SUBSTITUTE TEACHER GUIDE
Mission Statement

Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

The Kenosha Unified School District No. 1 is an Equal Opportunity Educator/employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District. The Superintendent of Schools/designee (262-359-6320) addresses questions regarding student discrimination, and the Director of Human Resources (262-359-6333) answers questions concerning staff discrimination.
Substitute Teaching In Our Schools

Position Requirements

- Current Wisconsin Teacher Certification or Substitute permit.
- Official transcripts from college or university attended.
- **TB Test** – if you have had a TB test in the last 12 months, please submit a copy. If you have not, you will need to have this completed before you begin employment.
- Bloodborne Pathogen Online Training (provided by district.).
- All New Substitute Teachers must attend New Hire Training. (Unpaid)

Assignments Procedures

Substitute teachers whose services are required will normally be called between approximately 4:00 pm and 10:00 pm for upcoming assignments and 5:30 am and 7:15 am for current day assignments, unless an assignment has been made on the previous day or unless an absence occurs during the same school day. Additional details on the Aesop system can be found on [https://www.aesoponline](https://www.aesoponline).

All assignments of day-to-day substitutes will be made through Aesop 1-800-942-3767 or Web Connect [https://www.aesoponline.com](https://www.aesoponline.com) and/or the Substitute Teacher Answering Service operating at the Educational Support Center.

Anyone interested in subbing as a Library Media Specialist must be trained thru our Instructional Media Center. You are not allowed to sub these positions without this training.

**Substitute teachers are not authorized to contact principals in pursuit of substitute teaching assignments.**

The Substitute Teacher Answering Service will, if possible, honor requests by principals for the assignment of specific substitutes teachers, particularly in instances of long-term substitute teacher assignments provided certification requirements are met and that disruption of previously arranged assignments does not result. If a specific substitute teacher has been requested in advance of actual assignments dates, that request will be honored provided that the substitute teacher does not have to be removed from another assignment.

**Tracking your Assignments**- We encourage you to keep a record of your assignments and pertinent information concerning them. Record keeping forms are included with the new year handouts for your convenience.

**Remaining Active on the Approved Substitute List**- The District strives to maintain an adequate number of qualified substitutes to service our classrooms. To accomplish this, we must rely on substitutes being available for assignments.
Substitute teachers who repeatedly refuse to accept assignments will be removed from the approved list of substitutes.

Substitutes can be removed from the substitute list whenever requested in writing by the substitute teacher.
To remain on our active list in subsequent years, you will be asked to complete and return to us a re-enrollment form (Substitute Status Form), which is emailed to substitutes near the end of the school year.

**Hours and Compensation**

All substitute teachers will be paid for actual hours worked. (Long Terms will follow teacher hours and requirements of 7.5 hours)

Substitute teachers assigned to an elementary or middle school on the early release day may leave at the end of the student day provided that expected duties of the substitute teacher have been satisfactorily completed and the substitute is not on a long term assignment. Substitutes will also only be paid for the hours worked on early release days.

A substitute teacher who is called in error for an assignment, for whom suitable work is not available at the site, and who is not subsequently reassigned to another site by substitute service, will be paid the equivalent of the assignment initially assigned. “Called in error” means that the substitute arrives at school and finds she/he is no longer needed for the initial request. The school office should call the substitute answering service whenever this occurs, before releasing you or reassigning you within their building.

Substitute teachers assigned and working the same day at more than one school or work location, shall be reimbursed mileage at the current recognized rate by the District. Mileage forms for under $5.00 will not be accepted. Please submit when you have accumulated $10.00 or more. Applications for mileage reimbursement can be found at the following website: http://advisor.kusd.local/applications/
**Duties of the Substitute Teacher**

- Observe the schedules and responsibilities of the regular teacher. It is strongly recommended that substitutes arrive at the building 15 minutes prior to the start of school so before class duties can be completed, and remain at school until all students are dismissed. A list of official school start times is included in the Handbook. Please use these start times when planning your arrival at school.

- Upon arrival, report directly to the school office to sign in.

- Check at the school office for any additional assignments, such as recess or lunch duty for that day.

- Check the teacher’s mailbox for notices or communications that demand immediate release or attention.

- Proceed directly to the assigned areas and prepare for the opening of school. Place your name on the chalkboard in order that pupils will know how to address you. Review the daily lesson plans to see what needs to be covered in class. If no plans are provided consult with the principal for advice about your best course of action.

- Look for an attendance card or class roster in order to ascertain who should be present.

- Follow the teacher’s program and lesson plan unless there is a *compelling* reason not to. If you feel it is necessary to make changes in the prepared lesson plan be sure to leave notes, including an explanation about why the changes were necessary. Additionally, leave a statement of the work accomplished and assigned.

- Leave the room in an orderly fashion for the regular teacher, especially with reference to blackboards, records, and assignments.

- Remain after school hours for a sufficient length of time to allow students to leave the building.

- Report to the school office before leaving the building and determine whether your service will be needed the following day.
Substitute Teacher Evaluation

Substitute teachers will be evaluated when appropriate. Principals are encouraged to evaluate substitutes whom they believe are not performing up to district standards in order to offer ideas and/or tips for improvement. Evaluation of long-term substitutes by the building principal through the use of the Substitute Teacher Evaluation Record is mandatory. Substitute Teacher Evaluation Records, when completed, will be maintained in the personnel files of substitute teachers by Human Resources. Substitute teachers must be given the opportunity to see evaluation reports before submission to Human Resources. In essence, this means the following:

1. The substitute teacher should be allowed to read the evaluation.

2. An opportunity to discuss the allegations on the evaluation report should be provided.

3. The substitute must be asked to sign the evaluation report as an indication that the report has been read by the substitute.

4. Should the substitute teacher refuse to meet with an administrator in order to discuss performance or should the substitute teacher refuse to sign the report, the principal will make notation to that effect on the reverse side of the report and forward it to Human Resources.

If a principal submits an evaluation report to Human Resources and requests that a substitute teacher be removed for the approved list for a particular building, the request will be honored provided:

1. The principal has given the substitute the opportunity to see the report.

2. He has discussed the report with the individual in the presence of a union representative if requested by the Substitute Teacher.

3. Request is warranted.

If three (3) or more principals submit unsatisfactory evaluations and or forms requesting that a substitute teacher be removed from the approved list, the individual concerned will be notified of termination from the approved substitute list.
**Payroll Information**

Salary- Substitute teachers shall be compensated in accordance with the hourly rate.

**Substitute Pay Classifications**

Limited-A substitute who is not available to work every day or willing to accept every assignment.

Unlimited- A substitute teacher who is available to work every day during the school year and will accept every assignment, must be willing to work at every school in their respective cluster of schools and may not turn down more that two assignments in a two week payroll period.

Long Term- A substitute teacher who teaches a minimum of 10 consecutive teaching days for the same regular teacher shall qualify for the long term rate.

**Payroll Procedures**

Substitute teachers will be paid biweekly by direct deposit. It is suggested that each substitute keep a record of the date, school, and teacher’s name whenever service is rendered. Any question about pay should be direct to the Substitute Placement Office at 359-6355.

A current W-4 form (Tax Withholding Certificate) must be on file with the Human Resource Department. Should any changes occur in the name, address, telephone number or number of exemptions claimed, the substitute teacher is obligated to notify the Substitute Placement Office.

**Payroll Deductions**

Substitute teachers are subject to payroll deductions required by law. These include Social Security, Federal Withholding Tax, State Income Tax, and Wisconsin Retirement System (WRS).
Substitute Benefits and Other Incentives

Wisconsin Retirement - Substitute teachers become eligible for the WRS the year after completing 880 hours during a year. Employee contribution is mandatory. Specific information available from the Benefit Department.

Workers Compensation - The Board of Education provides benefits and wages for employees injured on the job, pursuant to Worker’s Compensation regulations.

Employee Assistance Program - is a free counseling service provided to all employees of the District. Call the benefits secretary for additional information at 359-6344.

Staff Development - Substitutes may register for any of the staff development programs that are offered through the District.

Pertinent Board of Education Policies and Procedures

Student Conduct and Discipline - KUSD Code of Conduct is included with this Handbook.

Corporal Punishment/Use of Physical Force - Students will not be subjected to the use of corporal punishment in any of its forms. District employees who violate this policy shall be subject to established disciplinary procedures.
Reporting Suspect Child Abuse or Neglect-Any employee of the School District having reasonable cause to suspect that a student seen in the course of professional duties has been subject to physical, sexual or emotional abuse or has been neglected, shall immediately report such suspected abuse or neglect as required by Wisconsin Statutes. Such personnel shall also report having reason to believe that a student seen in the course of professional duties has been threatened with an injury and that abuse of student will occur.

Employee Harassment-Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the District.

Alcohol & Drug Free Workplace-The District recognizes drug abuse as a potential health, safety, and security problem and it is the District’s intent and obligation to provide a drug-free, healthful, safe, and secure work environment. Therefore, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on District premises, or while conducting District business off premises, is absolutely prohibited by the District No.1. (See entire policies in the KUSD Handbook)

Transporting Students-Generally, students should be transported by commercial carrier. However, in some instances, this may not be practical. When a commercial carrier is not available or practical, students may be transported by District employees in private vehicles, upon written approval of the Building Principal or other supervisor and in compliance with the terms of this policy and state law.

Note: Substitute teachers are expected to follow KUSD Handbook policies. The above policies have been emphasized because a substitute teacher is more likely to encounter situations related to these policies.
Tips for Successful Classroom Management

1. Start the day out quickly, firmly, concisely. Be pleasant. Appear confident. Let the students know “anything doesn’t go.” The substitute’s first words and actions usually go a long way to set the day’s discipline. You must command respect with your actions.

2. To help establish your authority for the day, teach in the first person. For example: Don’t say, “Mr. Smith left these assignments so I guess you better start to work”. Do say, “Your assignment is____________ and I expect you to begin your work!”

3. Get the students busy at the beginning of the day. Keep them busy!

4. Problems might be eliminated if questions are phrased so that only one student will answer or so that children will raise hands. For example:
   a. “Raise your hand if you can tell me where the attendance folder is.”
   b. “Raise your hand if you know the names of absent children.”
   c. “John, where is the handwriting paper?”

5. Students are likely to say: “This is not the way our teacher does it.” Tell them at the beginning; “Don’t worry if I don’t do things exactly the way your teacher does. There is usually more than one good way, and a change can be fun for you.” However, children often feel more secure when they follow an established routine, so try to hold to the time schedule and other “anchor” routines.
6. Compliment the children about things in the room (if appropriate) and inquire about the things around the room.

7. Put things on their level. Involve the students.

8. In the primary grades . . .
   a. Give pupils exercises (finger plays, active songs, follow actions of leader up front) to allow a break time.
   b. Games like “spell downs” allow breaks in routines and children learn in spite of themselves.
   c. Teach a favorite good morning song.

9. With any group . . .
   a. Smile
   b. Be friendly
   c. Show enthusiasm

10. Know their names! Pick out the “troublemakers” and have them help you. Even the smallest task can put them on your side.

11. Remain calm and relaxed. Don’t lose your “cool”.

12. Maintain established routines as much as possible.

13. Be positive. Try to see that every student has some success or praise each day. Just a pleasant word or an appreciative smile works wonders.

14. Keep students as busy as possible.

15. Firmness is important. Children need to know that you can and will command the situation.

16. Solve problems “on the spot.” Don’t degrade the student in front of the other, but do handle situations when they occur.

17. Deal with the individual student, not the group, when corrections are necessary. Be sure to have all the facts. Listen to both sides of the story. Focus attention on the problem. Give the child the benefit of the doubt.

18. Be firm. But, rather than issuing an ultimatum, give the student a choice (e.g., meeting the needs of the classroom for that day, or not taking part in the classroom activities by moving his/her desk to the back of the room). Give the
child only one chance, and if he/she has made the wrong choice, and cannot follow instructions, follow through.

19. If you do send a student to the office, send a detailed note, or call the office on the intercom.

20. If you anticipate problems, let the principal know in advance.

21. Suggestions for presenting verbal instructions: start with #1 on this list and go down the list until you obtain your desired result. Many teachers get needless rebellion by using #19 “right off the bat.”

Hints for Successful Subbing

1. Get class started as soon as possible.
2. Have activities ready and on the board.
3. Explain the classroom routine and procedures for the day.
4. State your specific behavior expectations and consequences.
5. Provide specific and clear directions for all activities.
7. Establish a cue to gain the student’s attention. (raise hand, clap, flash lights, snap fingers)
8. Assign one task at a time.
9. Keep students engaged in learning activities
10. Place emphasis on individual responsibility.

SUCCESS IS SIMPLY FAILURE TURNED INSIDE OUT