

Substitute Services Handbook

Table of Contents

I. Substitute Services Information	1
1. General Information	2
2. Substitute Arrival Times	13
II. Job Descriptions	15
3. Substitute Licensed Practical Nurse	16
4. Substitute Registered Nurse	18
5. Substitute Early Education Teacher	20
6. Substitute Early Education Teacher Assistant	22
7. Substitute Secretary	24
8. Substitute Teacher	26
9. Night / Sub / Part-Time Custodian	27
III. Salary Scale	32
10. Substitute Salary Scale	33
IV. On-Line Training	34
11. Safe Schools Training	35
V. Poetry for the Substitute Teacher	36
12. Substitute Teachers	37

I. Substitute Services Information

1. General Information

Substitute Services Office

The Substitute Services Office proudly welcomes you as an employee of the Independence School District! The services you provide are crucial to the education and well-being of our students, and we want you to have enjoyable and successful experiences in your role as a substitute.

Dr. Pam Boatright and Mr. Dean Katt, Directors of Human Resources, are the administrators for Substitute Services, and Mr. Gilliam is the Substitute Services Manager.

Your assignments will be made through Aesop, but you may occasionally have a question for our staff. Please feel free to e-mail kari_gulotta@idschools.org or call 521-5555. If the staff should be on the phone or away from the desk, you will be connected to voice mail to leave a brief message.

Accepting Assignments

Take care that you DO NOT accept an assignment from a friend, a regular employee, or anyone other than a call from Aesop or the Substitute Services Office. We are the only ones who can officially authorize your being placed on the payroll.

To help us keep in contact with you, please notify the Substitute Services Office of any change of address, telephone number, or availability for work.

Job Descriptions

Substitute Teachers are responsible for the same legal and procedural responsibilities as regular classroom teachers. Substitute nurses work within the guidelines of their professional certification, as well as the legal and procedural responsibilities of the school district. Substitute secretaries fulfill the responsibilities of regular district secretaries. Job descriptions for substitute teachers, school nurses, and school secretaries are included in the "Employment" section of this handbook.

Professional Presentation of Self

Much of your success as a substitute depends upon appearing prepared and professional. Your appearance will make the first impression, and professional dress, speech, and manners will help you gain the respect of administrators, students, and staff. While clothing need not be expensive, you should arrive at school looking neat, clean, and well groomed. Jeans, t-shirts, and tennis shoes are not appropriate dress for substitutes.

Substitute Hours

Substitute teachers shall be on duty not less than 20 minutes before classes begin and may leave the building 20 minutes after classes are dismissed at the close of the school day. Building schedules are listed in the "General District Information" section of this handbook.

Substitute secretaries and nurses will be informed of their working hours when they receive assignments.

The School Day

Wear Your ID Badge

The first step in identifying yourself to staff and students as a district employee is to wear your photo ID badge at all times. This is also important for the security of our students. If you forget your badge, please inform the office so they can provide you with an alternate form of identification. You will be issued a new photo ID badge each year you work in the district. If you decide to become inactive during the year, it is necessary for you to return your badge to the Substitute Services Office.

Upon Arrival at School

It is suggested that you familiarize yourself with the district before taking your first assignment. A drive through the area will save a lot of early morning confusion on the day you go to work.

Upon arrival at the school, always check in with the principal's secretary, even if you have been retained by the building or the Substitute Services Office. The principal and secretary must be notified that you are in the building.

You will be provided a Substitute Notebook that includes the daily schedule, extra duties, a class list and/or a seating chart, lesson plans, classroom rules and discipline procedures, health concerns for students, emergency procedures, and a building map. Read it very carefully and keep it for handy reference throughout the day. If you have any questions, the principal and school secretary will be pleased to help. Their names are listed in the "General District Information" section of this handbook. You will find that your teaching duties in the classroom will go more smoothly if you review these materials before the class arrives. If there is no seating chart, you should make one. This enables you to call students by name and helps maintain classroom control.

Substitutes who follow lesson plans and directions left by the permanent staff are those who will be requested for return assignments.

When the class arrives, introduce yourself, write your name on the board and Smile Your day with the students has begun!

As a professional replacing a permanent staff member who is absent, you should fulfill your obligation to make the school day of value to the students. Once again, the substitutes who fulfill this obligation are requested for return assignments.

Rapport with students should be established quickly. A pleasant, sincere, but firm approach and adherence to the established routine of the classroom will help ensure a relationship of mutual respect with the pupils. **Students should be under your supervision at all times.** The Independence School District expects all students to do the work assigned and to observe all the requirements of good conduct. You must accept no other standard.

You are responsible for upholding school rules and regulations and maintaining daily records of attendance, lunch payments, etc. If you are in doubt about the method of keeping these records, information may be secured from the school secretary, the nearest classroom teacher, or the principal.

In most cases, there will be a lesson plan you will be expected to follow; however, it is not always possible for adequate plans to have been made by the regular teacher ahead of time. In these instances, please contact the principal or office personnel for alternate plans.

Create a Super Sub Pack

Your work with students can be improved if you take the time to create a Super Sub Pack. This "bag of tricks" can be a backpack, satchel, plastic storage box, or any other roomy container to hold supplies and materials for you and the students. Personal items such as a water bottle, a whistle for recess duty, breath mints, etc. can be stored there. You may also want to assemble some school supplies for your personal use. Substitutes often say it is easier to find and use their own supplies when they are in the classroom. It is also suggested that you collect newspaper clippings, magazine articles, pictures, educational activities, puzzles, books, etc. on various grade levels that can help you extend lessons or provide a needed transition activity.

The End of the Day

At the end of the day, leave a note concerning what you have accomplished, including comments on subjects and students. Be fair in your evaluation. Correct any papers you have assigned during the day.

All money that is collected for any purpose should be turned over to the school secretary at the end of the day, along with an accurate report of the students who paid and activities for which they paid. To help deter vandalism, NO money is left in the classrooms overnight in our schools.

Letting Effective Instruction Work for You

Students will be more likely to perform as you expect if you incorporate motivation and reinforcement principles into your daily routine. This involves building interest, success, feedback, and accountability into your lessons. Positive reinforcement involves encouraging students to maintain appropriate behavior. When students are on task as expected, make sure they are positively reinforced so that this behavior will continue. Appropriate behavior, as well as inappropriate behavior that is positively reinforced, will continue or increase in frequency.

The Substitute Teacher Institute provides the following principles of human behavior in their *Substitute Teacher Handbook*:

- *Behavior is largely a product of its immediate environment.* If students misbehave, act out, are easily distracted, and so on, it is very likely that this is in response to something in the immediate classroom environment. Your actions as a teacher determine this environment. Control your actions and you control the environment.
- *Behavior is strengthened or weakened by its consequences.* The persistent behavior of students who are disruptive or non-attentive can invariably be explained by the classroom consequences of this behavior.
- *Behavior ultimately responds better to positive than to negative consequences.* By genuinely reinforcing appropriate behavior through positive consequences, many undesirable behaviors will become extinct and appropriate behavior among all students will increase.
- *Whether a behavior has been punished or reinforced is known only by the course of that behavior in the future.* The only way you can tell if a response to a behavior is punishing or reinforcing is to watch what happens to the behavior after the response. What is a punishment to one student may reinforce and perpetuate a behavior in another.

A complete discussion of classroom management can be found in chapter 1 of the *Substitute Teacher Handbook*. This book is available for check out in the Substitute Services Office.

Ways to Make Your Day Easier

- Make a point to locate schools as you drive in the community.
- Place a notepad and pencil by the phone.
- Lay out your clothes the night before so you will be ready at a moment's notice.
- Answer the phone personally to accept the teaching assignment. This enables you to get pertinent details for the assignment.
- As you drive to the school be thinking about your plan for the day, "First, I will..."
- Read the plan book thoroughly. Note if the teacher has any special obligations for the day, such as lunchroom duty.
- Locate all necessary supplies before your day begins.
- Greet students at the door with a smile. Remember that they are "sizing you up" so a cool, calm, first impression is desirable. This time will also help you gather impressions of the students.
- Carry out the lessons plans left by the permanent teacher.
- Use students' names. Learn names if possible, and refer to a seating chart or class list as needed.
- Be positive and respectful throughout the day.
- Before the end of the day write the permanent teacher a note. Teachers enjoy hearing how things went, rather than having a list of things to do when they return.

- Have students straighten the classroom before leaving (i.e. chairs pushed in, papers off the floor, books returned to shelves, etc.).
- Check out in the office before leaving the building.
- Ask if you will be needed for the next day.

Substitutes for Early Education

From time to time you may be offered a position as a teacher or teacher assistant in a child care setting in one of the district elementary schools. Please be aware that you need to be able to lift, carry, and/or hold children up to 50 pounds if you accept one of these assignments. Substitutes are paid according to the Early Childhood pay scale.

Substitutes should not open or close an early childhood site by themselves. Please contact Substitute Services if you find yourself in this situation.

Releasing a Student

If a person not connected with the school seeks information about a child or permission to take the child from the room, refer that person directly to the principal. The principal will determine whether or not the child should be excused and will notify you of the decision.

Under NO circumstances should a child be released without permission of the principal.

Discipline

If you follow the three F's - Friendly, Fair, and Firm, there should be little problem with discipline. If the students are engaged in meaningful learning activities, discipline problems usually will not develop. If you know the subject being taught and present it in an appropriate manner, students will be more likely to be attentive.

Naturally, exceptions and problems occasionally arise. If a discipline problem occurs that you are unable to handle, consult the principal or the person in charge.

At No Time Are You to Administer Corporal Punishment

Discipline problems generally occur for one of three reasons. From the student's viewpoint, these reasons include:

- The student can't do it- so why even try?
- The student can already do it- so why bother?
- It won't make any difference if I do it or not- so why bother?

To help students stay on task, make sure that what you are asking of them is not too easy. If they are bored you are more likely to get misbehavior. At the other end of the spectrum, if students

feel there is no way they can do what is being asked, you are also likely to get misbehavior. Many students would prefer to be known as troublemakers than to be seen as "dumb" by their peers.

Make sure that students are held accountable for what they are being asked to do.

Several strategies can be used and may include:

- Direct your questions and activities to all students, not just those who raise their hands. We know that when students are actively involved in the learning process, they are less likely to engage in inappropriate behavior.
- Move around the classroom and position yourself near students who could benefit from your presence and assistance.
- Relate the content you are teaching to the students' personal lives.
- Provide feedback that tells the students what it is they are doing right, what needs to be improved, and how to improve. This sends the message that you expect them to get it right and that you will help them to be right.
- By following the regular teacher's lesson plans, the students will feel that the day fits into the general structure of the class and is not a "day off" because their regular teacher is not there. This provides more continuity in the instructional program and is more likely to encourage students to continue behaving in the manner expected when their regular teacher is there.

Use of Planning Time at Secondary Schools

- A planning time (conference hour) is usually a part of the daily schedule at the secondary schools.
- Substitutes should be available to the school during their planning time. They should not go home or leave the building to take care of personal business during this hour.
- Substitute teachers hired for a one-day assignment at the high schools (who do not have a specific task to complete for the teacher, such as grading papers) are allowed a break during the conference hour. On "block days" they may be asked to supervise students, assist in learning labs, or help in other ways the building administrator deems necessary. A substitute teacher who will be in the same assignment for two or more days will probably need their conference hour to prepare for the next day's lessons.

Payroll Information

Teachers who substitute intermittently on a day-to-day basis shall be paid at the rate of \$95.00 per day, or \$47.50 per half day.

A substitute will receive \$85.00 a day if substituting in a para educator position, or \$42.50 per half day.

The work day is the same as that of the classroom teacher. Planning periods that occur at the beginning or end of the day do not permit the substitute's late arrival or early departure. (If you choose to leave early when the planning period is at the end of the day, you will not be paid for those hours.)

Substitutes are automatically enrolled for direct deposit of funds into their personal bank accounts. Please contact the Substitute Services Office should you need to update your information.

For information regarding payroll periods and pay dates, please refer to the Payroll Cut-Off Dates page in the Employment section of this handbook or the Payroll button on the Substitute page of the district website. All Substitutes will access payroll check information via My Benefits on the district website. Please refer to the Technology button on the Substitute page of the website for information regarding My Benefits.

Professional Ethics

Confidentiality

All school records and reports should be handled with care. Many records are of a confidential nature. They are maintained in order to provide information on a child's development for the professional staff.

It is essential that, as a guest teacher, you are careful not to divulge any confidential information that has been received from contact with children and other people in the profession.

Responsibilities

Certificated substitutes are responsible for knowing the principles of child development, accepted teaching techniques, the educational program, and the rules and regulations of the Independence School District.

The two latter responsibilities can be fulfilled by familiarizing yourself with the information in this handbook and any other materials that are given to you by the Human Resources Office and the individual schools.

Understanding

As a substitute traveling from school to school, you will observe many situations and modes of operation. Rather than disparage the teachers for whom you substitute, we hope you will keep in mind that teachers do not all work in the same way.

Understanding, not criticizing, will go far to make your teaching assignment more pleasant for you and others around you. Instead of expressing comparisons among classrooms, teachers, and

schools, you should make every effort to carry on the program of the regular teacher and to fit in with the existing schedule.

Professional Development

Sharpen Your Skills

The Independence School District is committed to providing professional development for its employees. As a substitute teacher, you need specific training in district policies and procedures, effective instructional practices, and classroom management. To this end, several tracks of professional development are offered to our substitutes based on their past experience and level of expertise. Much of this training is based on materials developed by the Substitute Teaching Institute of Utah State University. Information on these trainings is available in the Substitute Services Office.

Substitutes are also welcome to attend district trainings and workshops. A professional development calendar is published periodically and is available in all schools. It lists classes, trainings, and workshops, as well as sources to contact in order to take advantage of these opportunities. As an employee of the District, there is no charge for these courses.

A Valuable Resource- STEDI

The Independence School District has a strong connection with the Substitute Teaching Division (STEDI) Licensed by Utah State University. You are welcomed and encouraged to contact them at: www.stedi.org. Here you will find links to educational resources, as well as other valuable material targeted specifically at your professional needs.

Reserve Teacher Assignments

Reserve teachers are appointed to fill a temporary vacancy and will assume the total responsibility of a regular staff member. Reserve teachers are permitted one or two days of observation and instruction with the regular staff member before beginning the assignment.

Reserve teachers will be allowed one (1) sick leave day per month (20 days) of assignment, cumulative during and applicable to each specific appointment.

Technology Use

Access to technology will be provided to all district substitutes to enhance the classroom experience. For information on how to use your district email account, please refer to the Technology button on the Substitute page of the district website. From the district home page, go to Careers, then Substitute, and then click on Technology.

Cell Phone Use

Substitute teachers must not make or accept cell phone calls when they are on duty with students. Substitutes may make personal telephone calls on break times when they are not supervising students. Cell phones should be placed on a silent or vibrating tone in the schools so as not to disturb the learning environment.

Evaluation Procedures

Each substitute is required to complete a "Report Form" and leave it with the secretary at the end of each assignment. The regular employee and a building administrator will complete an "Evaluation Form" after each assignment. A copy of this evaluation will be sent to the Substitute Services Office and kept in the substitute's personnel file. Copies of these evaluation forms are included in the "Employment" section of this handbook.

Dr. Pam Boatright and Mr. Dean Katt (Directors of Human Resources) or Mr. Gilliam (Substitute Services Manager) will contact you in the event that an evaluation requires a discussion.

Policy 4720 Suspension or Termination: Non-Certificated Staff may be accessed on the district website.

Substitute Teacher Certificates

State law provides that no teacher shall enter a public school classroom to teach, govern, and discipline, unless the person is certificated as a Missouri teacher. Designating a person as a substitute teacher, and/or paying him out of the incidental fund, does not relieve the legal necessity for the person being properly certificated.

(A sample of the Substitute Teaching Certificate is included on the following page.)

As outlined by the Department of Elementary and Secondary Education:

- The district will employ individuals to substitute teach who hold either a current Missouri Teacher Certification or a Missouri Substitute Certificate.
- To obtain a Missouri Substitute Certificate an individual has successfully completed sixty (60) semester hours or more of credit from an academic degree granting institution which is contained within the United States Department of Education's *Directory of Post-Secondary Institutions*, or approved by the Commissioner of Education and possesses good moral character. Second, the individual must submit fingerprints for processing by the FBI. Third, applicants must complete the online application process (<http://dese.mo.gov>) and mail an original transcript to DESE, Attn: Certification, P.O. Box 480, Jefferson City, MO 65102-0480. Upon successful completion of this process you are required to submit a copy of your Missouri Substitute Certificate to the district's Substitute Services office.

- Persons drawing retirement from the Public School Retirement System of Missouri (PSRS) or the Public Education Employee Retirement System (PEERS) are limited to 550 hours of substitute teaching per fiscal year (July to June).

Emergency Procedures

Substitutes should make themselves aware of the location of evacuation plans should an emergency arise. Evacuation plans are posted near the door in each classroom and other common areas. These plans will include both fire and tornado routes. Some classrooms will have a red duffle bag containing first aid items. These bags should be taken with you in the case of a drill or real evacuation. In case of an emergency, Substitutes should also note the location of the fire alarm activation switch closest to the classroom. Each office has a complete Emergency Preparedness Plan notebook that each Substitute should take time to review.

Emergency Preparedness at a Glance

Where is...

- The classroom "Emergency Preparedness Plan of the Independence School District?"
- The nearest exit?
- The intercom button?

If the fire alarm sounds...

Move students out of the building in an orderly fashion following the fire exit evacuation plan which should be posted near the door. Take the attendance book or list with you so that you can assure that all students are safe.

If a tornado warning is announced...

Move students to the shelter area as shown on the room exit plan in an orderly fashion. This movement could be into the hall, to a lower level, into a restroom, etc. Students should sit down with hands over their heads for protection. Take the attendance book or list with you so that you can assure that all students are safe.

You Are Accountable

As a part-time employee, you are accountable for the job you do!

- Personal appearance and attitude should be professional.
- Be on time.
- Be a good role model for students.
- DO NOT put your feet on the desk.
- DO NOT read the newspaper.
- DO NOT take unscheduled breaks; students must always be supervised.

- DO NOT eat or drink in front of the class.
- DO NOT take your children, pet, or parent with you to work.
- Show videos only if the lesson plans indicate.
- DO NOT leave the building to attend to personal business.

Two Important Policies

It is essential that you understand and follow two policies when you substitute in the Independence School District.

These are:

1. The Board of Education's policy on sexual harassment
2. The State mandated Safe Schools Act

Copies of these are included in the "Policies" section of this handbook. Please read these policies carefully, and address any questions to the Substitute Services Office or the building administrator.

2. Substitute Arrival Times

Substitute Arrival Times

School	Principal	Secretary	Sub Arrival	Start Time	Student Dismissal	Sub Dismissal
Benton	Leslie Hochsprung	Corinne Riggs	7:52	8:12	3:22	3:42
Blackburn	Christine Lamb	Kris McNeill	8:40	9:00	4:10	4:30
Bryant	Brian Duffie	Heather Nordsieck	8:40	9:00	4:10	4:30
Cassell Park	Neal Johnson	Tabitha Mabie	8:40	9:00	4:10	4:30
Fairmount	Jeff Anger	Christina Fillpot	8:40	9:00	4:10	4:30
Glendale	Todd Siebert	Brooke Masters	8:40	9:00	4:10	4:30
Korte	Ron Alburtus	Cathy Cash	8:40	9:00	4:10	4:30
Little Blue	Joe Armin	Kathy Butts	8:40	9:00	4:10	4:30
Luff	Melissa Carver	Dawn How	8:40	9:00	4:10	4:30
Mallinson	Sarah Brown	Tina Giammalva	8:40	9:00	4:10	4:30
Mill Creek	Lindsey Miller	Betty Maday	8:40	9:00	4:10	4:30
Ott	Ronnee Laughlin	Deb Koepke	8:40	9:00	4:10	4:30
Procter	Amy Hawley	Paula McKinney	7:52	8:12	3:22	3:42
Randall	Sarah Jones	Debbie Bryant	7:52	8:12	3:22	3:42
Santa Fe Trail	Gib Rito	Angela Ordean	7:52	8:12	3:22	3:42
Southern	Gwen Tauveli	Michelle Polston	8:40	9:00	4:10	4:30
Spring Branch	Stephanie Merriott	Sheree Etzenhouser	8:45	9:05	4:15	4:35
Sugar Creek	Shellie Dumas	Stephanie Spiers	8:45	9:05	4:15	4:35
Sycamore Hills	Amber Miller	Connie Daoust	8:40	9:00	4:10	4:30
Three Trails	Kevin Lathrom	Angie Zaner	8:40	9:00	4:10	4:30

Hanthorn	Phong Nguyen	Susan Hunter	Varies	Varies	Varies	Varies
Sunshine Center	Amanda Spight	Wendi Jones	Varies	Varies	Varies	Varies
School	Principal	Secretary	Sub Arrival	Start Time	Student Dismissal	Sub Dismissal
Bingham	Brett Playter	Teresa Roberts	7:52	8:12	3:22	3:42
Bridger	Jeff Williams	Marla Trahern	6:55	7:15	2:25	2:45
Nowlin	Lori Mertz	Shelia Parrish	7:52	8:12	3:22	3:42
Pioneer Ridge	Michael Estes	Elaina Baker	7:52	8:12	3:22	3:42
School	Principal	Secretary	Sub Arrival	Start Time	Student Dismissal	Sub Dismissal
Chrisman	Michael Becker	Monica Sullivan	6:55	7:15	2:25	2:45
Independence Academy	Wendy Kline	Lisa Coil	7:00	7:20	2:02	2:22
Truman	Ronda Scott	Susan Still	6:55	7:15	2:25	2:45
Van Horn	Justin Woods	Lori Jonas	6:55	7:15	2:25	2:45

II. Job Descriptions

3. Substitute Licensed Practical Nurse

Qualifications:

- Currently licensed to practice in Missouri as an LPN
- CPR certified
- Hepatitis B Vaccine series
- Demonstrates ability to work effectively under the direction of an RN
- Demonstrates ability to work and communicate cooperatively with others
- Displays the ability to multi task
- Is physically capable of assisting student with health care needs that may require lifting, positioning, transferring, restraining or transporting within the school environment and during school events
- Able to comfortably lift and reposition weight

Fair Labor Standards Act Status: Non-Exempt

Reports To:

Director of Health Services

Building Principal

Job Goal:

The school nurse strengthens and facilitates the educational process by protecting the health status of children by identifying and assisting in the removal or modification of health related barrier to the learning process. The major focus of school health services is the prevention of illness and disability, health promotion, and the early detection and correction of health problems. The school nurse is prepared and uniquely qualified in preventative health, health assessment and referral procedures.

Performance Responsibilities:

A. Direct Nursing Care Activities as delegated by Director of Health Services or RN:

- Promotes and protects the optimal health status of children
- Provides health assessments and documents appropriately
- Develops and implements Individualized Health Plans (IHP)
- Develops and implements Emergency Action Plans (EAP)
- Collects, maintains, evaluates and interprets health data of children
- Participates as the health team specialist on the child education evaluation team to develop the Individual Education Plan and 504 Plans
- Promotes and assists in the control of communicable diseases
- Administers medications according to district guidelines
- Maintains confidentiality under HIPAA and FERPA guidelines
- Recommends provisions for a safe school environment
- Provides health education
- Maintains data/reports outlined in Health Services Manual and State contract
- Coordinates school and community health activities
- Acts as a resource person in promoting health careers
- Provides health counseling for staff and support employee wellness programs
- Supports and follows district policies, procedures and guidelines
- Screens students according to screening guidelines, enters data and follows referral/case management protocols
- Performs other duties as assigned by Director of Health Services

B. Direct Educational and Assistive Activities:

- Participates in educational programs/presentations/screenings
- Provides escorts and assistance to students as necessary
- Alerts teachers/staff to special needs of individual students
- Collaborates with FSL's and counselors to identify and solve problems
- Collaborates with Nutrition Services for special nutritional needs of students

Evaluation:

Performance of this job will be evaluated by the supervisor using the Substitute Nurse Evaluation form.

HR 3.10.19

4. Substitute Registered Nurse

Qualifications:

- Registered Professional Nurse, licensed in Missouri
- CPR certified (instructor certification preferred)
- Hepatitis B Vaccine series
- Three to five years of experience working with children/adolescents preferred
- Individual who can provide leadership and supervision to staff
- Understands and respects confidentiality of information
- Displays the ability to multi-task
- Is physically capable of assisting student with health care needs that may require lifting, positioning, transferring, restraining or transporting within the school environment and during school events
- Able to comfortably lift and reposition weight

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of Health Services

Building Principal

Job Goal:

The school nurse strengthens and facilitates the educational process by protecting the health status of children and by identifying and assisting in the removal or modification of health related barriers to the learning process. The major focus of school nursing services is the prevention of illness and disability, health promotion, and the early detection and correction of health problems. The school nurse is prepared and uniquely qualified in preventative health, health assessment, and referral procedures.

Performance Responsibilities:

A. Functions of the school nurse include but are not limited to:

- Promotes and protects the optimal health status of children
- Provides health assessments and documents appropriately
- Develops and implements Individualized Health Plan(s)
- Develops and implements Emergency Action Plan(s) as directed
- Collects, maintains, evaluates, and interprets health data of children
- Participates as the health team specialist on the child education evaluation team to develop the Individual Education Plan and 504 Plans
- Promotes and assists in the control of communicable diseases
- Administers medications according to district guidelines
- Maintains confidentiality under HIPAA and FERPA guidelines
- Recommends provisions for a safe school environment
- Provides health education
- Maintains data/reports outlined in the Health Services Manual and State Contract
- Coordinates school and community health activities
- Acts as a resource person in promoting health careers
- Provides health counseling for staff and support employee wellness programs
- Supports and follows district policies, procedures, and guidelines
- Screens students according to screening guidelines, enters data and follows referral/case management protocols
- Performs other duties as assigned by Director of Health Services

B. Direct Education and Assistive Activities:

- Participates in educational health programs/presentations/screenings
- Provides escorts and assistance to students as necessary
- Alerts teachers/staff to special needs of individual students
- Collaborates with FSL's and counselors to identify and solve problems
- Collaborates with Nutrition Services for special nutritional needs of students

Evaluation:

Performance of this job will be evaluated by the supervisor using the Substitute Nurse Evaluation Form.

HR 3.10.19

5. Substitute Early Education Teacher

Qualifications:

- Bachelors Degree in Early Education or Bachelors in a related degree, with 45 hours in Child Development required
- Must lift, carry, and hold children up to 50 pounds
- Ability to stoop, crawl, kneel, and bend in order to speak to children at the child's eye level, to play with children, and to pick up toys and equipment from the floor
- Two or more years of experience in teaching children in the early education field preferred

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Principal

Early Education Specialist

Job Goal:

To effectively supervise, plan, coordinate, and direct instruction in the preschool classroom.

Performance Responsibilities:

- Provide a nurturing and appropriate learning environment for children in the early education program
- Maintain orderly physical environment conducive to optimal growth and development of children
- Responsible for providing instructional direction using approved curriculum, lesson planning, documentation, and goal setting for children in the classroom
- Responsible for becoming knowledgeable in utilizing technology to support instruction
- Acquire a thorough knowledge of Head Start Performance Standards, integrating all areas into the education program
- Responsible for lesson plans and providing developmentally appropriate experiences that encourage diversity and recognize individual differences, regardless of special abilities, talents, ethnic heritage, culture, or language
- Responsible for developing and maintaining positive working relationships with support staff and key building personnel
- Maintain visual and auditory awareness of children at all times to ensure their safety in the classroom and on the playground
- Know and use appropriate, positive guidance and discipline techniques throughout daily routines and as children transition from one activity to another
- Organize and implement authentic, on-going student assessment, to include anecdotal notes, running records, checklists, portfolio items, etc.
- Make a minimum of two home visits and two parent conferences per year

- Complete required paperwork and maintain in an organized fashion
- Follow State of Missouri licensing and Federal Head Start procedures to safeguard the health and safety of children in the program
- Participate in making and following a professional development plan to be updated annually
- Follow District policies and procedures
- Maintain client confidentiality according to established policy
- Attend all required meetings, including designated evening meetings
- Submit an initial physical examination upon hire and then every three (3) years following
- Submit an initial tuberculin screening upon hire
- Complete CPR training and obtain Food Handler's Permit within 30 days
- Have the ability to be flexible in working alternative hours on nontraditional program days
- Complete other duties as defined and assigned

Terms of Employment:

The Early Education Teacher will be employed for a nine (9) or twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the Principal and Early Education Specialist using the Early Education Teacher Evaluation.

HR 04/15/2013

6. Substitute Early Education Teacher Assistant

Qualifications:

- High School Diploma or GED required
- Successful experience working with preschool children desired
- Able to lift, carry, and hold children up to 50 pounds
- Ability to stoop, crawl, kneel, and bend in order to speak to children at the child's eye level, to play with children, and to pick up toys and equipment from the floor

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Principal

Early Education Specialist

Job Goal:

To assist the teacher in the implementation of Head Start Performance Standards.

Performance Responsibilities:

- Responsible for providing a nurturing and appropriate learning environment for children in the Early Education program
- Responsible for implementing a program for children that will provide experiences that encourage individual differences of the children regardless of special abilities, talents, ethnic heritage, culture, and language
- Share responsibilities of maintaining the physical environment by assembling materials needed for the daily activities, being responsible for daily sign in/sign out of children, participating in the daily classroom activities and making suggestions in planning and guiding of the learning activities
- Support and implement a process oriented curriculum
- Assist in communicating and establishing rapport with families
- Attend and participate in parent and staff meetings and training sessions
- Participate in at least two home visits and two parent conferences per year
- Know and use appropriate, positive guidance, and discipline techniques
- Maintain visual and auditory awareness of children at all times to ensure their safety in the classroom, on the playground, and on field trips
- Act as a team member in lesson planning and record keeping
- Maintain client confidentiality according to established policy
- Attend all required meetings, including designated evening meetings
- Submit initial physical examination upon hire and every three (3) years following
- Submit initial tuberculin screening upon hire

- Complete CPR training within 30 days of hire
- Maintain current Food Handler's Permit
- Follow district policies and procedures
- Have the ability to be flexible in working alternative hours on nontraditional program days
- Other duties as defined and assigned

Terms of Employment:

The Early Education Teacher Assistant will be employed in a nine (9) or twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the Principal and Early Education Specialist using the Early Education Teacher Assistant Evaluation.

HR 10/22/2014

7. Substitute Secretary

Qualifications:

- Minimum education of a high school diploma or its equivalent is required, with additional preparation and/or college work related to secretarial training preferred
- Experience as a receptionist or secretary preferred
- Computer skills and/or experience required
- Typing and/or keyboarding skills required
- Working knowledge of standard office machines required
- Communication and interpersonal skills
- Possession of the knowledge, skills, and abilities necessary to perform the essential functions of the position
- Such alternatives to the above qualifications as the Board of Education may find appropriate or acceptable

Reports to: Building Principal/Department Supervisor

Job Goal:

Provide skillful and productive operation of the office in order to assure a positive impact on the Independence School District's educational program and students' success.

Performance Responsibilities for District Office Personnel:

- Performs various office management tasks
- Operates computers, copiers, office machinery and equipment with a high degree of skill
- Maintains files/records, confidential and general correspondence, memos, statistical data, reports, and other office forms as assigned
- Performs duties to achieve high levels of customer service
 - a. Answers telephone in a pleasant and respectful manner and routes calls to appropriate personnel
 - b. Deals courteously with visitors, parents, students, and staff
 - c. Cooperative, flexible and shows good judgement/discretion in interpersonal interactions
 - d. Represents self, school and District positively
- Responds in a timely manner to informational requests
- Performs budgeting, requisitioning, and bookkeeping tasks as necessary, following established District policies and procedures
- Demonstrates good safety practices and adheres to all District rules, regulations, and policies
- Performs other duties as assigned in order to carry out functions of the office

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Substitute Secretary Evaluation Form.

HR 08.07.15

8. Substitute Teacher

Qualifications:

- Hold a current Missouri Teacher's Certificate or Substitute Certification
- Have successfully completed sixty (60) semester hours or more of credit from an academic degree granting institution which is contained within the United States Department of Education's Directory of Post-Secondary Institutions, or approved by the Commissioner of Education and possesses good moral character.

Reports to:

Building Principal

Job Goal:

In the absence of permanent classroom teachers, a substitute's role is to maintain the educational integrity of the classroom.

Performance Responsibilities for District Substitute:

- Use correct procedures to accept assignments through Sub Finder or with district personnel
- Maintain a professional presentation of self
- Follow lesson plans/instructions provided
- Follow time schedule provided
- Leave necessary explanation of work
- Maintain positive rapport with students, teachers, and administrators
- Practice effective classroom management
- Leave classroom clean and orderly for the next day
- Check necessary student work
- Maintain confidentiality at all times
- Follow district policies and procedures
- Lead students in necessary emergency procedures

Evaluation:

Substitutes will be evaluated by the returning classroom teacher and by the building administrator using the Substitute Teacher Evaluation Form. This evaluation will be reviewed by the Substitute Services Office and will become a part of the substitute's personnel file.

HR 07/11

9. Night / Sub / Part-Time Custodian

Qualifications:

- Minimum requirement is a high school diploma or equivalent
- Ability to lift 50 lbs.
- Ability to reach, bend, stoop, and push frequently. All duties require moderate to, at times, heavy physical exercise and exertion
- Ability to stand for extended periods of time
- Ability to use a "back pack" vacuum cleaner (weighing approximately 10 lbs)

Fair Labor Standards Act Status: Non-Exempt

Reports To:

Director of Facilities/Designee

Head Custodian

Principal

Job Goal:

To provide all students with a physical learning environment that is safe, clean, attractive, and smooth functioning.

Performance Responsibilities:

Classroom Cleaning Duties-

Daily:

- Empties wastebaskets and pencil sharpeners
- Sanitizes sink and drinking fountain (if applicable)
- Cleans restrooms (if applicable, using restroom procedures)
- Dusts window ledges, bookcases, and chalk trays
- Refills dispensers (if applicable)
- Replaces all burned out light bulbs or tubes
- Dust mops tile floors or vacuums all carpeted areas
- Spot mops if needed
- Sets blinds or curtains and closes windows
- Cleans classroom door glass

Weekly:

- Cleans blackboards, erasers and dry board

- Dusts blinds and light fixtures
- Cleans all furniture and equipment
- Dusts high and low corners for cobwebs
- Wet mops if needed
- Inspects parking lots and grounds at least three (3) times per week for cleanliness and security

As Needed:

- Dusts transom ledge and washes transom glass
- Light scrubbing and waxing
- Washes windows
- Edges all carpet
- Buffs floor
- Washes out all wastebaskets

Corridor/Entrance/Lobbies Cleaning Duties-

Daily:

- Sweeps corridors adjacent to classrooms
- Empties wastebaskets in corridor lockers
- Removes marks from walls and lockers
- Sanitizes drinking fountains, including wall area around fountains
- Vacuums carpet and entry mats
- Washes entry door glass
- Spot mops
- Replaces burned out lights
- Cleans hand rails

Weekly:

- Washes trash receptacles in corridor lockers
- High and low dusting
- Wet mops

As Needed:

- Buffs and refinishes floors

Restroom/Locker Room Cleaning Duties-

Daily:

- Empties all trash containers and sanitary napkin receptacles
- Fills all dispensers (towel, tissue, soap, and napkins)
- Sweeps floors
- Cleans mirrors, walls, stalls, shelves, and doors

- Cleans and disinfects urinals and stools
- Cleans and sanitizes all sinks and piping
- Cleans and disinfects all stool lids, top and bottom, and leaves up to dry
- Replaces all lights that are burned out
- Mops all floors
- Dusts top of lockers, window ledges, and stalls
- Cleans and sanitizes shower piping and soap dish
- In case of damage or vandalism, cleans the restroom and locks the door, reports any damage to the Head Custodian. The Head Custodian will unlock the restroom when the problem is resolved

Weekly:

- Dusts light fixtures, vents, stalls, and walls
- Washes partitions with a disinfectant cleaner
- Washes all wastebaskets and sanitary napkin receptacles
- Dusts corners for cobwebs

As Needed:

- Strips and refinishes floor

Office/Teacher Work Room Cleaning Duties-

Daily:

- Empties all wastebaskets
- Dusts all furniture, window ledges, counters, and bookcases
- Cleans glass on desks, doors, office windows, and transoms
- Cleans and sanitizes restrooms (using restroom procedures)
- Sweeps all floors

Weekly:

- Dusts light fixtures, blinds
- Wet mops

As Needed:

- Light scrub and re-wax floors

Gymnasium/All Purpose Room Cleaning Duties-

Daily:

- Sweeps floor
- Cleans and sanitizes drinking fountains

- Dusts bleachers, cleans behind bleachers
- Cleans door glass
- Spot mops as needed

Auditorium Cleaning Duties-

Daily:

- Empties all trash containers
- Cleans carpet
- Spot mops where needed
- Sweeps floors as needed (under seats also)
- Cleans steps and dust ledges

General Duties-

- Sets up before and after special events, e.g., basketball, volleyball, banquets, PTA meetings, staff meetings, etc.
- Snow removal, lawn care
- Assembles furniture
- Unloads school supplies from delivery trucks
- Secures building
- Reports problems to Head Custodian or supervisor
- Other duties as assigned

Inventory and Maintenance of Supplies-

- Have knowledge of supplies stored in custodial closet
- Maintains adequate amount of supplies in custodial closet
- Organizes and keeps custodial closet clean
- Maintains proper working condition of mops and mop bucket, wringer, dust mops, and trash containers

Summer Cleaning-

- Duties as assigned by the Head Custodian, Facilities Department supervisors, or Principal
- Summer duties as assigned

General-

- Requires being "on call" during weekends, nights and holidays for emergency repairs and alarm calls

Terms of Employment:

Night Custodians will be employed for twelve month positions. The salary and work year will be established annually by the Board of Education.

Required Testing:

Post offer employment medical physical exam and essential functions test (EFT) required.

Work Environment/conditions:

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with exposure to hot and cold environments, risk of injury and/or illness. The employee will work near, or with, moving mechanical equipment. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

Physical Demands:

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to reach, bend, squat/crouch, stoop, and kneel.
- The employee is frequently required to climb up and down secured ladder.
- The employee must frequently lift, carry, push, or move up to 50 pounds.
- The employee will frequently push or pull items such as, but not limited to, carts with food items and/or equipment that can weigh up to 50 pounds total.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Independence School District Custodian Evaluation.

HR 8.8.18

III. Salary Scale

10. Substitute Salary Scale

To view the 2020-2021 Substitute Services Salary Scales, please visit: https://www.isdschools.org/hr/employee_handbook/2020-2021/salary_schedules/index.html#sub_svc

IV. On-Line Training

11. Safe Schools Training

When a training has been assigned, an email will be sent notifying you of the assignment. Follow these steps to access and complete the trainings.

1. Go to <https://independence-mo.safeschools.com/login>
2. Enter your employee number.
3. Confirm login and double check that your name appears.
4. Click on training and begin. Once a training is completed, please print the certificate of completion.
5. Confirm all trainings are complete.

V. Poetry for the Substitute Teacher

12. Substitute Teachers

SUBSTITUTE TEACHERS

Substitute Teachers

Paint their minds

and guide their thoughts

Share their achievements

and advise their faults

Inspire a Love

of knowledge and truth

As you light the path

Which leads our youth

For our future brightens

with each lesson you teach

Each smile you lengthen

Each goal you help reach

For the dawn of each poet

each philosopher and king

Begins with a Substitute Teacher

And the wisdom they bring

Adapted from a Poem by Kevin William Huff