher has a professional responsibility even though he/she is not a contracted teacher.
- Caution should be used in expressing personal opinions about what is seen or heard in the classroom or on the campus.
- The substitute teacher should not compare one school with another, one group of employees with another, or one group of students with another.
- Treat all information about students, parents, and school employees as **confidential**.
- Criticism of students, school personnel, and school policies is made only to the school principal in a professional conference.
- Under no circumstances should a substitute teacher criticize the curriculum being taught in front of the students. The substitute is responsible for carrying out the lesson plans left by the teacher. A substitute's personal view on certain subjects (e.g., religion, politics, drugs, etc.) should not be brought into conversation with students.
- Substitute teachers may have occasion to be assigned to a building where his/her own children attend. You are in the building as a professional and not as a parent. It is important that you maintain the separation of roles.
- Smoking and use of tobacco products are prohibited on district property.

2. General Information

A friendly, cheerful and cooperative attitude toward school staff and students will help to start the day right and keep it running smoothly.

- A substitute teacher is expected to work either a full school day or half school day depending on the specific assignment. The school staff can change a substitute's assignment or require a substitute teacher to teach during planning periods if the school is in need. All substitutes are entitled to a duty-free lunch period.
- The substitute teacher is expected to perform all the duties of the regular teacher unless the principal releases the substitute from a particular responsibility.
- A substitute teacher may seek assistance from grade level leaders or department chairpersons.
- If serious problems arise during the day, be sure to notify the school office before you leave. This is a good protection not only for you, but the school and district as well.
- A substitute should **NEVER** leave a class/classroom unattended and should not leave campus during regular school hours without checking with the school office.

3. Appropriate Dress

- Substitute teachers are required to adhere to the same dress suggestions as the regular Atchison Public Schools staff.
- All substitute teachers should dress modestly and present a neat, clean appearance – business casual dress is appropriate.
- Blue jeans, sweat pants, sweatshirts and shorts should not be worn except on “field day” or for some other special activity.

4. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act (FERPA) provides for the privacy of educational records and ensures access to educational records by parents and students. All employees of Atchison Public Schools are expected to maintain confidentiality of student education records as prescribed by law.

Things to Know Regarding FERPA

- Do not discuss individual student achievement with others.
- Do not discuss student disciplinary actions.
- Do not use e-mail to gather or share information on a student.
- Do not reveal information pertaining to special services provided to a student.
- Private and identifiable information covered by FERPA may be shared among/with teachers, administrators, and substitute teachers for specific educational reasons. This information may not be shared for other purposes.
- Hold as confidential any material or knowledge concerning the school (teachers, students, parents, principals, etc.) you gain while in a particular school. Student records that are available to substitute teachers are personal in nature and their contents must be treated as privileged communication. Student “records” are not to be discussed outside the confines of the school.

5. Emergency Procedures

Fire exits, fire drills, severe storm and tornado-warning procedures should be posted in each room. Familiarize yourself with them. Each school has emergency evacuation plans in place in case of fire, earthquake, chemical spill or other potentially dangerous situation so that you can successfully evacuate students successfully.

Procedures for Reporting to Assignment

1. Arrive at the school 15 minutes before school begins and remain 15 minutes after the school day finishes.
2. Report directly to the school office. Obtain a **SUBSTITUTE TEACHER REPORT**, a **SUBSTITUTE CLASSROOM NOTE** form, and time sheet from the school secretary to document dates of work.
3. Note any particular bulletins or announcements for the day.
4. Become familiar with the arrival time and dismissal schedule of the school at which the substitute teacher is working.
5. Substitute teachers will be given necessary information about daily operations of the particular school.
6. Be sure to ask if there are duty responsibilities such as morning, lunch, or after school. Do not trade duty.
7. Find plan book and materials – lesson plans, disciplinary and emergency procedures – talk to teacher in neighboring rooms.
8. Remain on duty until the responsibilities outlined by the principal have been completed.

Procedures for Taking Attendance

It is the substitute teacher's responsibility to take accurate attendance according to each school's attendance procedures. Attendance procedures may differ at each school.

Procedures for End of the Day & Checking Out

1. Be sure the room is in order, windows are closed, lights are off, and turn off all electronic equipment.
2. Check student papers completed during the day and leave for the classroom teacher, unless otherwise instructed.
3. Please complete the **SUBSTITUTE CLASSROOM NOTE** for the teacher regarding how much of the lesson plan you were able to accomplish, and list any special problems that might have occurred during the day.
4. Complete all reports that are requested, both for the regular teacher and the school office.
5. Upon leaving, check out through the office. Have either the secretary or principal sign your time sheet (which are to be signed daily) and leave the completed **SUBSTITUTE TEACHER REPORT**.
6. Leave school at school. Do not discuss students and staff.

Responsibilities of the Classroom Teacher

The classroom teacher is responsible for providing the following information:

1. Access to textbooks, materials, or clear directions for technology use.
2. Up-to-date program schedule for the day and week, and travel assignment if applicable.
3. Up-to-date and complete lesson plans.
4. An accurate seating chart.
5. Special notation on students who have individual health, emotional or learning problems.
6. Name of child to assist you in locating any materials that might be needed.
7. Notes concerning any supervision or extra duties assigned to that teacher.
8. Materials necessary to teach lesson plans.
9. Location of supplies/materials.

10. Name of nearby teachers who can be of assistance.
 11. Daily schedule showing recess, physical education, music or art periods, lunch and dismissal times.
 12. Fire and emergency procedures.
- Grading is not an expectation of the substitute teacher.
 - The classroom teacher is required to complete a **SUBSTITUTE TEACHER EVALUATION REPORT**.
 - Teachers are not allowed to provide their network username and password.

Expectations of the Substitute Teacher While In The Classroom

1. The substitute should preserve the regular routine of the classroom. He/She is to follow the daily class schedule and lesson plans provided by the teacher. If lesson plans are not available, please check with another teacher, team leader, or department chairperson for assistance.
2. The substitute teacher has the same responsibilities as a classroom teacher. Check the “duty” list to see if the teacher for whom you are substituting is assigned to the cafeteria, hall or any other duty. Consult the office with any questions in regards to performing the duties.
3. The substitute teacher has the same responsibility as the regular teacher for the students, equipment, and materials assigned to his/her care. All materials and equipment used by the substitute teacher are to be returned to the proper authority/location before the substitute leaves the campus.
4. Take the attendance and carry out the policy of the school in reporting it.
5. **Keep all students in your room under supervision at all times.**
6. When individual students cause behavioral problems, which are disruptive to the learning environment, the substitute teacher should refer those students to the principal or assistant principal with a discipline referral or note explaining the circumstances. **Do not administer corporal punishment or physical contact of any kind.**
7. Direct any outsider to the office including those seeking information about a student or requesting permission to take a child from the room. Under **NO** circumstances should a student be released without permission from the appropriate school personnel.
8. Familiarize yourself with fire exits, fire drills, severe storm and tornado-warning procedures.
9. Accept discipline training as an important component of teaching that requires patience, understanding, and review of all the facts. Good working conditions result from good classroom discipline. Be consistent and emphasize the positive. Maintain a clear, pleasant voice. Remember the three F’s – Friendly, Fair, and Firm. Leave detailed records of student behavior, both good and bad.
10. Report all accidents or illness to the principal or school nurse immediately.
11. Do not ask the teacher for their personal network login information.
12. The substitute will leave the regular teacher a brief summary (on the **SUBSTITUTE CLASSROOM NOTE**) of the day’s activities by class period. The teacher needs to know what portion of the lesson each individual class was able to complete.
13. Substitute teachers are to be an active part of the classroom instruction. Reading personal materials (e.g., newspapers, magazines, books, etc.), using cell phones or personal electronic devices, working on personal work, etc., is unacceptable, will not be tolerated, and are reasons for removal from service.

Classroom Management & Student Discipline

To monitor classroom behavior effectively, you must know what to look for. Behaviors that you should be concerned with include:

- Lack of involvement in learning activities.
- Prolonged inattention or work avoidance.
- Obvious violations of the classroom rules and procedures.

Inappropriate behavior needs to be handled promptly to keep it from continuing and spreading, but in a calm, reasonable tone and approach. The best way to do this would be:

DO'S

1. Using nonverbal cues.

- a. Making eye contact with the student.
- b. Putting a finger to your lips.
- c. Giving a head shake.
- d. Giving a hand signal.

2. Getting the activity moving.

- a. Move through transitions as quickly as possible.
- b. Reduce dead time.

3. Using proximity.

- a. Move closer to the student.
- b. Provide nonverbal cues along with proximity to stop inappropriate behavior without interrupting instruction.
- c. Stay in the area until students have begun appropriate behavior.
- d. *If the student is angry, remain calm, stay at least three feet away and keep your hands at your sides, DO NOT touch the student or make them feel threatened or trapped.

4. Redirect the behavior.

- a. When students get off task, remind them of appropriate behavior.
- b. Using a student's name who is off task as part of the question being asked may be helpful ("Eddy and Derek went fishing. They each caught 14 fish. How many fish did they catch together?" Eddy and Derek will probably sit up and listen.)
- c. "Everyone should be writing answers to the questions on the board."
- d. "As soon as everyone is seated and quiet, we'll get started."

5. Providing needed instruction.

- a. Off-task behaviors may reflect poor comprehension of the assignment.
- b. Check work or ask brief questions to check for student comprehension.
- c. If numerous students are having trouble, stop the activity and do whole-class instruction again.

6. Issue a brief desist.

- a. Call the student by name, make eye contact, and tell the student to stop the behavior (make sure this is done in an even tone of voice).
- b. Combine this strategy with redirection.

7. Giving the student a choice.

- a. Tell the student: “you either act appropriately or there will be consequences of not behaving.”
- b. Make sure the student knows what appropriate behavior is: “you may choose to clean up now or you may choose to stay in a recess.”

8. Using “I” messages.

- a. “It is very disruptive to me and the class when you wander around the classroom.”
- b. Can be combined with a brief desist or redirection.
- c. These types of statements imply that the student controls his or her own behavior.

If these strategies do not work, a couple of other strategies are:

- 9. Withholding a privilege or desired activity.** Being allowed to work together on a project, sitting near friends, or having the freedom to move around the room being taken away.

10. Isolate or remove the student.

- a. Sometimes isolating a student will curb the inappropriate behavior.
- b. Give the student the option of when to return by saying, “You may come back to the activity in five minutes if you decide that you can follow the class rules.”
- c. This is especially effective in dealing with older students since removing the audience of peers calms the student and gives them the opportunity to make another choice.

11. Use the school based consequences.

- a. In the **SUBSTITUTE CLASSROOM NOTE**, include information to the classroom teacher so it can be dealt with when he/she returns.
- b. A referral to the principal (use this if other consequences don’t work or for severe misbehavior, fights, sexual harassment, threats, etc.).

DON'TS

- 1. Substitutes must not use physical discipline of any sort.** Substitutes must never administer corporal punishment, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is forbidden.

- 2. Sarcasm is ineffective in the classroom and should not be used with students.**

- 3. Additional examples of inappropriate and ineffective discipline strategies** include but are not limited to:

- a. Telling the students to “Shut Up!”
- b. Hitting, poking, flicking or making any other physical contact with students—especially when angry or upset.
- c. Screaming or yelling at all students when only one or a few need redirection.
- d. Denying them access to the restroom or the nurse as retribution for misbehavior.
- e. Use of derogatory terms or racial slurs must not be used and will not be tolerated.
- f. Nor should the substitute confiscate personal items belonging to the students such as cell phones, MP3 players, etc. If a student’s use of electronic equipment is disruptive to a class or violates classroom rules, the student can be sent to the office where the appropriate steps will be taken in dealing with the disruptive behavior.

“Always display behavior you expect from students and NEVER lose your cool.”

Important Tips and Hints for a Successful Day

1. Write your name on the board so students will know how to address you.
2. Write directions or lesson plans neatly on the board; this will be of great help in the orderly beginning of a day's work.
3. Be ready when the bell rings to supervise passing of students in and out of the classroom, caring for belongings and getting settled in seat.
4. Take firm control of the class from the beginning.
5. Start class promptly by avoiding unnecessary delays in instruction.
6. Treat all students with dignity and respect.
7. Take time before beginning the day's activities to tell the class a little about yourself. Be brief.
8. Try to put a daily schedule on the whiteboard. It helps the students anticipate what you expect of them. It also helps you keep track of the regular classroom routine.
9. Let the class know that you will try to follow the normal classroom routine, but also let them know that everyone does things somewhat differently.
10. Any unusual requests from parents or students are to be handled by the school principal.
11. Ask the students questions: their names, classroom rules/procedures. The time spent getting oriented and becoming familiar with the class may make a difference later in the school day.
12. State clearly your expectations, but expect the unexpected.
13. Keep a positive attitude. Be positive in your remarks to students. When you are circulating around the room (a proven and effective management technique) you are connecting with the students.
14. Try to be sensitive to differences. Be aware of different religious and ethnic backgrounds in the student population and be sensitive that certain holidays might include songs, stories or artwork that could prove uncomfortable to some students.
15. Organize any student papers and label them clearly.
16. There will be times when students are working independently. Please use this time to circulate throughout the classroom and interact with the students. Do not engage in personal tasks such as reading, cell phone use, etc.

Items Requiring School Approval

1. Students are not excused to leave school under any circumstances without office permission.
2. No written communications should be sent to parents without permission from the principal. The long-term substitute teacher should arrange for a parent conference only after consultation with the principal.
3. Accidents involving any of the students under supervision must be reported to the office immediately.
4. Students may not be kept after hours.

USD #409, ATCHISON PUBLIC SCHOOLS

2013 – 2014

School Calendar

July 2013				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2013				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2013				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2013				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2013				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2013				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

District Enrollment July 31/August 1
 All Teachers Report August 8
 First Day of School (Grades PreK-9).....
 August 14
 All Students in Session..... August 15
 No School, Labor Day..... September 2
 No School, P/T Conf Compensation.
 September 27
 No School, Workday October 11
 No School, Staff Dev October 14
 No School, Thanksgiving Nov. 27 - 29
 No School, Workday December 20
 No School, Winter Holiday Dec. 23
 thru January 3
 No School, MLK Day January 20
 No School, P/T Conf Compensation.
 February 14
 No School, President's Day ... February 17
 No School, Workday March 14
 No School, Spring Break..... Mar. 17 - 21
 No School, Staff Dev April 11
 No School, Holiday April 18
 Last Day of School May 22
 Teacher Workday May 23
 Make-up Dates (if needed) May 27
 and May 28

Parent/Teacher Conferences
 September 24 and 26
 February 11 and 13

Quarter/Semester Dates
 1st qtr ends October 10 40 days
 2nd qtr ends December 19 45 days
 3rd qtr ends March 13 46 days
 4th qtr ends May 22 42 days

LEGEND

Staff Development (No School for Students)

Teacher Workday (No School for Students)

Early Release

Parent/Teacher Conference (School in Session) ◇

No School/Offices Closed – Red Dates

No School – Shaded Dates

Revised – Approved by BOE: 3-4-2013

January 2014				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2014				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2014				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April 2014				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May 2014				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June 2014				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Quick Look

A. Procedural Expectations

1. Report to work 15-20 minutes before starting times.
2. Check in with the school secretary; pick up **SUBSTITUTE TEACHER REPORT**, **SUBSTITUTE CLASSROOM NOTE**, and a time sheet.
3. Find plan book and materials – lesson plans, disciplinary and emergency procedures – talk to teacher in neighboring rooms.
4. Standard teaching expectations:
 - a. **Maintain order and discipline.**
 1. Whisper technique works well for classroom control.
 - b. **Follow the lesson plans as closely as possible, following positive teaching strategies.**
 2. Group students for brainstorming activities/concept mapping. Maintain control of grouping to avoid possible discipline problems and assure quality instruction time.
 - c. Be able to pull from your own bag of tricks when appropriate.
 - d. **Be professional in mannerism and appearance, be serious about your role, and treat students with respect.**
5. Upon leaving, check out through the office. Have either the secretary or principal sign your time sheet (which are to be signed daily) and leave the completed **SUBSTITUTE TEACHER REPORT**. Leave the **SUBSTITUTE CLASSROOM NOTE** on the teacher's desk.

B. Policies and Practices You Need to Be Aware of:

1. Corporal Punishment – Do not touch students in the act of disciplining.
 - a. Always be mindful of possible legal repercussions resulting from your actions.
2. Sexual/Racial Harassment – Directed toward you or others is **STRICTLY** prohibited.
3. Family Educational Rights and Privacy Act (FERPA) – Confidentiality must be maintained.

C. Paperwork

1. How to get paid:
 - a. Payment is for ½ day or full day.
 - b. Checks mailed on the 25th for the previous month's work.
 - c. Keep your own record of days worked on a calendar.
2. Forms you must fill out for your personnel file:
 - a. Application, I-9, W-4, K-4, Health Certification, Confidentiality, Public Oath, Copy of Social Security Card and Driver's License, Personnel Card.

Approximately one full year of every student's education is taught by a substitute teacher. Make it a professional goal to be a good, positive influence on the lives of the students in your care.

**ATCHISON PUBLIC SCHOOLS
Substitute Evaluation Report**

(To be completed by the classroom teacher and principal)

Substitute Name (please print)

1. Was the lesson plan followed? _____

2. Were there any concerns? If so, explain. _____

3. Were supplies, class work, and homework collected appropriately? _____

4. Was the classroom left in a neat and orderly condition? _____

5. Were detailed notes left describing the day? _____
6. Would you request this substitute again? If not, why? _____

7. Any additional comments or suggestions. _____

Teacher Name (please print)

Date

Teacher Signature

Any additional comments or suggestions from the principal. _____

Principal Signature

Please return to the school office.

Receipt of Substitute Teacher Handbook

This is to acknowledge that I have received the 2014-15 Substitute Teacher Handbook for Atchison Public Schools. I understand that I am responsible for knowing and adhering to the rules and procedures contained in this handbook as well as any other rules and procedures established by the school district.

Name (please print)

Signature

Date