

**MONTPELIER PUBLIC SCHOOL  
SUBSTITUTE TEACHER  
HANDBOOK**

**2023-2024**



## **To Our Substitute Teachers:**

Welcome to Montpelier Public Schools! We appreciate your help in working with our students while their regular teacher is away. Please use this handbook as an easy reference for standard questions. If, however, you still have questions, feel free to contact a neighboring teaching or the administration. We want to make your time with us successful—for you and your students.

## **Montpelier Staff Code of Ethics**

Staff members are to be:

1. Champions for our school supporting our educational mission, community, and initiatives.
2. Committed to high quality education for every student.
3. Willing and capable of assuming job related responsibilities.
4. Willing to maintain confidentiality of privileged information.
5. Able to see the best in every person they encounter and work cooperatively with others.
6. Able to maintain professional relationships and conduct themselves in a professional way at all times.
7. Aware of the policies of the school district and enforce them.
8. Positive and assume that others have positive intent in their actions.
9. Constantly striving for personal and professional growth and committed to being the best version of themselves.

**Descriptor AAC**

## **NONDISCRIMINATION AND ANTI-HARASSMENT POLICY**

### **General Prohibitions**

The Montpelier School District is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student's, parent's, guardian's, or employee's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated youth groups, as required by federal law.

The Board designates **Superintendent Phil Leitner** as the Title IX Coordinator. Mr. Leitner may be contacted at: **214 7<sup>th</sup> Ave. Montpelier, ND 58472], (701) 489-3348, or phil.leitner@k12.nd.us.**

## **NOTIFICATION OF SUBSTITUTE TEACHERS**

All substitute teachers will annually be approved by the Montpelier School Board. There is no guarantee that you will be called on a routine basis. It is expected of teachers to give as much as advance notice as possible when they will require a guest teacher.

### **REPORTING PROCEDURES FOR SUBSTITUTE TEACHERS**

You will be expected to work at 8:10 a.m. when arrangements have been made prior to the day you are needed to substitute teach. If you are called for an emergency substitution you are asked to report in a timely manner. Please report directly to the main office and sign in. At this time you may receive instructions and information concerning:

- 1) Your assignment for the school day.
- 2) Any particular bulletins/announcements for the day.
- 3) Any departures from the normal schedule.
- 4) Any other information pertinent to the position.

### **GENERAL INSTRUCTIONS**

- 1) Check the teacher's mailbox (located in the workroom) for notices, plans, notes, etc.
- 2) Tell the class your name; you may wish to write it on the whiteboard.
- 3) Learn the students' names as quickly as possible.
- 4) Follow established routines. Check attendance and record on paper.
- 5) Classroom control is very important. Students will follow your lead. Face the class with quiet confidence. The first ten minutes in a room can set the stage properly or ruin your chance for success.

State your expectations; model your expectations; practice your expectations. If the students know your expectations in desired behavior upfront the day will flow more smoothly.

- 6) Follow the teacher's lesson plans as closely as possible, The Substitute Teacher Folder will contain information concerning the classroom seating charts and the daily class program. Avoid having to be a "babysitter" by not turning the class period into a study hall. At the end of the day please leave information for the teacher concerning what was covered as well as any problems that may have arisen during the day (especially discipline).

### **SCHOOL'S EXPECTATIONS OF SUBSTITUTE TEACHERS**

- 1) Arrive on time and remain on duty until 10 minutes following the conclusion of the last class period.
- 2) Familiarize yourself with the routine of the school.
- 3) Keep the atmosphere of the classroom pleasant and conducive to good work habits.
- 4) Use misbehavior as a chance to reteach proper behavior.
- 5) Perform the regular duties of the teacher in maintaining good housekeeping (care of

- plants, feed animals, pick up the room, etc.)
- 6) Enforce classroom rules—do not stray. Handle a majority of the discipline problems that occur in the classroom.
  - 7) Notify the main office in case of an accident or severe problem.
  - 8) Be responsible for every child in the room during an emergency and/or fire drill.
  - 9) Confer with the principal/and or regular teacher when advisable.
  - 10) Assume the duties of the regular teacher which may include:
    - a) hall supervision
    - b) recess duty
    - c) correction of pupil work
    - d) collection of homework
  - 11) Attend staff meetings if employed for a continuous week or more.
  - 12) Study curriculum guides and textbook materials in order to become as familiar as possible with our educational programs.
  - 13) Take an active interest in the classroom and do an effective job teaching.
  - 14) Keep accurate records and make accurate reports of happenings in the classroom.
  - 15) Be neat, well groomed and dress appropriately for the subject you will be instructing. Speak in a firm, and yet friendly, well-modulated voice when on school grounds.
  - 16) **Do not leave students unattended in the classroom for any reason!!!**

### **WHAT GUEST TEACHERS MAY EXPECT FROM:**

#### **A. Principal**

- 1) Ensuring that teacher leave the Substitute Teacher folder in a visible location on their desk.
- 2) Helping you become acquainted with the staff and students.
- 3) Bring to your attention special situations that may exist.
- 4) Expressing sincere appreciation for your cooperation.

#### **B. Regular Classroom Teacher**

Will leave the following on top of the teacher's desk:

- a) Substitute Teacher Folder- will include:
  - Daily schedule including supervisory duties
  - Pupil seating chart(s)
  - Classroom rules and consequences
  - List of students in various activities and programs such as Resource Room, Title I, band
  - Fire drill plans and map of exit route
- b) Lesson Plan Book
- c) Home phone number

#### **C. Students**

- 1) May be somewhat reserved and quiet at first with a new teacher.

- 2) Attempting to “try you out” the first day to see what you will allow.
- 3) Cooperating with you and being very helpful, with a few who will try to dominate and show off (especially the elementary levels).
- 4) Displaying respect for self, other, and property (remember to model this as well).
- 5) Producing high standards of work under your supervision.
- 6) Adjusting to the new situation within a short time period.

## **OTHER DUTIES OF GUEST TEACHER**

**Instructional Supplies:** If you have a need for instructional supplies not available in the classroom, check with the office personnel. They will aid you in securing needed supplies.

**Recording Attendance and/or Tardies:** You will be responsible for taking attendance. Students are to be in the classroom when the tardy bell rings. Students arriving after the tardy bell are tardy unless they have a note from another teacher or the office.

**Admit Slips/Check-out Slips:** You may be required to sign an admit slip for a student returning to class after an absence. Check the lesson plan book for the missed assignments and write them on the slip for the student. If a student is scheduled to check-out (ex. for a doctor’s appointment), make sure they have a note or check-out slip permitting them to do so.

**Student Passes:** Hall passes are required for ALL 7-12 students entering and leaving the classroom after the bell rings. Use hall passes sparingly. A STUDENT CANNOT LEARN IF HE/SHE IS NOT IN THE CLASSROOM.

### **Fire/Emergency Drills:**

Fire drills will be held regularly. Your exit plan from your room should be posted by your door and discussed on the first day of school. Remember to close all windows, shut off all lights, and bring an attendance sheet to account for all students once the safety area is reached.

Emergency drills including tornado, “stay put” and lockdown drills will be done during the year. A tornado drill requires you to move your students to the designated safe area. “Stay put” requires teachers to shut classroom doors and keep all students in the classroom until the “all clear” announcement is made. Continue teaching as normal. A lockdown requires all doors to be locked and students moved to a safe area within the classroom. Students should sit on the floor and be quiet. Do not go back to normal activity until the proper phrase is announced. In all situations remain calm and reassure students that all will be alright. See “stay put” and lockdown guideline for details.

**Student Removal from Class:** If a parent or person not affiliated with the school seeks information about a child and wishes to take the child from the classroom, please direct that person to the main office. The principal will then be responsible for the decision of whether or not to excuse the child and will notify you of that decision.

**MEET & GREET SYSTEM:** Be visible in the hallway or doorways during passing classes or breaks. Take this opportunity to not only monitor transitional behavior; but to also *positively* set the tone for each class period. *Visit* with your students; *let them see you smile*.

### **HINTS FOR SUCCESSFUL CLASSROOM MANAGEMENT**

- 1) Start the day out quickly, firmly, and concisely. Be pleasant. Appear confident. Let the students know that you are aware of the classroom rules and will be enforcing them. You will gain respect with your actions including giving respect to the students.
- 2) Get the students actively involved in the learning process right away and keep them actively involved.
- 3) Problems may be eliminated if questions are phrased so that only one student will answer.. or so that the children will raise their hands. For example:
  - a) “Raise your hand if you can tell me where...”
  - b) “Johnny, where are the math books kept?”
- 4) Specific praise goes a long way! (i.e. “I really like how Suzy..”)
- 5) Put things at the appropriate age level.
- 6) In the primary grade...
  - a) allow for movement between activities
  - b) break activities with songs, games, etc.
  - c) allow for group interaction when appropriate
  - d) educational games like “spell downs” work well to fill in extra time
- 7) Smile, be friendly, show enthusiasm, show respect.
- 8) Know the students’ names! Involve the “active” student by having them help you with classroom tasks.
- 9) Remain calm and relaxed. Don’t lose your “cool” (especially in a crisis situation).
- 10) Maintain established routines as much as possible.
- 11) Be positive!
- 12) Firmness is important. Students need to know that you can command the situation and will.
- 13) NEVER degrade a student in front of the other students!
- 14) Handle problems as they arise.
- 15) Deal with the individual student, not the group, when corrections are necessary. Be sure to have all of the facts. Listen to both sides of the story. Focus attention on the problem.
- 16) If you need to send a student to office, call the office so the principal may come to escort them to the office.
- 17) If you anticipate problems, let the principal know in advance.
- 18) Be consistent with our rules, regulations and expectations.