



# **SUBSTITUTE TEACHER HANDBOOK**



**2021-22**

**"To Build Knowledge and Skills for Success Today and Tomorrow"**

## NONDISCRIMINATION

The Meade School District does not discriminate on the basis of gender, color, disability, national origin, race, creed, religion, homelessness, marital status, pregnancy or age in the education programs or activities it offers or to admission to or employment in its education programs or activities. Inquiries concerning Title VI or Title IX may be referred to Jeff Ward, 1230 Douglas Street, Sturgis, SD 57785, 605-347-4454. Inquiries concerning ADA may be referred to Brett Burditt, 1230 Douglas Street, Sturgis, SD 57785, 605-347-2649. Inquiries concerning Section 504 may be directed to Deb Wilburn-Kerstiens, 1230 Douglas Street, Sturgis, SD 57785, 605-347-4770. Inquiries concerning Title X, Part C may be directed to Chrissy Peterson, 1230 Douglas Street, Sturgis, SD 57785, 605-347-4770. Inquiries may also be directed to the Kansas City Office, Office of Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, 816-268-0550, Fax: 816-823-1404, TDD: 877-521-2172, Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

### Federal Acts Designed to Eliminate Discrimination

**Title VI** is part of the Civil Rights Act of 1964 that indicates that no person in the United States shall be subject to discrimination under any program or activity receiving Federal financial assistance.

**Title IX** is part of the Education Amendments of 1972 which is designed to eliminate (with exception) discrimination on the basis of sex in any educational program or activity receiving Federal financial assistance.

**Title X, Part C** is part of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 which is designed to eliminate discrimination on the basis of homelessness in any educational program or activity receiving Federal financial assistance.

**Section 504** states that no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives Federal financial assistance.

**ADA, Title II** is part of the Americans with Disabilities Act of 1990 which is designed to enforce equal opportunity access to programs, services, and activities through specific architectural standards to avoid discrimination.

**Age Discrimination in Employment Act of 1967** is designed to prohibit age discrimination in employment.

### Accessibility Contingency Plan

In the case of an emergency, Meade School District staff will be assigned to assist students with a disability to ensure that they are able to get to safety and be with their class at the appropriately assigned area. In order to facilitate participation, accommodations will be made on an individual basis. Each disability is unique; the reasonable accommodations principal should be applied on a case by case basis for both students and staff. The 504 Coordinator will work with Meade staff to coordinate who may need additional assistance in the case of an emergency. The ADA Coordinator may refer issues regarding accessibility and accommodations for students to the student services department. If further information is needed, please contact Deb Wilburn-Kerstiens, 504 Coordinator, at 605-347-4770 or Brett Burditt, ADA Coordinator, at 605-347-2523.

### To Our Substitute Teachers

The purpose of this handbook is to acquaint you with the educational mission of Meade School District, to provide information about district policies and regulations, and to share information which will help you more comfortably assimilate into the routine operation of district schools.

We encourage you to ask for help from administrators and teachers and to offer suggestions for ensuring continuity of instruction in the absence of regular teachers.

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# CODE OF PROFESSIONAL ETHICS

## Section

- 24:08:03:01. Obligations to students.
- 24:08:03:02. Obligations to the public.
- 24:08:03:03. Obligations to the profession.
- 24:08:03:04. Obligations to professional employment practices.

**24:08:03:01. Obligations to students.** In fulfilling their obligations to the students, educators shall:

1. Not without just cause restrain students from independent action in their pursuit of learning, and shall not without just cause deny to the student access to varying points of view;
2. Not deliberately suppress or distort subject matter for which they bear responsibility;
3. Make reasonable effort to maintain adequate discipline and order in the classroom and the school system to protect the students from the conditions harmful to learning, health and safety;
4. Conduct professional business in such a way that they do not expose the students to unnecessary embarrassment or disparagement;
5. Not for reasons of race, color, creed, sex, national origin, marital status, political affiliation, or family, social, or cultural background exclude any students from participation in or deny them benefits under any program, nor grant any discriminatory consideration or advantage unless otherwise required by federal guidelines, regulations, or programs;
6. Not use professional relationships with students for private advantage;
7. Keep in confidence information that has been obtained in the cause of professional service, unless disclosure serves professional purposes or is required by law;
8. Not tutor for remuneration students assigned to their classes unless no other qualified educator is reasonably available;
9. Shall maintain professional relationships with students in a manner which is free of vindictiveness and recrimination.

**24:08:03:02. Obligations to the public.** In fulfilling their obligations to the public, educators shall:

1. Not misrepresent an institution or organization with which they are affiliated,
2. Not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions;
3. Not interfere with a colleague's exercise of political and citizenship rights and responsibilities;
4. Not use institutional privileges for private gain or to promote political candidates or partisan political activities;
5. Accept no gratuities, gifts, or favors that might impair or appear to impair professional judgment, not offer any favor, service, or thing of value to obtain special advantage.

**24:08:03:03. Obligations to the profession.** In fulfilling their obligations to the profession, educators shall:

1. Not interfere with the free participation of colleagues in the affairs of their associations;
2. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
4. Withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
5. Not misrepresent their professional qualifications;
6. Not knowingly distort evaluation of colleagues;
7. Not disparage a colleague before others nor criticize a colleague before students;
8. Provide upon the written request of an educator a written statement of specific reasons for recommendations that lead to the denial of increments or significant changes in employment.

**24:08:03:04. Obligations to professional employment practice.** In fulfilling their obligation to professional employment practices, educators shall:

1. Apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications;
2. Apply for a specific position only when it is known to be vacant, and shall refrain from underbidding or commenting adversely about other candidates;
3. Not knowingly withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
4. Give prompt notice to the employing agency of any change in availability of service; and the employing agent shall give prompt notice of change in availability or nature of a position;
5. Adhere to the terms of a contract or appointment unless the contract has been substantially altered without consent of the affected parties, legally terminated, or legally voided;
6. Conduct professional business through channels that have been adopted by the employing agency, when available;
7. Not delegate assigned professional responsibilities to unqualified personnel;
8. Permit no commercial exploitation of their professional position.

## **Professional Ethics**

Substitute teachers, as part of the educational profession, are expected to follow the Code of Professional Ethics, which has the effect of law for South Dakota teachers.

Substitute teachers are expected to keep all matters concerning students, their grades, their conduct, or their personal problems confidential. Concerns about personnel or procedures should be discussed with the administrator in charge.

## **School District Policy FILE: GCE – Substitute Teacher Employment**

Substitute teachers shall be employed and assigned so as to minimize disruption of the school program in the absence of regularly employed teachers.

Substitute teacher pay rate will be at the rate established by Board action.

The principal is responsible for securing, assigning, and evaluating substitute teachers.

All persons employed as substitute teachers in Meade 46-1 schools shall participate in a conference with one of the district principals or their designees for the purpose of reviewing the *Handbook for Substitute Teachers*.

Each substitute teacher and the principal or designee shall sign a form acknowledging when the orientation occurred.

## **Substitute Teacher Information**

**Certificated:** This means that you hold or have held a South Dakota teaching certificate or hold a four-year college degree.

**Non-Certificated:** This means that you have at least a high school diploma or G.E.D. certificate but less than a college degree.

Whether you are certificated or non-certificated, you must have documentation of the above information on file in the business office.

Pay is differentiated based on certification and hours per day. All schools and positions are 7.5 hours per day except Rural schools (CMCS, Opal, Atall, Hereford, and Elm Springs) which are 8 hours per day. This is based on the MEA Negotiated Agreement wording on a teachers daily hours.

The pay structure is based on the number of days you substitute in a given school year. Once you reach day 11, the rate goes to the higher amount for the remainder of the year and will be retroactive to day 1. Once you reach day 46, the rate goes to the higher amount and will remain there for the rest of the school year and be retroactive to day 1. Partial days will be prorated, so two half days will equal one full day towards this scale. This is only for teaching sub days, not food service, secretarial, or paraprofessional jobs. Those hourly jobs will continue to be paid at the hourly rate of pay those jobs start on the support staff scale.

<b>Number of Days</b>	<b>Non-Certificated Rate (7.5 hours)</b>	<b>Non-Certificated Rate (8 hours)</b>	<b>Certificated Rate (7.5 hours)</b>	<b>Certificated Rate (8 hours)</b>
1-10	\$90	\$95	\$105	\$111
11-45	\$100	\$106	\$120	\$127
46 – beyond	\$120	\$127	\$140	\$148

\*Wages updated at August 3, 2020 board meeting

### **Assignment Calls**

Assignments will be made through the office of the principal of each administrative unit or through the principal’s designee.

### **Appropriate Dress for Substitute Teachers**

As a district substitute, you are expected to dress as professionally as your teacher counterpart. Your image should communicate workplace ethics. Jeans are worn only on designated days.

Any questions regarding appropriate dress are to be discussed directly with the principal at the designated school site.

### **Responsibility**

Substitute teachers are expected to assume responsibility for the same duties assigned to regular classroom teachers. These responsibilities may include hall duty, lunch duty, playground supervision, bus duty, etc.

Substitute teachers are as legally responsible as the regular teachers for students, equipment, and materials assigned to their care.

### **Compensation**

Substitute teachers assigned to less than a full day will be paid per class period. In order to receive compensation, substitute teachers must sign a district voucher at each school where they teach during a given month. School secretaries retain the voucher in their offices for each month, record each occurrence of substitute work on it, and submit it to the business office at the end of the month. The substitute teachers should maintain their own calendars for verification purposes. Pay periods end on the last day

of each month; consequently, payment will be made on the 21st day of the month after service.

### **School Day**

Substitute teachers will observe the hours specified for regular teachers. Hours for respective administrative units are as follows:

Rural Elementary Schools	8:00 – 3:30	
Whitewood Elementary School	8:00 – 3:00	269-2264
Piedmont Valley Elementary	7:35 – 2:45	787-5295
Sturgis Elementary	8:05 – 3:10	347-2386
Stagebarn Middle School	7:45 – 2:55	787-4172
Sturgis Williams Middle School	8:05 – 3:18	347-5232
Sturgis Brown High School	8:00 – 3:10	347-2686

\*\*It is strongly recommended that the substitute teacher verify the time he/she is to report with the principal's office. Elementary grades may stagger start and release times to reduce congestion.

### **Reporting To An Assignment**

Upon arriving at the school assigned, the substitute teacher should report immediately to the principal's office to receive information about:

1. The teaching assignment, location of classrooms and workrooms, keys, etc.
2. The daily schedule and any unusual activities which may affect it
3. Fire and safety regulations
4. Procedures for handling emergencies
5. Methods of reporting student attendance

In schools where the principal is not present, arrangements will be made to provide the necessary information.

### **Classroom Management**

Following are some "do's" and "don'ts" regarding classroom management.

1. Report in time to become familiar with the physical arrangements and to locate lesson plans, seating charts, and instructional materials.
2. Introduce yourself to the students. Write your name on the blackboard for student reference. Require that students address you as Miss, Ms., Mr., or Mrs.
3. Keep accurate records of daily attendance, tardies, transfers, and withdrawals. Record lost and found money and articles and the names of students involved.
4. Follow the plan prepared by the regular teacher insofar as possible. If you are unable to do so, contact the principal, or designee, who will direct you as to the

proper procedure.

5. Require students to observe standard rules of conduct. Do not allow students to be discourteous, use profanity, or behave in any way that disrupts the orderly conduct of learning.

Refer disruptive students to the principal's office. Under no circumstances are substitutes permitted to use corporal punishment or physical contact in any form as a means of disciplining a student.

However, a substitute teacher may use physical restraint when, in his/her professional judgment, the physical restraint is necessary to prevent a student from doing harm to others or to himself/herself. When so employed, physical restraint shall not be considered a form of corporal punishment.

6. Supervise students at all times. Under no circumstances dismiss students or allow them to leave the school grounds during school hours except with written or oral permission from the principal's office (administration or staff).
7. Do not allow anyone, including parents, to interview students or take them out of class except with written or oral permission from the principal's office (administration or staff).
8. If an accident occurs, contact the school office immediately. If a student becomes ill, refer the student to the school office. Require one or two other students to accompany an ill student to the office.
9. Do not divulge information in the teacher's grade book to anyone.
10. Do not send notes or make telephone calls to parents of students without approval from the principal.

### **Completing an Assignment**

Upon completing an assignment, complete the Substitute Teacher's Report form. Copies of the forms for elementary schools and for secondary schools are included in this handbook. Please use them as your master copies.

Inform the regular teacher of any unusual situations, incidents, or problems. Include positive observations whenever you can. When possible, check seatwork or other student work.

Before you leave, complete all preparations for the next day, with all books, supplies, materials, and equipment in order.

Report to the principal's office to return keys and other materials and to ascertain if you are to return the following day.



## **Appraisal**

Upon returning to the classroom, the regular teacher will complete a form appraising the work of the substitute teacher and will submit the appraisal to the principal. A copy of the appraisal form is included in this handbook.

## **Thank You**

We are grateful for your willingness to accept the responsibilities of substitute teaching. We assure you that we will do all that we can to help you.



**“To Build Knowledge and Skills for Success Today and Tomorrow”**

File: GBED\*

**USE OF ALCOHOL AND OTHER DRUGS BY EMPLOYEES**  
**(DRUG-FREE WORKPLACE POLICY)**

The District prohibits the unlawful manufacturing, distributing, selling, dispensing, possessing, using, or being under the influence of alcohol and/or other drugs in the workplace.

Any employee who violates this policy will be subject to disciplinary action which may include dismissal and referral for prosecution. It shall be a condition of employment in the District that each employee must abide by the terms of this policy and shall notify the Superintendent of any criminal alcohol and/or drug statute conviction for any alcohol and/or drug violation no later than five (5) days after conviction. Within thirty (30) days after receipt of such notification, one of the following actions shall be taken:

- a) Appropriate personnel actions, including possible suspension or termination.
- b) Requiring the employee to participate satisfactorily in an alcohol and/or other drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency. An employee who requests assistance shall be provided a listing of the regional treatment facilities or agencies to assist him/her in their choice of a service provider.
- c) Possible referral for prosecution.

A copy of this policy will be provided to each new employee and will be incorporated into all employee handbooks.

All convictions of employees for violating any criminal drug statutes shall be reported to the federal agencies that provide grants to the District, as required by law.

When an on-duty staff member has consumed alcohol off school property and/or before a school activity, the staff member will not be allowed on school property or to participate in school activities. Staff members who violate this regulation will be subject to the same disciplinary sanctions as for possession or consumption on school property.

**Reasonable Suspicion**

A. The District may request an employee to undergo drug and alcohol testing if there is a reasonable suspicion that the employee is under the influence of, or has drugs or alcohol in

his or her system during work hours. There shall be no random testing. Circumstances which constitute a basis for determining a reasonable suspicion may include, but are not limited to:

1. A pattern of abnormal or erratic behavior which is so unusual that it warrants summoning a supervisor, department head, or someone else for assistance.
2. Information provided by a reliable and credible source with personal knowledge.
3. Direct observation of drug or alcohol use.
4. Presence of the physical symptoms of drug or alcohol use, i.e., glassy or bloodshot eyes, alcohol odor on breath, slurred speech, poor coordination and/or reflexes.
5. The possession of substances in violation of the District's drug and alcohol policy.

B. The employee may be asked to submit to blood and urine testing by a qualified medical physician or hospital at District's expense and on District's time. A group representative may be present during the discussion if the employee so requests. Prior to testing, the administrator or supervisor shall secure a signed release statement from the employee to have the hospital/physician release medical information to the District.

The employee who refuses to consent to a drug and alcohol test when reasonable suspicion of drug or alcohol use has been identified may be subject to disciplinary action based upon the facts and circumstances that led to the reasonable suspicion.

C. A positive result from the drug and/or alcohol analysis may result in disciplinary action. The District retains the right to discipline and terminate from employment any employee testing positive for drug/alcohol use, without first having to offer that employee an opportunity for treatment or rehabilitation.

D. Supervisors are required to detail in writing the specific facts, symptoms or observations which form the basis for their determination that a reasonable suspicion existed to warrant the testing of an employee.

### **Testing Procedures**

Drug/alcohol testing will be done within two hours or as soon as possible following request for testing.

Urgent Care of the Black Hills has been selected to provide drug/alcohol testing. The selection of a single laboratory will insure one standard chain of custody procedure and consistency of processing throughout the District. The District may use its discretion to select an alternate laboratory if it feels Urgent Care of the Black Hills cannot meet the requirements of the testing.

The administrator, supervisor, or school liaison officer will escort the employee to the Urgent Care of the Black Hills or alternate facility for testing. If after testing the employee is deemed unfit to continue working, he/she will be suspended pending further investigation and the results of the drug/alcohol testing.

The results of such testing shall be given to the Office of the Superintendent. The Superintendent and the administrator or supervisor will meet with the employee to discuss the situation, test results, and future actions.

Nothing contained herein shall prohibit the District from requiring an employee to submit to a portable breath test and/or a blood test in the case of suspected alcohol use.

The employee may request that re-testing be done at a facility of his/her own choosing. Such re-testing must be done on the same sample as was originally tested and at the employee's own expense.

Any attempt to falsify test samples or results shall be grounds for immediate dismissal.

### **Confidentiality**

Information obtained on individuals as part of the drug screening test or pursuant to this policy will be disclosed only to those persons having legitimate need for it. Medical records pertaining to drug or alcohol use are confidential, and access to such records shall be in accordance with the District policy. Medical records are not kept in the personnel file.

LEGAL REF.:           Public Law 100-690 (Drug-Free Workplace Act of 1988)

## SEXUAL HARASSMENT

\*You may review entire policy at the Meade school website

- I. It is the policy of Meade School District 46-1 to maintain a learning and working environment that is free from sexual harassment. It shall be a violation of this policy for any member of the Meade 46-1 staff to harass another staff member or student through conduct or communication of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other students through conduct or communications of a sexual nature as defined in Section II.
- II. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical contact of a sexual nature when made by a member of the school staff to a student, a member of the school staff to another staff member, a student to another student, or a student to a staff member. Such behavior constitutes sexual harassment when any of the following statements apply:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
  - b. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual;
  - c. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or educational environment.
- III. Sexual harassment, as set forth in Section II, may include, but is not limited to, the following:
  - a. Verbal harassment or abuse
  - b. Pressure for sexual activity
  - c. Repeated remarks to a person with sexual or demeaning implications
  - d. Unwelcome touching
  - e. Suggesting or demanding sexual involvement accompanied by implicit or explicit threats concerning one's grades, job, etc.
- IV. Any person who alleges sexual harassment by any staff member or student in the District may contact the Title IX Coordinator, Jeff Ward, at 605-347-4454 and use the procedure detailed in the Title IX policy (File GBMA\*) or may complain directly to his/her immediate supervisor or building principal. In the event that the complaint is filed directly with the immediate supervisor or building principal, the immediate supervisor or building principal shall conduct a timely investigation into the matter and shall report the results of the investigation to the Superintendent.

Any subsequent action taken shall be consistent with the results of the investigation and with Section V of this policy should the charges be substantiated. Filing of a Title IX grievance or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments. The right of confidentiality, both of the complainant and of the accused, will be respected, consistent with the District's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

- V. A substantiated charge against a staff member in the District shall subject such staff member to disciplinary action, up to and including discharge. A substantiated charge against a student in the District shall subject that student to disciplinary procedures.
- VI. This policy will be reviewed on an annual basis with all employees and students in each administrative unit and incorporated into teacher and student handbooks. Failure to comply with this policy may result in termination of the cooperative agreement. Information on the prevention of sexual harassment will be provided to teachers and students in all schools as needed.

LEGAL REF: South Dakota Executive Order 81-08 "Sexual Harassment"  
Title VII of the Civil Rights Acts of 1964  
Title IX of the 1972 Education Amendments

**GRIEVANCE PROCEDURE FOR TITLE VI, TITLE IX, TITLE X, Part C, SECTION 504, ADA, AND AGE DISCRIMINATION ACT**

Any person who believes that Meade School District 46-1 or any part of the school organization has inequitably applied the principles and/or regulations of Title VI, Title IX, Title X, Part C, Section 504, ADA, or the Age Discrimination Act may file a grievance. The District coordinators for each of these programs are Title VI and Title IX—Jeff Ward, 605-347-4454; ADA—Brett Burditt, 605-347-2523; Section 504—Deb Wilburn-Kerstiens 605-347-4770; and Title X, Part C—Chrissy Peterson, 605-347-4770. The grievant should contact the appropriate coordinator to initiate the grievance procedure.

The grievant first shall discuss the alleged grievance informally with the coordinator, who shall investigate the complaint and reply to the grievant within five (5) business days. If the reply is not acceptable, the grievant may initiate formal procedures according to the following steps:

**LEVEL I -- The grievant shall submit a written statement of the grievance to the coordinator within five (5) business days of the receipt of the reply to the informal complaint.**

The coordinator, within five (5) business days of receipt of the written grievance, shall require the employee or group who allegedly committed the grievance to submit a written grievance answer to the coordinator. Such answer shall a) confirm or deny each fact alleged in the grievance; b) indicate the extent to which the grievance has merit; and c) indicate acceptance or rejection of any desired redress specified by the grievant, or outline an alternative proposal for redress.

Within ten (10) business days of the receipt of the written grievance, the coordinator shall submit a written reply to the grievant.

**LEVEL II --- If the grievant is not satisfied with the resolution of the grievance at Level I, he/she may submit a written statement of appeal to the Superintendent within five (5) business days of receipt of the written reply of the coordinator. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the grievant within ten (10) business days.**

**LEVEL III -- If the grievant remains unsatisfied, he/she may submit a written statement of appeal to the School Board within five (5) business days of receipt of the written reply of the Superintendent. The School Board shall meet with the concerned parties and/or their representatives no later than the next regular School Board meeting following receipt of the appeal. A copy of the Board's disposition of the appeal shall be sent to the grievant within ten (10) business days of the meeting.**

**LEVEL IV -- If the grievant still is not satisfied, he/she may appeal to the Kansas City Office, Office for Civil Rights, US Department of Education, 8930 Ward**

**Special provisions:**

- 1) A grievance must be filed within forty-five (45) days after the occurrence that gave rise to the grievance. If the grievance is not filed within this time limit, it shall be considered null and void.**
- 2) If the grievant fails to appeal from Level I to Level II or from Level II to Level III within the specified time limits, the grievance shall be considered null and void. If the coordinator or the Superintendent fails to reply within the specified time limits, the grievance shall automatically advance to the next Level.
- 3) The grievant has the right to be represented at his/her expense by knowledgeable persons, organizations, or groups of his/her selection at any point during the initiation, filing, or processing of the grievance. The coordinator shall provide help in identifying such knowledgeable persons or groups.
- 4) The District shall provide assistance to the grievant, including access to copies of the regulations, related guidelines, memoranda, and other relevant materials supplied to the District by the Federal government, and access to public grievance records. In addition, the coordinator and designated representatives shall provide consultation and assistance in the interpretation of such information and the use of the grievance procedure.
- 5) The grievant and the District shall jointly determine whether any grievance hearing or other grievance procedure shall be open to the public or open only to participants.
- 6) No person shall be subject to discharge, suspension, discipline, harassment, or any form of discrimination for having utilized or having assisted others in the utilization of this grievance procedure.
- 7) It should be understood that a complaint can be made to the Office for Civil Rights without following the District's grievance procedure, but the grievance procedure provides a method for getting a prompt and equitable resolution of a complaint.

LEGAL REFS.: Title VI of the Civil Rights Act of 1964  
Title IX of the Education Amendments of 1972  
Title X, Part C – McKinney-Vento Homeless  
Education Assistance Improvements Act of 2001  
Section 504 of the Rehabilitation Act of 1973  
Title II of the Americans with Disabilities Act of 1990  
Age Discrimination in Employment Act of 1967

Reviewed March 11, 2008  
Revised January 17, 1995, Revised July 10, 1989  
Revised July 14, 1986, Adopted June 22, 1976



(This form should be filled out by the classroom teacher and available to you in a substitute folder.)

### CLASSROOM MANAGEMENT INFORMATION – CMA

SCHOOL \_\_\_\_\_ REGULAR TEACHER \_\_\_\_\_

DATE \_\_\_\_\_ PRINCIPAL \_\_\_\_\_

The following information is made available to help the substitute teacher become acquainted as quickly as possible with the procedures followed in this school. At the conclusion of an assignment, please return this form to the office.

PROGRAM:

Period	Room	Bell Schedule	Subject/Text	Students who can assist

For additional teaching assistance consult:

\_\_\_\_\_ In Room \_\_\_\_\_

(This form should be filled out by the classroom teacher and available to you in a substitute folder.)

### CLASSROOM MANAGEMENT INFORMATION – CMB

TEACHER \_\_\_\_\_ CLASS \_\_\_\_\_ ROOM \_\_\_\_\_

1. Routines for getting the day started  
(Note special routines involving opening exercises, reading announcements, hearing student reports, etc.)

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2. Routines for handling requests by students:  
(Indicate any special rules you have for granting permission to change seats, go to the library or lavatory, sharpen pencils, etc.)

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3. Routines for classroom chores:  
(Indicate your system of assigning tasks such as passing out papers, collecting papers, rearranging furniture for group or project work, putting classrooms in order, etc.)

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4. Routines for major breaks in the school day:  
(Indicate what you do to get students ready for recess, lunch period, specialist teachers (music, physical education), for resuming class in the afternoon, for assemblies, for closing exercises, etc.)

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5. Describe below any other routines that students follow. Explain procedures that seem to work well in dealing with problems presented by specific students.

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(This form should be filled out by the classroom teacher and available to you in a substitute folder.)

### CLASSROOM MANAGEMENT INFORMATION – CMC

SCHOOL \_\_\_\_\_ REGULAR TEACHER \_\_\_\_\_

CLASS \_\_\_\_\_

The following information is made available to help the substitute teacher become acquainted as quickly as possible with special problems and abilities of students and with procedures for grouping and for class activities.

#### PUPILS WITH SPECIAL PROBLEMS

Hearing \_\_\_\_\_  
\_\_\_\_\_

Speech \_\_\_\_\_  
\_\_\_\_\_

Vision \_\_\_\_\_  
\_\_\_\_\_

Reading \_\_\_\_\_  
\_\_\_\_\_

Emotional \_\_\_\_\_  
\_\_\_\_\_

Other (Please specify) \_\_\_\_\_  
\_\_\_\_\_

#### STUDENTS EXCUSED FROM SOME PART OF REGULAR INSTRUCTION BECAUSE OF SPECIAL ABILITY

STUDENT \_\_\_\_\_ INDEPENDENT STUDY \_\_\_\_\_

STUDENT \_\_\_\_\_ INDEPENDENT STUDY \_\_\_\_\_

Explain any other instructional techniques, e.g. giving individual assistance, which seems to benefit specific students.

(This form will be filled out by the classroom teacher and submitted to the principal's office.)

### APPRAISAL OF SUBSTITUTE TEACHER

Name of Substitute \_\_\_\_\_

School \_\_\_\_\_

Dates Taught \_\_\_\_\_

\_\_\_\_\_ **Superior.** Thoroughly capable and dependable.

\_\_\_\_\_ **Good.** Services satisfactory. No outstanding strengths or weaknesses.

\_\_\_\_\_ **Fair.** Recommend for emergency assignment only.

\_\_\_\_\_ **\*Unsatisfactory.** Should not be assigned in the future.

\_\_\_\_\_ **Insufficient data.**

\*Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*Comments Required \_\_\_\_\_

\_\_\_\_\_  
Appraising Teacher

(File this form in the principal's office.)

(This form may be duplicated and is for your use in providing a report of the events that occurred while you were a substitute.)

**MEADE SCHOOL DISTRICT  
SUBSTITUTE TEACHER'S REPORT  
Elementary Schools**

\_\_\_\_\_ School

Date \_\_\_\_\_ Name \_\_\_\_\_ Substituting for \_\_\_\_\_

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Work Covered

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Assignment

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General Comments

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Pupils Absent

(This form may be duplicated and is for your use in providing a report of the events that occurred while you were a substitute.)

**MEADE SCHOOL DISTRICT  
SUBSTITUTE TEACHER'S REPORT  
Secondary Schools**

\_\_\_\_\_ School

Date \_\_\_\_\_ Name \_\_\_\_\_ Substituting for \_\_\_\_\_

Period Room Subject	Work covered and Assignment Made	Remarks	Names of Absentees