

Lompoc Unified School District

1301 North "A" Street

Lompoc, CA 93436



HANDBOOK

FOR

SUBSTITUTE

TEACHERS

Revised March 2023

BASIS FOR SALARY

METHOD OF PAYMENT

Pay Period

- The pay period is from the 11th of one month to the 10th of the next month. Substitutes are paid on the last working day of each month.
- Payroll Direct Deposit is available. Please complete the form in your packet. Pay special attention to Coast Hills Credit Union requirements.
- Direct deposit will be posted to your designated account(s) on the last working day of the month. (You will receive a pay warrant for the first month while direct deposit is being set up.)
- Pay warrants and pay stubs will be mailed to the address of record. Please notify H.R. of address changes as soon as possible.

Time Sheets

Upon initial assignment to a school in each pay period, the substitute should initiate a Time Sheet. The form should be completed and left with the school secretary. If the substitute returns to that school during the pay period, he/she is required to add the time to the same Time Sheet. The school administrative assistant will submit your Time Sheet to Payroll Services by the 10th of the month, or the last working day before the 10th.

Deductions

- Income tax is deducted from each warrant. This amount varies according to the withholding certificate (W-4) completed by the substitute at the time of employment. It also varies with the amount earned.
- If you wish to change the withholding, a revised withholding certificate (W-4) must be filed with Payroll Services.
- Medicare will be deducted at the rate of 1.45% of gross pay.
- Retirement will be deducted, if you are a member of the California State Teachers' Retirement System.
- SISC Defined Benefit Plan, will be deducted if you are a member of the SISC Defined Benefit Plan.

**LOMPOC UNIFIED SCHOOL DISTRICT
Rate of Pay for Substitutes**

Board Approved: **June 14, 2022**

Effective July 1, 2020 the daily rate of pay for substitutes shall be \$170 per day.
Substitutes for Special Education classes will receive \$210 per day.

| Substitute Teachers | General Ed Rate of Pay | | Special Ed Rate of Pay | |
|---------------------|------------------------|--|------------------------|--|
| | Hourly Rate | Daily Rate | Hourly Rate | Daily Rate |
| Elementary | \$28.33 per hour | \$170 (\$85.00 min. per day) | \$35.00 per hour | \$210 (\$105.00 min. per day) |
| Secondary | \$24.29 per period | \$170 (\$72.86 three-period minimum per day) | \$30.00 per period | \$210 (\$90.00 three-period minimum per day) |

During minimum days, substitute teachers will be paid for actual hours worked.

Secondary school assignments include the absent teacher's preparation period. The principal or designee is responsible for providing substitutes with a specific assignment during the absent teacher's prep period.

Long Term Substitutes:

- May be required to do parent/teacher conferences
- May be required to do lesson planning
- When a substitute teacher serves for more than 20 consecutive working days for the **same teacher**, starting with the first day, the substitute rate of pay shall be \$200.00 per day.
- When a substitute teacher serves for more than 20 consecutive working days for the **same Special Education teacher**, starting with the first day, the substitute rate of pay shall be \$240.00 per day.

ASSIGNMENT PROCEDURES

SUBSTITUTE EMPLOYEE ABSENCE MANAGEMENT

SUBSTITUTE LIST

Human Resources will maintain a list of qualified teachers who will serve as substitutes. From this list, day-to-day substitutes will be chosen, as well as those who may serve for several consecutive days or even weeks.

Substitute teachers are called on an as-needed basis. It is impossible for the District to guarantee definite assignments or any frequency of assignments. Employment with the District means that you have agreed to make yourself available and to serve as needed.

Information is maintained by the Substitute Employee Absence Management System as to your availability, grade level preference and geographic area preference. The system records all contacts with you including each teaching assignment accepted and declined. A record is also kept of the number of times an attempt has been made to contact you and has been unsuccessful.

ASSIGNMENTS

The substitute desk is maintained through Human Resources and is operative 24 hours a day to receive requests for substitute teachers. The telephone number to access the substitute employee absence management system is 1-800-942-3767 and the web address is <https://www.aesonline.com/login2.asp>. The Help Desk number is 805-742-3323.

Assignments will be made as soon as possible. The system calls substitutes for same day assignments between 5 a.m. and noon each school day. Calls for next day assignments and up to 30 days in advance are made between 5 p.m. and 9:30 p.m. Sunday through Friday evenings. A substitute may call or access the system at any time to see if there are positions available.

You must receive a job number for a job to be assigned.

At times, a teacher may become ill during the day. The cheerful acceptance of a last minute, half-day assignment is always appreciated.

Assignments are made ONLY through the substitute system procedures. Substitutes arriving for an assignment without a job number do so at their own risk. Only a job number guarantees an assignment.

TELEPHONE PROCEDURES

Answer the phone in person or arrange to have a reliable person take a message for you. ***You are responsible for any transactions with the substitute system that require your username and password - do not give it to anyone without accepting those terms.***

A substitute will be provided the name of the school, the name of the teacher absent, the start and end times/dates, and the grade or subject assignment when contacted by the substitute system.

Whenever possible the same substitute teacher will be assigned to the class for the total absence of the regular teacher.

Procedures for accepting a job are contained in the **Reference Guide** or by contacting the Help Desk (805-742-3323) if you have any questions.

YOU MUST OBTAIN A JOB NUMBER FOR THE ASSIGNMENT.

REPORTING TO THE SCHOOL

The substitute system will provide the starting time of your job, unless a late assignment is made. You should arrive **20 minutes** prior to the beginning of class. Should you be more than 15 minutes late, the School Administration at their discretion, may declare a “NO SHOW” and request another sub from the substitute system.

If you receive a late assignment, you should report as promptly as possible. Please take a moment to call the Help Desk (805-742-3323) so the Operator can relay information to the school regarding estimated arrival time. *Keep in mind that if the substitute system is calling you for a job that has already begun, the school is in great need of a substitute. Feel free to call the Help Desk if you need to make special arrangements.*

Immediately upon arrival, you should report to the school office to receive your assignment and instructions.

TIME ON DUTY

Substitute teachers, like all certificated employees, are expected to be available for work and special assignments. Substitutes are expected to adhere to the schedule of the regular classroom teacher in order to complete records, mark papers, confer with pupils, and to plan the next day's work if there is likely to be another assignment with the same class. Substitutes are expected to carry out all the assignments from the principal and to attend all building meetings.

Substitutes shall report for assignments **20 minutes** prior to class commencing and may leave at the conclusion of the regular teacher's day, **INCLUDING PREPARATION PERIOD**, provided that all work assignments for the day are complete.

SUBSTITUTE EMPLOYEE ABSENCE MANAGEMENT SYSTEM

The operator for the Help Desk is available on workdays from 7:30 a.m. to 4:30 p.m. at 805-742-3323. Please leave a detailed message (voicemail is available 24 hours a day) if you do not reach the operator, your call will be returned as soon as possible.

The substitute-automated system is available 24 hours a day at 1-800-942-3767.

Additional information for entering absences and selecting jobs can be found at:

<https://www.aesoponline.com/login2.asp> or <http://help.frontlinek12.com/AESOP/>

RESPONSIBILITIES OF THE SUBSTITUTE

It is expected that substitute teachers will:

- assume the same responsibility as the regular teacher for the pupils, equipment, and materials assigned to their care. Any written assignments the substitute develops for students should be corrected by the substitute and left for the teacher.
- long term substitutes may be required to conduct parent/teacher conferences and develop lesson plans.

- endeavor to preserve the regular routine of the classroom, perform all the duties expected of the regular teacher, and **follow the plans** given by the regular teacher. Avoid going beyond the assignment for the day.
- obtain, review, and follow the procedures for discipline and parent contacts at each school site.
- consult with the principal before making parent contact or arranging for parent conferences.
- confer with the principal concerning the advisability of calling or visiting the regular teacher if the substitute assignment is for more than one day.
- use good judgment and give careful consideration to proper attire while carrying out professional duties. Such attire shall be appropriate for the professional position the teacher holds in the school and community. Some positions require a specific dress code for safety reasons.
- exercise care in expressing personal reactions and opinions concerning the school and the classroom operation. Refrain from criticizing the regular teacher and from discussing with students or other teachers the reasons for the regular teacher's absence.

WHEN REPORTING TO THE SCHOOL:

- sign in at the principal's or assistant principal's office. Obtain your assignment sheets, map of the school, and any keys needed. Check on the bell schedule.
- clarify any points in question. Make sure you understand your duties. Ask if there are extracurricular assignments in addition to the academic schedule.
- check the regular teacher's mail box. There may be call slips for students, urgent messages, and/or bulletins.
- you may be expected to read the daily bulletin if the school does not have a public address system. Check on the scheduled time.

ATTENDANCE ACCOUNTING

Be sure that you understand the Lompoc Unified School District attendance accounting procedures. It is essential that attendance figures be accurate. This is state mandated. The site will have specific attendance instructions. Please follow the instructions carefully.

PLEASE CONSULT THE ATTENDANCE CLERK IF YOU HAVE ANY QUESTIONS REGARDING ATTENDANCE ACCOUNTING PROCEDURES.

DISCIPLINE

Classroom management is one of the most important responsibilities of the substitute. A positive approach is recommended. Such things as a pleasant, happy attitude, a warm feeling for the students, a respect for others, the practice of courtesy, and a sense of humor will do much to build a pleasant room atmosphere. Maintaining the familiar routine, as much as possible, and the carrying out of well-planned and appropriate activities will do much to hold the interest of the students and will eliminate, or reduce, many discipline problems. If a student should become too difficult a problem, confer with the principal; it is essential that the welfare of the entire class not be jeopardized. **Corporal punishment shall NOT be used by anyone.** Students should not be kept after school without the approval of the principal; neither should they be deprived of recess. Notes are to be sent home only with the approval of the principal.

CORPORAL PUNISHMENT

Teachers shall NOT administer corporal punishment. Serious infractions of rules should be reported to the principal who will take whatever action is deemed necessary. Any other form of punishment should have prior approval of the principal.

SOME SUGGESTIONS TO START THE DAY

- Stand at the door when the students are entering or leaving the room. Once the students arrive in the room you will need to establish rapport as quickly as possible.
- Have your name written on the board and explain that you are to work with them during their teacher's absence.
- Make use of the seating chart and learn the names of as many students as you can.

ROOM ENVIRONMENT

Keep and leave the room in good order. Use supplies and materials carefully. Use the last five minutes of the day for room cleanup and evaluation of the day's activities. Leave the room in readiness for the next day.

ROOM SAFETY

If you are given a key, lock the door whenever leaving the room. **DO NOT** give your key to a student.

TO WHOM RESPONSIBLE

The substitute is directly responsible to the school administrator in charge of substitutes. Keep the principal informed of any problems relating to pupil health, discipline, or scholarship.

PUPIL AUTHORIZATION TO LEAVE SCHOOL (Elementary and Middle)

No pupil is permitted to leave school without written authorization by the principal.

SCHOOL RECORDS

School records are confidential and should be treated in a professional manner. Individual students, teachers, or school situations should not be discussed outside of school personnel.

INCLEMENT WEATHER

Special instructions regarding recesses and lunch periods on days with inclement weather will be issued by each school.

TITLE IX/REHABILITATION ACT OF 1973

No person...shall, on the basis of sex or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under the educational program or activity receiving Federal financial assistance.

LEAVING THE CLASSROOM

- Lock the door any time you must leave your classroom. Never give the keys to a student.
- Correct all written work assigned and leave it for the regular teacher.

- A brief report on how the day went is extremely helpful. A notation on the behavior of students, good or bad, should be included.
- During the last five minutes of any class period, supervise cleanup. See that the floor is not littered, books and supplies put away. You are expected to leave both the desk and your classroom neat.
- Close and lock the windows as well as the door at the end of the day. Relock any cupboards you unlocked. Supplies belonging elsewhere in the building should be returned. Be sure to leave essentials in order.
- Sign out at the school office and **return keys** to the administrative assistant.
- Complete your time sheet and leave it with the school administrative assistant.

GENERAL INFORMATION

- Other than school officials, no names or addresses of students will be furnished to anyone.
- No advertisements are to be read or distributed. Agents for books, magazines, etc., shall not be permitted by the substitute teacher to canvass or sell in the classroom unless the representative is authorized, in writing, from the administration.
- Substitute teachers are allowed to send pupils on errands within the school premises. However, first check the school's procedures regarding hall passes and interrupting other classrooms. Do not send students on errands off the school grounds.
- Pupils are not allowed to do the following:
 - leave the school without permission from the office.
 - leave the room without permission of the teacher.
 - be in the classroom unless the teacher is present.
 - move heavy equipment.
- Accident Reports: Give exact details and names of witnesses of any accident brought to your attention. A regular form for this is in the office. Ask for assistance. Names and addresses of witnesses are required.
- Pupil Illness Procedure: Check the school's procedure regarding admission of students who have been absent. Report any communicable diseases to the nurse. When you send an ill student to the nurse or the office, completely fill out a permit in ink with name, date, time of departure, room number, destination, and the name of the regular classroom teacher followed by your initials. When a student is too sick to go alone, include the name of the student assisting him/her on the same slip, or on a separate one.
- Child Abuse Reporting: In accordance with Penal Code 11165 through 11174 and District Policy 7141.4, it is the obligation of child care custodians who observe a condition which might cause a reasonable person to suspect child abuse to report it to the appropriate child protective agency immediately by phone. In addition, the employee will be required to complete and submit a "Suspected Child Abuse Report" within twenty-four (24) hours.
 - The above procedure deals specifically with students of school age through 18 years of age. The requirement to report dependent adult abuse has also been enacted by the Legislature. In the District, these dependent adults will most often be enrolled in special education.

RESPONSIBILITIES OF THE REGULAR TEACHER

DETAILED PLAN BOOK

The teacher's lesson plans, seating charts, and class rolls with other information regarding rooms, extra-curricular activities, etc., should always be accessible either in the teacher's desk or in his/her mail box where they can be obtained without difficulty.

STUDENT HELPERS

Monitors, class officers, and class helpers should be instructed on how they can assist a substitute. A record should be available to the substitute indicating who these pupils are.

PROFESSIONAL NOTATIONS CONCERNING STUDENTS

This is particularly important if the period of substitution is to be extended, or if a serious situation exists. Notations might include: a gifted child, speech problems, those receiving help from guidance personnel, children needing strict control, a very slow child who needs encouragement, those with limited eyesight, someone receiving psychological help, a child with a major hearing loss or special medical problem.

PERSONAL CONTACT

Unless the teacher's illness is so serious as to make contact unwise, the regular teacher should be willing to give necessary information by phone or personal conferences. When absences can be anticipated, invite the substitute to come in beforehand to observe classroom instruction and routine.

UNSATISFACTORY SITUATION

Teachers should recognize the substitute as an essential professional associate. If the regular teacher is dissatisfied with the work of the substitute, they should complete an evaluation of the substitute teacher (form Pers-98a) upon return and submit it to their principal detailing the unsatisfactory performance. Criticism should not be expressed in the presence of pupils or other teachers.

PREPARING FOR THE SUBSTITUTE

Whenever absences can be anticipated, the regular teacher should do everything possible to prepare the students for work with the substitute teacher. Such planning should emphasize helpfulness, consideration, good manners, and behavior.

SPECIAL DUTIES

Have available for the substitute teacher a list of all extra or special duties (playground duty, cafeteria duty, bus duty, lunch money collections, etc.) which your particular assignment involves.

PROCEDURES AND LOCATION OF BOOKS AND SUPPLIES

Where pertinent, indicate location of books, supplies, and the procedure for checking them in and out.

ESSENTIAL ROUTINES

A corner of the bulletin board may be devoted to listing routines that involve students. Items to post: class helpers and duties; lunch count; menu; milk money; other collections; progress charts.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

The school principal and/or a designated person should greet the substitute and provide the following help:

- Schedule of classes and other duties for which the substitute will be responsible.
- Clear, up-to-date instructions and information regarding practices and procedures at the school.
- Current time schedule and map of building and grounds.
- Keys to rooms and cabinets.
- Explanation of bells, fire drills, and civil defense procedures.
- Review any unusual guidance problems in the class and provide suggestions on how to handle them.
- Notify the substitute of any special reports, money collections or programs for the day.
- Point out the lunchroom and services available, the nearest restroom facilities, and the yard areas where duty may be and where the class is to play. A layout of the school showing the location of classrooms, teachers' rooms, yard areas, and duty areas will be found in the front of the teacher's plan book.
- Introduce the substitute to a neighboring teacher whom the substitute can feel free to ask for help or additional information.
- Let the substitute teacher know the rules for student conduct and the manner of handling any special discipline cases that may need to be referred to the office or to detention.
- Give instructional aid and access to curriculum guides for extended assignments.
- Assist in finding the classroom and locating seating charts, roll book, assignments.
- Drop by during the day to see if the class is operating satisfactorily and if any help can be offered (especially on the first day or if the class is difficult).
- Make the substitute teacher feel that he/she is a part of the school and is welcome to the lunchroom and to faculty meetings.

EVALUATION POLICY

The substitute/homebound teacher plays a very important part in the total educational program in the Lompoc Unified School District. Therefore, the District is as concerned with the quality of performance of the substitute/home/hospital teacher as with that of the regular teacher.

BUILDING PRINCIPALS

The building principal may submit an evaluation on:

- long-term substitute teaching assignments.
- when problems are reported.
- at the request of the substitute teacher.
- at the request of Human Resources.

In the event that problems such as classroom management, teacher-pupil relationships, teaching techniques, or professional attitude develop during the substitute's assignment to a school site, the building principal will discuss the problems with the substitute and, if warranted, forward a confirming record to Human Resources.

UNSATISFACTORY SERVICE

On occasion, a substitute teacher may render unsatisfactory service. Building principals are asked to discuss such service with the substitute teacher and then file a written report of the situation with Human Resources (form Pers-98a). At times, such unsatisfactory service may not be discovered until after the substitute has left the school.

A report of unsatisfactory service may constitute grounds for removal from the substitute list.

Education Code 44953 Dismissal of Substitute employees:

Governing board of school districts may dismiss substitute employees at any time at the pleasure of the board.

SERVICES AND OPPORTUNITIES FOR THE SUBSTITUTE

EDUCATION CENTER ADMINISTRATION

Please feel free to ask for assistance from the many departments designed to improve the educational program. Questions concerning employment, certification, and retirement should be directed to Human Resources.

The members of the staff of the Education Support Services are available to advise and discuss with you, problems concerning the instructional program. Appointments for conferences may be made by calling the appropriate office or school.

SUBSTITUTING IN SPECIAL FIELDS

Besides the substitute service in the regular classroom elementary, middle, and high schools, there are areas of special education. These areas encompass classes established to give special attention to children with mental, learning, or physical handicaps. In these special areas, more preparation may be required by the substitute.

Every effort is made by Human Resources to assign, in these areas, only those persons who have a background of training or experience that would make them particularly successful. However, at times of great need, a substitute without special training may be called upon to serve in this capacity. Because of this need, it would be advisable for someone interested in maximum employment to investigate the opportunities in these special fields.

HELPFUL HINTS

Qualities that typify a competent substitute teacher, and those procedures by subs that are the most helpful to the regular teacher, are summarized as follows:

QUALITIES OF A GOOD SUBSTITUTE TEACHER

- A friendly yet firm approach.
- Ability to protect and promote the self-esteem of each student.
- Effective presentation based upon enthusiasm.
- A sincere belief in value of required efforts.
- Ability to receive honest criticism.
- Willingness to listen both to students and administrators.

- Receptiveness to the needs and individual abilities of students.
- Resourcefulness.
- Patience and fortitude.
- Search for greater knowledge which can inspire your students.
- Poise (self-confidence enhances classroom management and builds the students' confidence in your abilities).
- Kindness and courtesy (the wearing of a good "basic" smile is always in style; it speaks a universal language of goodwill).
- Respect for confidentiality for students/school.
- Flexibility.
- Sense of humor (ability to laugh at self).
- One thing found very helpful to substitutes is to plan, with the cooperation of the principals, a visit to the school. It is very important to know the school and the principal and to visit some of the rooms in the subject field in which you will work.
- Prior to service in a school, a careful study of the faculty handbook will be helpful.

CLASS CONTROL

Class control can be a major problem for a substitute. A few simple suggestions will help you establish good class routines, provide for efficient learning situations, and establish mutual respect of teacher and pupils.

- Be patient - it is natural for a class to resent and test a substitute. You represent a change, and change produces insecurity. Patience, understanding, love, and respect will banish distrust.
- Be fair and consistent - your success in class control will depend to a great extent on your degree of fairness and consistent treatment. Students must know what to expect of you, and what you expect in turn. Uncertainty is a breeder of misbehavior.
- Recognize the importance of every child - children are human beings. Treat each child impartially to the best of your ability. Respect children's individual differences. Usually children are not slow "on purpose". They need help, understanding, and encouragement, not lectures. Frustration is a prime cause of poor discipline. Make all personal corrections in private. Avoid ridicule and sarcasm.
- Have materials ready - groups waiting for material can be starting points for discipline problems.
- Be ready for a real problem - in spite of your best efforts, you may have a pupil who is a definite discipline problem. If at all possible, avoid excluding him/her from the group, and **never lay a hand on the student**. As a last resort, refer the student to the principal.
- Watch attention spans - it is important to know when to change activities, when to speed up, and when to slow down.
- Do not leave the group - except for a real emergency, **never leave the group unattended**.
- Take a clinical point of view - seldom, if ever, does a discipline problem involve personal dislike of the teacher. Don't take school problems home with you, and likewise, leave personal problems at home. Don't inflict your frustrations on students. Your tension will only be reflected in the behavior of the students in the room.

- Give students responsibilities - responsibilities suited to their age and understanding help create a sense of belonging. When students feel that they belong, problems are few.
- Be positive - praise what is good far more than you scold what is bad.
- Avoid making threats - not only is this approach negative, but you may place yourself in the position of destroying your whole control through a threat that cannot be carried out.
- Use common sense at all times - this is the greatest rule of all. All the rules, regulations, guides, and directives in the world are no substitute for common sense.
- Keep your sense of humor - every problem is not a tragedy

TEACHING THE LESSON

- Be prepared - the outcome of the lesson, as well as class control, depends largely upon your preparedness. If you substitute for more than one day, you are under the same obligation to plan as the regular teacher.
- Be ready to start - have your materials ready before class. Be sure that the class is listening and do not start until you have the attention of every child in the classroom.
- Motivate the lesson - children need motivation. Remember, however, the primary purpose is to teach, not to entertain. Be brief, set the stage, arouse curiosity, and relate to the previous lesson. This can be done by a question, picture, story, or shared experience.
- Make your presentation clear - what the students gain from the lesson will depend on how well you present it.
- Keep the language on the students' level of understanding.
- Present one point at a time.
- Go from the known to the unknown, the easy to the difficult.
- Stop often and review.
- Do not hesitate to repeat.
- Give students opportunities to ask questions.
- Use your voice to emphasize, maintain interest, change and control tempo.
- Leave time for a summary. All facts and concepts need to be brought together before the close of the lesson. Vary your ways of summation.

ASK GOOD QUESTIONS

Good teaching is a process of drawing out, rather than stuffing in. To do this depends much on your ability to question. A good question is one that:

- asks something you really want to know.
- is concise and expressed well.
- may often require a series of intermediate answers.
- directs and stimulates a student to observe, sends him/her in search of new data.
- guides and stimulates thought, helps with analysis of complex problems.
- gives a student a mind set for what is to follow.

- causes students to formulate new or unexpressed ideas.
- does not call for mere repetition of book material.

QUESTIONS COMMONLY ASKED AND THEIR ANSWERS

1. May I expect help from the principal, teacher, or secretary when I go to a school for the first time and am unfamiliar with its physical arrangement?
Yes. All school principals have been instructed to delegate someone to assist substitute teachers upon arrival at the school.
2. How long am I expected to stay on duty in a school each day?
You are expected to report 20 minutes before the beginning of school and to remain in the building until the regular teacher's duty time is met.
3. Should I expect lesson plans to be left by the classroom teacher?
Yes. Regular teachers are expected to leave complete lesson plans as a guide for the substitute. Sometimes, with sudden illness, the lesson plans will not be as complete because of lack of preparation time.
4. May I expect seating charts for the classes I visit as a substitute?
Yes. Teachers are asked to keep current seating charts for all their classes.
5. Am I expected to handle all regular assignments of the classroom teacher?
Yes. Regular assignments of the absent teacher such as yard duty, cafeteria duty, etc., are handled by the substitute teacher.
6. Is a substitute ever allowed to administer corporal punishment?
No. A teacher should never, under any circumstances, resort to corporal punishment or the threat of corporal punishment. Refer these cases to the site principal.
7. Is it possible for me to find out how my service has been evaluated by the principals?
Yes. You may make an appointment through Human Resources to discuss your service evaluations.
8. Am I encouraged to visit schools and classes when not on duty?
Yes. Substitutes will find visiting schools very helpful. Arrangements should be made with the school principal.
9. Is there any chance that I may be considered for a certificated tutor or teacher position?
Yes. Substitutes who are considered able and qualified, according to the CCTC regulations, will receive consideration. Open positions will be advertised online at www.edjoin.org .
10. Is it acceptable for me to criticize or to complain if I see something I do not like in a school or in a classroom?
Complain only to a school administrator. It is strictly unethical and unprofessional to criticize and complain generally. Remember, you are a professional person. If you were not, you WOULD NOT be on our substitute list.