

Teton School District #401

Substitute Handbook

Important Contacts:

District Office 208.228.5923
District Websitetsd401.org
Aesop Help bberry@d401.k12.id.us

Attention All Visitors

All Parents and Visitors are required to check in at the School Main Office with the receptionist and indicate the reason for visiting the campus. They are also required to sign-out prior to leaving the campus. Upon sign-in, all Parents and Visitors should receive a Visitor's Pass.

I. INTRODUCTION

A. Welcome

The staff of the Teton School District #401 joins the Superintendent in welcoming you to the noble and challenging teaching profession. Nationwide, statistics show that students will be taught by a substitute teacher for the equivalent of one entire academic year, during kindergarten through twelfth grade. This staggering fact makes all the more important the contributions you will make as a substitute teacher toward sustaining the education of Teton School District #401 children and youth. In our schools, we like to think of our substitute teachers as “Guest Teachers,” and intend to treat them with the respect and support guests deserve.

B. Overview

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures. District policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information. Employees may refer to the policy codes that are associated with handbook topics, or confer with the central office administrators and assistants. District policies are available for review on-line at the district’s website: teton.d401.k12.id.us.

C. Orientation and Training

Before beginning their substitute duties, all substitute teachers new to Teton School District #401 must review this orientation information, check in with the principal at the school he/she hopes to work in, and pass a background check. Once an online training course by STEDI.org is completed your pay per day will increase from \$62 to \$67 or from \$79 to \$84 according to your education. A stipend of \$30 will also be paid to you for doing the training.

D. Guest/Visitor I.D. Badge

All required paperwork must be completed and received by the Director of Personnel by the conclusion of the Orientation. Identification badges are provided by each campus. Substitutes must pick up a badge at the office and wear or display this badge at all times when on campus or attending a school-sponsored event.

F. Web-based Support and Information

Handbooks and other resources intended to enable substitutes to be more successful in their jobs are located on the district website. Substitutes are strongly urged to visit the site often at teton.d401.k12.id.us, review each student handbook posted by school.

G. Evaluations

Teton School District #401 evaluates substitute performance from the classroom teacher and through input from the campus administration.

II. RESPONSIBILITIES OF SUBSTITUTE TEACHERS

A. Ethical Behavior

Substitute teachers have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.

CODE OF ETHICS AND STANDARD PRACTICES FOR IDAHO EDUCATORS

PREAMBLE

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct.

ASPIRATIONS and COMMITMENTS

The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future.

The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen.

The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs.

The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged.

The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession.

The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound, professional, personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect.

The professional educator encourages the practice of the profession only by qualified persons.

PRINCIPLES I - X

Principle I. A professional educator abides by all federal, state, and local laws and statutes. Unethical conduct may include the conviction of any felony or misdemeanor offense as defined by Section 18-110 and Section 18-111, Idaho Code. All infractions (traffic) as defined by Section 18-113A, Idaho Code, are excluded.

Principle II. A professional educator maintains a professional relationship with all students, both inside and outside the classroom. Unethical conduct includes but is not limited to:

- a) Committing any act of child abuse, including physical and/or emotional abuse;
- b) Committing any act of cruelty to children or any act of child endangerment;
- c) Committing or soliciting any sexual act from any minor or any student regardless of age;
- d) Committing any act of harassment as defined by district policy;
- e) Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, or physical) with a student, regardless of age;
- f) Using inappropriate language including, but not limited to, swearing and improper sexual comments;
- g) Taking inappropriate pictures (digital, photographic or video) of students;
- h) Inappropriate contact with any minor or any student regardless of age using electronic media;
- i) Furnishing alcohol or illegal/unauthorized drugs to any student or allowing/encouraging a student to consume alcohol/unauthorized drugs except in a medical emergency; and,
- j) Conduct that is detrimental to the health and welfare of students.

Principle III. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes but is not limited to:

- a) Being on school premises or at any school sponsored activity, home or away, involving students while possessing, using or consuming illegal or unauthorized drugs;
- b) Being on school premises or at any school sponsored activity, home or away, involving students while possessing, using, or consuming alcohol.
- c) Inappropriate/illegal use of prescription medications on school premises or at school sponsored events, home or away;
- d) Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and,
- e) Possession of an illegal drug as defined in Idaho Code, Chapter 27, Uniform Controlled Substances.

Principle IV. A professional educator exemplifies honesty and integrity in the course of professional practice.

Unethical conduct includes but is not limited to:

- a) Fraudulently altering or preparing materials for licensure or employment;
- b) Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment and/or licensure;
- c) Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate/license from another state;
- d) Failure to notify the state of past criminal convictions at the time of application for licensure;
- e) Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students and/or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.);
- f) Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;
- g) Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry and/or investigation; and,
- h) Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues.

Principle V. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.

Unethical conduct includes but is not limited to:

- a) Misusing, or unauthorized use of, public or school-related funds or property;
- b) Failing to account for funds collected from students or parents;
- c) Submitting fraudulent requests for reimbursement of expenses or for pay;
- d) Co-mingling of public or school-related funds in personal bank account(s);
- e) Using school computers for use in a private business;
- f) Using school computers to deliberately view or print pornography; and,
- g) Deliberate use of poor budgeting/ accounting practices.

Principle VI. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

- a) Unauthorized soliciting of students and/or parents of students to purchase equipment or supplies from the educator who will directly benefit;
- b) Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
- c) Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and,
- d) Soliciting, accepting or receiving a pecuniary benefit greater than fifty (\$50.00) dollars as defined in Idaho Code §18-1359(b).

Principle VII. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.

Unethical conduct includes but is not limited to:

- a) Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and
- b) assessment/testing results with inappropriate individuals or entities; and,

- c) Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities.

Principle VIII. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

- a) Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency;
- b) Willfully refusing to perform the services required by a contract; and,
- c) Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and wellbeing of students.

Principle IX. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code.

Unethical conduct includes but is not limited to:

- a) Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity);
- b) Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect);
- c) Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and,
- d) Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official.

Principle X. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes but is not limited to:

- a) Any conduct that seriously impairs the certificate holder's ability to teach or perform his or her professional duties;
- b) Committing any act of harassment toward a colleague;
- c) Conduct that is offensive to the ordinary dignity, decency, and morality of others;
- d) Failure to cooperate with the Professional Standards Commission in inquiries and/or investigations or hearings;
- e) Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections;
- f) Deliberately falsifying information presented to students.
- g) Willfully interfering with the free participation of colleagues in professional associations; and,
- h) Taking inappropriate pictures (digital, photographic or video) of colleagues.

General Duties

Parking and Privileges

Substitutes or "Guest Teachers," are employed as TEACHERS. They are not visitors or volunteers. Substitute teachers should not park in "reserved" or "visitors" parking areas. When working on campus, they should use the faculty parking lots, the faculty lounges, and may take advantage of any other privileges or amenities offered full time teachers. Substitutes may eat lunch either in the cafeteria or in the teachers' lounge.

Punctuality

Substitute teachers are expected to be on duty AT LEAST fifteen (15) minutes before the start of school. Many experienced substitutes suggest arriving at school 30 minutes before the start of school in order to allow time to find the office, to sign in, find the classroom, locate the lesson plans, prepare the room and instructional materials, and otherwise prepare for a successful day of substitute teaching. The exact beginning and ending times for substitute teachers may vary from school to school. When in doubt, call the school the day before to verify the start time and to get directions to the school if needed.

Reporting for Duty

Substitutes should always wear their identification badge, obtained at the office, before assuming their duties in the classroom. They should sign in upon arrival, but do not sign out at the same time. While in the office, they should ask for a substitute's folder. Many schools have prepared folders for substitute teachers containing such information as the school staff, map of the school, evacuation procedures, emergency plans, bell schedules, and list of key personnel. They should also ask if there are any special instructions or other information needed to carry out the day's activities.

Supplies, Materials and Equipment

Teachers' materials and supplies should not be used unless the lesson plans authorize their use. Any materials and equipment borrowed should be returned to the proper person before a substitute leaves campus. At the end of the day, the teachers' rooms and equipment should be left the way they were found at the beginning of the day. The full time teacher's desk, files, and other storage areas should be regarded with respect.

Leaving the Campus

The care and supervision of the students assigned to the substitute should be of paramount importance. At no time during the day should the substitute leave campus unless authorized to do so. Substitute teachers should not leave the campus at the end of the school day unless they have signed out through the school office.

Other Duties as Assigned

Occasionally, a substitute teacher may be asked to perform duties in addition to those of a substitute teacher. Also, a substitute may be asked to teach in a classroom other than the one he had agreed to teach when he accepted the assignment. In both cases, the substitute is expected to demonstrate flexibility and cooperation with the school administration in its attempts to meet the instructional and safety needs of the students under their care. If substitutes refuse to work an alternate assignment made by the administrator, and they choose instead to leave campus, they will not be compensated for the work they declined to perform. Also, if substitutes are asked to work during a teacher's conference period for a teacher other than the one they were assigned, they are expected to accept this administrative request at no additional pay.

At the End of the Day

When the children have been dismissed for the day—or placed safely on the correct school bus—the substitute still has several more duties to perform. The room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Successful substitutes will take a few minutes to leave a detailed note for the teacher. The teacher appreciates knowing how much of the lesson plans

was accomplished and any other important information about the substitute's instructional efforts they might need to know about. The teacher would also want to be informed of any behavior problems or unusual events that may have occurred during her absence. In addition to leaving a note for the teacher, the substitute should leave an evaluation to be completed (if required.) Finally, the substitute should always check out through the office when leaving for the day. This provides the office staff with an opportunity to deliver any messages to the substitute they may have received and to note the time of departure.

Changes in the Personal Profile Information

Throughout the year, the substitute has the responsibility of keeping current the information that is stored in the District Payroll Office. This includes the current address. It also includes the schools you want to work at and the subjects you want to teach. Please keep all information current.

Classroom Duties and Instructional Responsibilities

Substitute teachers are expected to perform all the duties of the regular teacher unless the administrator releases the substitute from a particular responsibility. Check the teacher's master planning book to see if there are any students with special needs or medical conditions of which to be aware. If the planning book is unavailable, check with the office. Substitute teachers should maintain the regular routine of the class. They should follow the daily class schedule and lesson plans provided by the regular teacher.

Lesson Plans

When teachers are absent from school, they will leave lesson plans for the substitute teacher to follow in order to maintain a continuity of instruction in the classroom. The lesson plans are the blueprint, the road map, and the survival guide for the substitute teacher. Substitutes are to implement the lesson plans exactly as the teacher wrote them. The substitute is expected to adhere to the scope and sequence of instruction documented in the teacher's lesson plans. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instruction theory and practice. Most of the time, teachers anticipate their absences when due to scheduled appointments or staff development requirements.

However, if a teacher is absent due to an emergency, the substitute may not have lesson plans provided by the teacher. When this occurs, help is available from other teachers and support staff in the school. Teachers from the same grade level or field of study should be able to help with missing lesson plans. Also, in the Elementary schools, grade level chairpersons and subject matter specialists are available to assist the substitute. At the high school level, department chairpersons will provide assistance. And at the middle school – where learning is organized into instructional teams – the team leader should provide help when lesson plans are missing or insufficiently developed.

Student Attendance

One of the many regular duties of the full time teacher is the taking of student attendance. State law and District policy require that student absences be excused only with a written note from the parents or legal guardians. Substitutes are expected to assist in compliance with this requirement. Attendance must be taken in every class and this information must be provided to the school office following the procedures established at the school. Attendance taking procedures are included in the substitute's folder or are available from the office or any full time teacher.

Written work/Grading papers

The substitute teacher should not assign written work and leave it to be graded, except at the request of the regular teacher. Nor should the full time teacher expect the substitute to grade papers not assigned in the lesson plans. Extreme caution should be used when substitute teachers are asked to grade papers, the results of which will be made a part of the student's permanent grades.

Classroom Management

Substitute teachers are expected to model and reinforce the expectations of the permanent teacher. Classroom rules are posted in most classrooms and, except for the first few days of class, all students know what the rules of behavior are and what the consequences are for not following them. Effective classroom management will lead to effective teaching.

Discipline

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior in order to resume effective teaching. 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. Sarcasm is ineffective in the classroom and should not be used with students. Some additional examples of inappropriate and ineffective discipline strategies include but are not limited to:

1. telling the students to "Shut Up!"
2. hitting, poking, flicking or making any other physical contact with students—especially when angry.
3. screaming or yelling at all students when only one or a few need redirection.
4. denying them access to the restroom or the nurse as retribution for misbehavior.
5. Use of derogatory terms or racial slurs must not be used and will not be tolerated.
6. Nor should the substitute confiscate personal items belonging to the students such as telephones, 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.

Only when all reasonable efforts to maintain order have failed should the substitute refer students to school administrators with a discipline slip or note explaining the circumstances.

Referral process

Teton School District 401 uses a referral form to be used when sending a student to the office, check in with the office of the school to see how this is managed at that school. A supply of these forms should be in the Substitute folder or they are available from any teacher. When completing the form, indicate your name on the line for the teacher AND the teacher's name for whom you are substituting. Call the office and tell them that a student will be sent. Send the student with the completed form to the office or send the completed form to the office with another student if the situation warrants it.

Office Communications

In every classroom there is a phone/intercom device that can be used if you need to contact the office for immediate assistance. In some schools, there is a “Call Button” that is located on the wall near the door. You can send a student to the office with a message.

Unattended Classroom

The substitute should never leave the classroom unattended. Even if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and they will handle the situation. If the substitute needs to leave the classroom for personal reasons, a nearby teacher should be notified so that the classroom will be supervised.

Firm, Fair and Consistent

Most literature on substitute teaching indicates that in order to be successful in their treatment of students, the substitute needs to treat them in a firm, fair, and consistent manner. Fairness and consistency are key issues with students, especially in the middle school. The substitute must not “play favorites” when dealing with student behavior or performance.

Active Involvement

The successful substitute teacher is actively involved with instruction. This includes moving around the classroom often, checking student work and assisting with assignments. The expression, “Be on your feet, not on your seat,” is sage advice to the substitute. Many discipline problems can be avoided by the substitute’s use of proximity to the students. While you are in the classroom or supervising students, you are not to conduct personal business. NEVER leave students unattended, and always follow designated release procedures (for example, making sure “parent pick-up line” children go to designated areas, as well as “bus line” children.)

Seek Help! CONFUSED??? SEEK HELP!!!

At all times, and in all matters related to substitute teaching, the substitutes should never hesitate to SEEK HELP when needed. Everyone in the school system wants the substitute teacher to be successful—the teachers, administrators, students, and parents. Help is only a few steps or a call to the office away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist the substitute with either instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and department heads.

III. RESPONSIBILITIES OF THE DISTRICT, SCHOOL, AND FULL TIME TEACHERS

Successful substitute teaching is a partnership between the substitute, the full time teacher, the staff at the school where the teacher works, and District Staff. Teachers should never criticize or express dissatisfaction with the work of the substitute teacher in the presence of the students. If the regular teacher does find it necessary to express dissatisfaction with the substitute’s work, this should be discussed with the school administrator.

IV. EMPLOYMENT ISSUES

Job Log

It is advisable that the substitute keep a job log of dates, times, schools, and job numbers when working as a substitute so that they may more easily verify the accuracy of their paychecks at the end of each pay period.

Half day Rules

Substitute teachers should have a clear understanding of whether they are substituting for a whole day or a half-day assignment before accepting jobs. Also, substitutes should be aware that when working two half day jobs on the same date—one in the morning and one in the afternoon—that they will be paid at the full day rate.

Long Term Substitutes

Preference goes to those with a teaching license.

Retired Teachers

Retired teachers who are receiving PERSI benefits, and/or Disability Retirement benefits must be aware of their retirement arrangements with PERSI and any subsequent actions that may occur with their pay.

Equal Employment Opportunity

Teton School District 401 does not discriminate on the basis of age, race, color, ethnicity, creed, religion, ancestry, national origin, sex, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504 may be referred to Monte Woolstenhulme, Superintendent, Teton School District 401, P.O. Box 775, 445 N. Main St, Driggs, ID, 83422, or by phone: 208-228-5923, or to the Idaho State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. The District hires only U.S. Citizens and lawfully authorized alien workers.

Workers' Compensation

As required by law, Teton School District #401 is insured for injuries received by employees during the course of their work for both medical costs and loss of wages. Under this law, the employer has the right to choose the healthcare providers (i.e., doctors, treatment facilities) for their employees' workers compensation injuries. All claims must be filed with State Insurance Fund for any work-related injury. These claims cannot be filed with the employee's own medical insurance carrier (i.e., Blue Cross).

For employees released to work with restrictions, the District will make every effort to get the employee back to work in a temporary, light-duty position.

Workers compensation Procedures

The following steps must be followed when a work-related accident occurs:

1. Immediately report an accident or injury in the workplace, whether medical attention is needed or not, to the employee's immediate supervisor. The supervisor will fill out the Accident report and will promptly send it to Payroll. The supervisor might also require the substitute to talk to District Office staff to fill out the report.

2. If medical attention is required beyond first aid, the employee must go to one of the community care facilities for treatment. In the case of a life threatening injury or if it is after hours, the employee should go directly to Teton Valley Hospital or the staff members preferred medical care facility for treatment.
3. If the employee chooses to go to a physician or facility other than the one assigned by the District, State Insurance Fund may deny the employee's claim. The employee would then be responsible for those charges.
4. For a time-loss accident, a "Return to Work Authorization" from the physician must be submitted to payroll before an employee returns to work. The supervisor cannot allow the employee to work if a Return to Work Authorization has not been received.
5. When filling out a time sheet for an absence due to a work-related accident, place the abbreviation "WC" in the appropriate box(es).

Removal from Service

Substitute teachers may be removed from service to the District at any time it is deemed necessary and appropriate to do so. Removal from the system or deactivation may also result from not accepting jobs for a long period of time, declining too many jobs, not keeping up with the daily availability/unavailability, not keeping personal information current, or for other legal reasons deemed necessary and appropriate. If circumstances warrant it, the substitute may be restricted immediately from service to the District, pending the outcome of any investigation of Policy violations. Substitutes may also be excluded from working at particular campuses if the school administration and the District Administration conclude it is in the best interest of the District to do so. Each campus maintains its own exclusion list of substitutes it no longer wants to use as substitute teachers.

Subs are required to work at least 6 days per year, not meeting these standards will result in removal from the system or deactivation. Substitutes not able to work for more than 4 weeks in a row should contact the District Office; failure to do so may result in deactivation.

V. DISTRICT POLICIES

Dress/Grooming

Substitutes should exercise discretion and good judgment in their attire. Dress should be appropriate for the assignment. T-shirts, jeans, and tennis shoes are discouraged in the classroom, except in physical education.

Student Surveys/Personal Questions

District policy prohibits teachers from conducting student surveys without prior approval by the principal and permission of the parents. Substitutes should never conduct student surveys for any purpose. Also, personal questions of a sensitive or private nature not included in the teachers' lesson plans should be avoided. These include questions about religious beliefs, sexuality, substance abuse, and family life. Finally, substitute teachers should also refrain from discussing their personal lives with students, especially as it pertains to religion, sexual preferences, and other aspects of their personal life of no relevance to the instructional content being presented or reviewed.

Sexual Harassment

Teton School District #401 takes very seriously its commitment to stopping sexual harassment in the workplace.

All allegations of sexual harassment are investigated and appropriate action taken.

1. Employee to Employee

Engaging in conduct constituting sexual harassment is strictly prohibited and is grounds for immediate termination. Sexual harassment includes, but is not limited to, the following examples: unwelcome sexual advances, making sexually offensive remarks to fellow employees, treating employees differently because of their sex, or the seeking of sexual favors. If an employee has a complaint concerning allegations of sexual harassment, the employee should file a complaint detailing such claim with Monte Woolstenhulme, Superintendent, Teton School District #401, 208.228.5923.

2. Employee to Student

Sexual harassment of students includes such activities as engaging in sexually oriented conversations, telephoning students at home or elsewhere to solicit social relationships, and physical contact that would reasonably be construed as sexual in nature. In the instance of employee to student sexual harassment, it doesn't matter who initiates the contact or whether the contact is welcome or not. Avoid all physical contact that may be represented by the student as sexual in nature.

3. Student to Student

Sexual harassment may also occur between students. When this is observed, the substitute teacher should report the activities to the administration and let them take whatever action is deemed necessary and appropriate. The rules of conduct regarding sexual contact between students are spelled out in the student handbooks.

4. Investigations

All allegations of sexual harassment are taken seriously and are investigated thoroughly. The investigations may lead to disciplinary action against the employee, including a recommendation for termination.

Advancement of Religion

Federal law and District Policy prohibit the advancement of religious beliefs in the classroom. Substitute teachers are not to pray, lead prayer, or discuss their religious beliefs with students at any time they are working as substitute teachers. Additionally, religious texts or materials shall not be distributed to students. (Board Policy #2350)

Child Abuse/Neglect

Idaho is one of many states which has mandatory reporting requirements, Idaho Code § 16-1619, when child abuse, abandonment or neglect is suspected. This law applies to everyone. Anyone who suspects child abuse, neglect, or abandonment should make a child protection report. A report should be made if you see evidence of physical abuse or neglect of a child.

Signs of physical abuse include: marks or injuries to a child when there is no reasonable explanation a pattern of repeated injuries disclosure by the child that he or she was hurt by an adult

Signs of neglect include: living conditions that are health or safety hazardous a child that has nothing to eat or appears hungry and underweight a child that has been left at home alone or abandoned with no home to go to.

What happens when I call to make a child abuse report?

When you call to make a child abuse report, you will be asked for any contact information you have for the child. You will also be asked if the child is in immediate danger and a description of any injury to the child. Any information you can provide about the child will be helpful. You will be asked for your contact information. However, you can choose to remain anonymous.

According to Idaho Code § 16-1601, the Idaho Department of Health and Welfare has the authority and responsibility to investigate reports of child abuse, abandonment and neglect. For each child / family coming within the service of the Idaho Department of Health and Welfare can expect the department to: Preserve the privacy and unity of the family whenever possible. Take such actions as may be necessary and feasible to prevent the abuse, neglect or abandonment of children.

How can I make a Child Abuse Report?

By phone, you can call the 2-1-1 Idaho CareLine by dialing 2-1-1 or 1-800-926-2588 to get the contact information of your local Child Protection Services office. Contact the school principal immediately of any concerns of any type of abuse for any student.

Possession of Firearms and Weapons

Employees, visitors, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school premises or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisors immediately.

Visitors in the Workplace

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees (including substitutes) who observe an unauthorized individual on district premises should immediately direct him or her to the building office or contact the administrator in charge.

Cell Phones/Pagers

Cellular phones and pagers are allowed on the school campus as long as they are turned off and out of sight during the school day. No personal calls should be made or received during the instructional day or during after school meetings with the exception of limited personal calls which may be made during planning period and lunch.

Smoking/Tobacco Products

District policy prohibits the use of tobacco products anywhere on school property as well as at school sponsored events.

Drug Free Workplace

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug, and alcohol, as those terms are defined in state and federal law, in the workplace, on school premises, or as part of any of the District's activities.

Employees who violate this prohibition shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, termination from employment with the District, and referral to appropriate law enforcement officials for prosecution. Information on available rehabilitation or employee assistance programs and contacts shall be posted throughout the workplace. Compliance with these requirements and prohibitions is mandatory and is a condition of employment. As a further condition of employment, an employee shall notify the Superintendent of any criminal drug statute conviction the employee incurs for a violation in a workplace no later than five days after such conviction. Within 30 calendar days of the Superintendent's receiving notice from any source of a conviction for any drug statute violation occurring in the workplace, the Superintendent or designee shall either (1) take appropriate personnel action against the employee, up to and including termination of employment or referral for prosecution or (2) require the employee to participate satisfactorily in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency. The cost of any such program shall be borne by the employee.

Substitute Employee Agreement for the Acceptable Use of the District's Electronic Communications System

Employee Use of Electronic Communications Devices and Technology

The Board recognizes that employees may carry electronic communications devices and use various technological devices either District-issued or personally owned and hereby adopts this policy.

District-Issued Communications Devices and Technology

Communication devices or technology issued by the District may include, but is not limited to the following: cellular telephones, walkie-talkies, citizens band radios, either installed in vehicles or hand-held, pagers/beepers, personal digital assistants (PDA's) or laptop computers with Wi-Fi capabilities, interactive whiteboards, clicker response systems, and slates.

Employees in receipt of District-issued equipment shall be held responsible for the safekeeping of the equipment and exercise reasonable efforts to see that the equipment is not lost, stolen, or damaged. Reckless or irresponsible use of District equipment, resulting in loss or damage may result in the employee having to reimburse the District for any associated costs of replacement or repair.

Any such devices issued shall be with the expectation that they are to be used, almost exclusively, for District related business purposes and are not intended for personal use except in emergencies involving employee health or safety. A District issued device, such as a cell phone or laptop, should only be used by the employee assigned to that device. The employee that is assigned to a device is responsible for all activities and content found on the device while it was assigned to them.

District-issued equipment shall be used in a manner that does not disrupt instruction and should not be used during school-sponsored programs, meetings, in-services, or other events where there exists a reasonable expectation of quiet attentiveness unless there is a reason of personal health or safety involved.

Any District-issued equipment is to be surrendered back to the District immediately upon request.

Personally-Owned Communications Devices and Technology

Employees may carry and use personally-owned cellular telephones, pagers/beepers, and PDA's or laptops during the school day on school property.

Personally owned hand-held citizens band radios, portable police scanners, and long or short range walkie-talkies should not be used or carried by employees on school property during the school day unless by specific permission of their immediate supervisor based on a personal health or safety need.

Cellular telephones and pagers/beepers should not be used during the employee's normal duty times to send/receive messages of a personal nature, but such use is allowable during normal break times, lunch times, and preparation times. Use of cellular telephones or audible pagers/beepers should be curtailed during instructional time or at school-sponsored programs, meetings, in-services, parent/guardian conferences, or any other time when there would be a reasonable expectation of quiet attentiveness.

Personally owned computers, laptops, PDA's, etc. may be used by employees; however, they may not have access to the district network, Wi-Fi, or the internet gateway. Unauthorized attempts to connect or unauthorized connections may result in disciplinary action up to and including recommendation for termination.

Any employee violating the above rules may be subject to disciplinary action.

Employee Internet Access and Network Conduct Agreement

Every employee must read and sign this agreement before network and Internet access can be granted:

By signing below I acknowledge that I have been given a copy of and have read and understand the Employee Access to Electronic Information, Services, and Networks policy (Policy No. 5330) and the Acceptable Use of Electronic Networks for Students and Staff Procedure (Procedure No. 3270P). Further, I agree to abide by the rules and regulations set forth in said policies and understand that should I commit any violation or in any way misuse my access to the district's computer network, e-mail, and/or the Internet that my access may be revoked and disciplinary action may be taken against me.

I understand that it is my responsibility as an employee of the district to stay informed regarding rules and regulation changes associated with network access, e-mail, and the internet imposed by the State of Idaho, Code of Ethics for Idaho Professional Educators, or the Board of Trustees.

Employee Name (Print) _____ Home Phone: _____

Employee Signature: _____ Date: _____

Address: _____

This agreement will remain in place for the duration of employment in the Teton School District 401. A copy of this will be placed in the employees personnel file.

Criminal Records Check

Pre-employment

A criminal history background check is run on all applicants when they apply to be a substitute teacher. If the applicant clears the background check, they may be hired as a substitute teacher.

Annual

Additional criminal history background checks are run every year on current employees. Pre-employment screenings coupled with additional annual background checks assure the parents and community that only substitutes who are in compliance with District policy regarding criminal histories will continue to work with the District's children.

On-going

If an employee is arrested at any time, he must report the arrest to the Human Resources administrator within three calendar days. After Human Resources receives the report, a determination will be made whether or not the employee will be allowed to continue as a substitute teacher.

VI. SAFETY AND HEALTH

The Board of Trustees, Superintendent, and administration of the District are committed to providing a safe and healthy work environment for all employees, students, and others who may work in or visit our schools and facilities. All employees are expected to comply with all safety and health requirements, whether established by the District or federal, state, or local law. While the District is not subject to the jurisdiction of OSHA, these regulations shall be used as a resource in establishing safe work procedures and practices. All employers have a non-delegable duty to provide a safe and healthy workplace. It is the position of the District that quality job performance and accident prevention shall co-exist and be merged to create an atmosphere of efficiency, productivity, and safety. The ultimate safety for employees lies with each employee regardless of station, location, or rank. Each employee has an important role to play in the identification of hazards and prevention of unsafe work practices.

Employee Injuries

Any on-duty accident resulting in injury must be immediately reported to the supervisor on duty. All Supervisors with knowledge of an employee injury have the responsibility to report the occurrence in spite of assertions by the injured worker indicating they do not want to file a Workers' Compensation claim. If the injury warrants medical examination, the employee may go to the doctor of his/her choice or the Business office can assist the employee with a choice of medical referrals as necessary.

Note: An employee must verify that the doctor chosen is on the Idaho Department of Insurance Division of Workers' Compensation Approved Doctors' List (ADL). Medical treatment and/or lost time authorized by a non-ADL doctor will not be covered under Workers' Compensation.

Injured employees are required to submit a medical update to the Personnel Office after each doctor visit, regardless of change in condition or limitations. If an employee is unable to work for seven (7) calendar days due to the injury, Workers' Compensation indemnity benefits will be initiated on or about the 13th day of medically documented disability. Please direct your Workers' Compensation benefits questions to the Human Resource Officer, Becca Ross at 208.228.5923.

General Safety

All employees are expected to work in a safe and prudent manner abiding by all safety related District policies and procedures. A clean, safe and organized work environment is essential! Using good housekeeping practices reduces the potential for accidents that may result in injury. Good housekeeping also reduces the potential for and may lessen the severity of fires, which may result in injury and/or property damage. Additionally, good housekeeping practices ensure the best use of space and creates a positive and pleasing school and/or departmental environment for students, staff, patrons and employees. Each employee is responsible for the safety and care of the building and environment. Slips and falls are the leading cause of injuries. Be sure walkways and corridors are clean and free of obstructions. Spills should be cleaned up immediately. Always use WET FLOOR SIGNS when mopping or performing wet floor care procedures. Ladder safety is an important method of preventing falls. When it is necessary to accomplish high tasks staff should endeavor to use the proper apparatus such as a step stool or ladder. However, we do recognize that step stools and ladders are not always available.

When a step stool or ladder is not available, staff may use a sturdy chair or piece of furniture. If a sturdy chair or piece of furniture is used staff should be accompanied by another staff member. Never climb on furniture with wheels to access high places. Slips and falls are the leading cause of injuries. Be sure walkways and corridors are clean and free of obstructions. Back injuries resulting from improper lifting are another leading cause of employee injuries. Always practice proper body mechanics when lifting bulky or heavy objects. Break down large or heavy loads when possible.

Get assistance with heavy objects. Use a back safety belt only after receiving proper fitting and training.

Lighted candles or open flames will not be used for any purpose in schools or departments (only as related to established and approved curriculum). The District requires drivers of District vehicles and drivers of personally owned vehicles (furthering the business of Teton School District 401) to practice safe driving techniques to prevent collisions or damage and traffic violations.

Driver records will be evaluated under District guidelines to determine an employee's eligibility to drive.

Safety and Protective Equipment

Employees are required to use all safety and personal protective equipment in the performance of their duties as required or directed by the supervisor. Safety glasses, chemical gloves, and district approved shoes are a few examples of protective equipment employees are required to use.

Communicable Diseases

Certain infectious diseases are transmitted through contact with the body fluids of an infected person. Disposable gloves and safety glasses should be worn when handling any person, clothing, or equipment with body fluids on them.

MSDS Information

Each District location has Material Safety Data Sheets (MSDS) for chemicals and hazardous materials found at that specific location.

The MSDS's are available for the employee's use and review at any time. It is the employee's responsibility to familiarize him/herself with the following related to each chemical and hazardous material:

- How to recognize hazardous substances
- The properties and hazards of each chemical
- Safe handling procedures
- What to do in the event of a spill or accidental release
- How to control exposure to the substance
- First-aid procedures

Each District employee working with hazardous chemicals is required to review the chemical label and MSDS before use. Contact your supervisor for access information to your campus/department chemical list and MSDS's.

Asbestos Regulations

The Asbestos Hazard Emergency Response Act (AHERA) requires that notification of the availability of Asbestos Management Plans be made to all District employees each school year. The district has onsite a binder with all asbestos hazards identified at that site.

Pesticides Regulations

Teton School District #401 hereby notifies District employees that pesticides are periodically applied at District facilities. The District has adopted an Integrated Pest Management (IPM) plan and will integrate IPM procedures for the control of structural and landscape pests. Employees, as building occupants, should be concerned about the safety and effectiveness of the pest control methods used. The most important responsibility of the staff is sanitation. Much of the prevention and reduction of pest infestation at District facilities depends on a clean environment. Employees should immediately report any evidence of pest activity to school administrators or the facility director. Additional information is available through the school principal or facility director, and District IPM Coordinator in the Maintenance Department.

Notices of planned pest control treatment will be posted in a District building forty-eight (48) hours before the treatment begins. Notices are generally located in common access areas within the building. The District sprays for weed control in the spring and fall. If spraying is done when during school, the sites will be informed prior to treatment.

Clean Air Act

The Clean Air Act addresses chlorofluorocarbon (CFC) in the atmosphere. It is the policy of the Teton School District #401 to conform to Section 608 of the Clean Air Act amendments of 1990 and the Environmental Protection Agency recovery and recycling regulations. The District's technicians shall not knowingly release/ vent refrigerants into the atmosphere during the service, repair, maintenance and disposal of air conditioning and refrigeration equipment.

Teton School District #401 requires service technicians to be trained and certified to recover/recycle refrigerants.

Campus Procedures

Drills

Principals shall conduct fire, tornado, or other emergency drills designed to assure the orderly movement of students and personnel to the safest areas available.

Emergency Plans

Each school shall have effective emergency procedures that can be implemented on short notice and that will ensure optimum safety for students and school personnel.

Evacuation Procedures

The Superintendent or a designee shall design and implement a system to familiarize employees and students with evacuation procedures and shall ensure that evacuation diagrams are appropriately posted.

Fire Extinguisher

Fire extinguishers shall be kept in each building and all District employees (instructional, operational, and cafeteria) shall know where to find them and how to use them.

Electrical Heating Appliances in the Classroom

Teachers are discouraged from using microwave ovens, hotplates and other electrical heating appliances in their classrooms, unless carefully supervised and used as a part of an approved curriculum.

Crisis & Emergency Resource Manual

District facilities have been supplied with a Crisis & Emergency Resource Manual. The Crisis Manual provides each campus with instructions and resources needed to develop its own unique and appropriate crisis management plan. Guidelines for prudent response in a variety of crisis/emergency situations are included in the manual. District employees required to respond in emergency situations should thoroughly review the crisis manual.

VII. Closing Comments

Thank you for choosing one of the most difficult jobs in education – that of the substitute teacher. Most teachers will tell you that while they could not do their jobs without you, they wouldn't trade with you for a day! In many ways the job of the substitute is much more difficult than that of the full time teacher. But your job can be very rewarding as well. You will have the opportunity to meet and work with thousands of children from scores of campuses, not just a few from one. Yours will be a rich and rewarding experience because of its diversity. Remember that everyone wants you to succeed in your endeavors as a substitute teacher. We hope that this Handbook will assist you in your successes as well. Welcome to Teton School District #401, where we are striving for excellence in everything we do.

SIGN OFF REVIEW PAGE

I agree that I reviewed this information and agree to follow the policies and procedures of Teton School District 401.

Name _____

Signature: _____

Date: _____

*To be kept on file in the school district office.