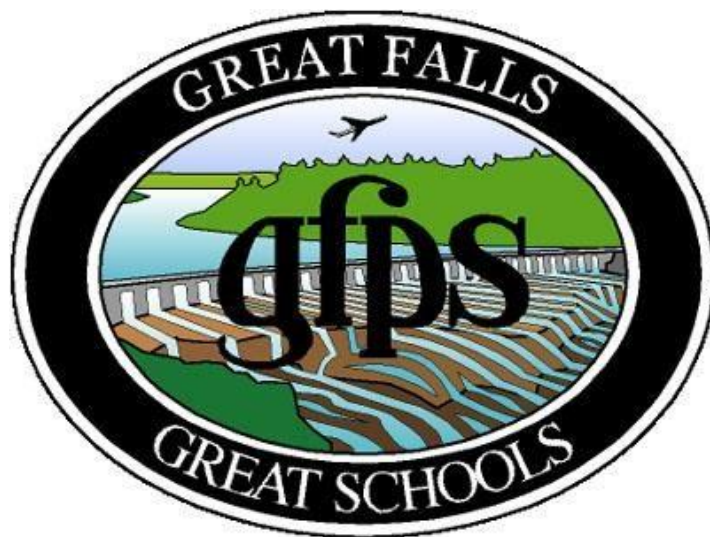


**GREAT FALLS PUBLIC
SCHOOLS
2025-2026
SUBSTITUTE
TEACHER/PARAPROFESSIONAL**



JOB GOAL

To enable each child to pursue a proper education as smoothly as possible
in the absence of the regular teacher.

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JOB DESCRIPTION:

PART TIME SUB/GUEST TEACHER

PURPOSE: A guest/substitute teacher is responsible for providing instruction, managing the classroom environment, and promoting student learning in the absence of the regular classroom teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES. *Other duties may be assigned.*

- Assumes the responsibilities for instructing classes when a teacher is absent.
- Assumes all other responsibilities for that teacher during the time the teacher is absent.
- Prepares lesson plans with assistance, as directed by an administrator, when lesson plans are not available in the classroom.
- Maintains appropriate records including checking test papers, recording grades, student assignments for homework, projects and the necessary clerical work required to maintain student records for a teacher who is absent.
- Provides assistance for students who need special help on those days when no teacher is absent.
- Provides for individualized and small group assistance for students as indicated by lesson plans.

EDUCATION and/or EXPERIENCE:

Bachelor degree and specific endorsement preferred. Education is High school, or GED required.

EMPLOYMENT: Part time; 3.25 or 7.5 hours a day; under 130 hours a month; less than 17 working days a month

LOCATION: District-wide

FULL TIME CORE ROVING SUB/GUEST TEACHER

PURPOSE: A guest/substitute teacher is responsible for providing instruction, managing the classroom environment, and promoting student learning in the absence of the regular classroom teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES. *Other duties may be assigned.*

- Assumes the responsibilities for instructing classes when a teacher is absent.
- Assumes all other responsibilities for that teacher during the time the teacher is absent.
- Prepares lesson plans with assistance, as directed by an administrator, when lesson plans are not available in the classroom.
- Maintains appropriate records including checking test papers, recording grades, student assignments for homework, projects and the necessary clerical work required to maintain student records for a teacher who is absent.
- Provides assistance for students who need special help on those days when no teacher is absent.
- Provides for individualized and small group assistance for students as indicated by lesson plans.

EDUCATION and/or EXPERIENCE:

Montana Educators License preferred. Bachelor degree and Education is High school, or GED required.

EMPLOYMENT: 7.5 hours a day; 5 days per week; 10 months per year

LOCATION: District-wide

SUBSTITUTE TEACHER EXPECTATIONS FROM THE DISRICT

To be shown the room assignment and other facilities that will be used that day (i.e.: lunchroom, restroom, gym, etc.) if new to the building.

Explanation on the individual school's policies and regulations, either written or verbal, regarding:

Opening and closing of school

- Lunch schedules and break time
- Extra duties required of substitutes
- Information unique to that particular school
- Attendance records

Plans for classroom instruction:

- Access to needed material and supplies
- Class list
- Class schedule
- Needs of individual children

Cooperation from the Principal and staff in aiding the Substitute to minimize any loss of instruction. An evaluation of the Substitute's work as the Principal deems necessary.

UPON YOUR ARRIVAL

You can arrive up to 15 minutes prior to the report time. Report to the secretary in the Main Office. You will receive a sub folder in the office, or it will be in the classroom, appropriate keys and/or other materials that you need for the day. They will let you know of any deviations from their standard bell schedule in case we have an assembly or other event planned. Any questions or problems, please call **the Main Office number**. If for any reason you are running late for your sub duty, please call the sub clerk at 406-268-6014.

DUTY DAY

Substitute teachers should report to school and be in the classroom by the report time given by the school. We have early release on Wednesdays. Class times and lunch times are shortened to accommodate the shortened bell schedule. We do not have 7 am (Zero Period) classes on early out on Wednesday's. OPEN periods on your schedule may be spent in an available classroom, the Media Center or in the staff lounge in Main Office.

DUTIES

Specific instructions will be given to you by the school secretary in the Main Office, as to any duties you may have on your schedule. If you finish with regular teaching duties early in the day, please check again with the office for additional supervisory duties to be assigned for the remainder of the day.

END OF DAY

At the end of day report to the secretary in the Main Office. You will need to return all the materials you were given at the beginning of the day as well as the completed **Guest Teacher Classroom Report** to the office.

SUBSTITUTE TEACHER SPECIFIC INFORMATION

THINGS A SUBSTITUTE TEACHER CAN DO FOR THE REGULAR CLASSROOM TEACHER

- Always look and act professionally.
- Follow the lesson plans. Teach, Teach, Teach!
- Leave a COMPLETED Classroom Report with the office staff at the end of the day.
- Do not use names of students when leaving feedback in Frontline.
- Maintain control of the class by maintaining control of yourself. Always use a calm voice.
- Be consistent with existing class procedures.
- Correct work completed by the students during the day.
- Keep accurate attendance reports.
- Enforce strict discipline. Handle discipline problems during the day, call the office for help. If you do not feel comfortable call the office!
- Leave the room clean and orderly.
- Praise the students for their good work.
- Be friendly. Get to know staff and students.

RESPONSIBILITIES, AUTHORITY AND DISCIPLINE

The substitute teacher should assume responsibility for supervision duties of the regular classroom teacher promptly and in accordance with school rules. This may include bus, lunchroom or playground duty, or other duties as assigned by the school principal. The substitute teacher is also responsible for the full schedule of the regular classroom teacher. This includes the classroom day, clubs, study halls, outside duty and any special responsibilities performed by the absent teacher. These duties should be annotated or indicated in the teacher's lesson plans. The substitute is expected to follow the daily schedule of the teacher as closely as possible. If you have any questions concerning your duties and responsibilities, please clarify these with the building principal or school administrator. The substitute is invited to attend faculty meetings and is expected to attend specific meetings at the request of the principal or supervisor.

The substitute teacher is required to report the following matters to the school office or an administrator:

- Personal injury to students or teacher
- Serious illness of any student
- Damage to school property
- Serious discipline problems or infractions of school rules
- Suspected abuse and/or neglect of students-- See "Child Abuse and Mandatory Reporting" section.

The substitute teacher must check with the office or school administrator before:

- Granting a student permission to leave school before the end of the regular dismissal
- Detaining students after dismissal time
- Sending notes or any communications (other than official school notices) to parents

The substitute teacher WILL NOT:

- Use corporal punishment
- Disturb items in teachers' desk or cupboards
- Criticize the regular teacher about his/her materials or methods
- Leave the classroom and students unsupervised during the school day (at any time)
- Call the regular teacher unless you are specifically requested to do so

The substitute teacher is responsible for maintaining effective classroom management/discipline and making the students' experiences as consistent as possible during the absence of the regular teacher. Disruptive student conduct in class is not acceptable. When and if serious problems arise, the substitute should feel free to turn to the building principal or administrator responsible for help. Please be assured that you are asking for the principal's assistance and this does not reflect negatively on your abilities as a substitute teacher. Substitute teachers are not hired as "babysitters" in the Great Falls Public Schools but are expected to teach the regular lessons assigned.

LESSON PLANS AND RELATED RESPONSIBILITIES

Each teacher in the Great Falls Public Schools has prepared lesson plans in duplicate. One copy is kept in the individual teaching station, and the other copy is submitted to the principal's office. If you are unable to locate lesson plans at the teacher's station, you should contact the school's office immediately.

Substitute teachers are expected to correct students' seat work and tests which are given that particular day before signing out.

When substituting at one of the middle schools, you may be part of an interdisciplinary or core team. Checking with the members of the team can be very beneficial in clarifying uncertainties about lesson plans or the class schedule.

While you are entitled to your personal viewpoints, you are directed to follow the lesson plans provided by the teacher and to not share your personal views regarding lesson topics unless it is stated to do so. This is especially true when teaching subject matter that is sensitive in nature (i.e. creationism/evolution; reproductive issues, etc.). The regular classroom teacher is trained in dealing with sensitive areas within the curriculum and in their absence, the Substitute is not to deviate from what is provided as the Substitute is not trained to the same degree.

GENERAL OPERATIONAL INFORMATION

COMPENSATION

Sub Paraprofessional

- \$105 per day

Guest/Substitute teacher

- \$110.00 per day for non-certified/non-degreed substitutes ○
After 40 days- Increase to \$120 per day
- \$130.00 per day for those holding a current Montana teacher license ○
After 40 days- Increase to \$140 per day

Sub Compensation Pay

For all substitute teachers who work a minimum of 25 days in the two-month timeframes listed below will receive \$400 additional compensation:

- September 1 – October 31
- November 1 – December 31
- January 1 – February 28
- March 1 – April 30

For all substitute teachers who work a minimum of 18 days in the timeframe below will receive \$400 additional compensation:

May 1 – June 6

** Para positions do not count towards the 25 days.

LONG-TERM SUBSTITUTE PAY

When the regular classroom teacher has been absent for 35 consecutive days, the substitute will be placed and paid on the teacher salary schedule starting the 36th day. A long-term Substitute Teaching Contract will be issued. The contract then terminates upon the return of the regular teacher. A substitute teacher can do more than one long term assignment during any given school year. Thirty-five consecutive days must first occur for EACH teacher before a contract is issued. All substitutes who teach for more than thirty-five consecutive days in one assignment should have a current Montana teaching license. Any exception must be approved by the Human Resources Director and Cabinet-level Administrator.

PART-DAY SUBSTITUTE PAY

If a substitute teacher is called out for four (4) hours or less, they are paid for one-half day. When they are called out for over four (4) hours, they will receive the full day's pay. A half day for middle school is "regular start time" up to 11:30 AM or from 11:30 AM to "regular end time". A half day for Great Falls High school is "regular start time" up to 11:35 AM or 11:35AM to "regular end time". A half day for CMR High School is "regular start time" up to 11:40 AM and 11:40 AM to "regular end time". A half day for elementary school is "regular start time" up to 12:00 PM or from 12:00 PM to "regular end time". See "HOURS."

PAYDAY

Payroll goes the 1st of the month to the 30/31st of the month and will get paid on the 10th of the month. If payday falls on a holiday or weekend, the last day worked prior to the holiday or weekend will be considered payday.

RETIREMENT PROGRAMS

Substitute Teachers shall participate in retirement programs under the Federal Social Security Act and the Teachers' Retirement System in accordance with state retirement regulations.

ABSENCE MANAGEMANT –Automated Substitute Placement System

Frontline is an automated substitute teacher placement service that allows substitutes to proactively search for and accept jobs online or over the phone. Substitute teachers will be able to search for jobs 24/7, receive calls from Frontline when jobs are available and view their schedule.

CHECK IN/CHECK OUT

All substitute teachers are REQUIRED TO CHECK IN/CHECK OUT at the school's main office each morning and afternoon on EACH day that they substitute.

EVALUATION/FEEDBACK

- Teacher Feedback: Every assignment will be part of your evaluation. Teachers are required to leave feedback in Frontline regarding a substitute's performance in their absence. Teachers will answer a series of questions and rate the substitute's performance from 1-5.

- Substitute teacher feedback: Substitute teachers are required to leave information in Frontline about their experience once a job is completed. Substitutes will answer a series of questions and rate their experience for the day from 1-5.

Substitute Teachers may make a written request to Human Resources to review feedback submitted in Frontline. Since many of our substitutes are also teacher applicants in our District, these evaluations serve as data which may be used in the future employment of regular full-time or part-time teachers as well as for continuous/priority substitute placement. A Substitute may be observed by an administrator while teaching without prior notice.

Building principals will investigate school level complaints concerning substitutes in conjunction with Human Resources as necessary. Substitutes are expected to cooperate with any and all investigations. Substitutes may be requested to meet with the Human Resource Director regarding poor evaluations and/or reported issues.

LICENSURE

Substitute Teachers should be licensed teachers in the State of Montana. However, teaching licenses are not required of short-term substitute teachers, but a minimum of 2 years of college training or equivalent experience is preferred. Substitutes are not permitted to teach beyond thirty-five (35) consecutive days without a valid Montana Teacher License. Licensed substitute teachers will be given preference in placement.

PROFESSIONAL DEVELOPMENT

The District believes that a well-trained and skilled workforce is its most important asset; therefore, the District may provide opportunities for professional development for Substitute Teachers. Substitute Teachers are encouraged to take advantage of these opportunities.

End-of-Quarter Early Outs--There are four early outs scheduled at the end of each quarter and the last day of school. At the end of quarters one, two and three, the District provides substitute teachers inservice at the District Office Building. Those substitutes on a long-term substitute contract stay at their assigned buildings. Student teachers do not attend the substitute training.

TERMS OF EMPLOYMENT

A Substitute Teacher for the Great Falls Public Schools is a temporary position assigned on a day-to-day basis and is not long-term employment. Hours, wages and other conditions of employment are established by the Board of Trustees. Employment can be terminated at any time, with or without cause, and with or without notice, at the option of either the District or the substitute. If the substitute no longer wishes to be a substitute, a resignation should be noted in writing to the Human Resources Office. No representative of the District has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing.

If a Substitute Teacher does not work at least 20 days during the school year that Substitute may be automatically terminated as a Great Falls Public School employee in June.

If a Substitute Teacher does not return the letter of “reasonable assurance” by the set forth deadlines, the Substitute Teacher will be automatically terminated as a Great Falls Public School employee.

PLACEMENT PROCEDURES

SUBSTITUTE CLERK

The substitute clerk is located in the District Office Building at 1100 4th St. S. Our Clerk comes on duty at 6:30 a.m. Monday – Friday when school is in session. If you need immediate assistance, call the main Human Resources Office at 268-6010. SUB CLERK Direct Line: 268-6014

Substitute teacher assignments are generated/delegated through Frontline, an on-line substitute placement system.

TEACHER REQUESTS FOR SUBSTITUTES

Frontline allows teachers to set up a preferred list of subs who would be contacted first and have the ability to view jobs online before their peers.

DAYS THE SUBSTITUTE TEACHER IS UNAVAILABLE TO TEACH

Frontline allows substitute teachers to indicate their unavailability. “Non-Work Days” can be added/changed at any time. We realize that there are times when emergencies arise and substitute teachers are unable to fulfill an assignment. Cancellations of scheduled jobs can only be made by notifying the sub clerk.

SPECIAL EDUCATION PARAEDUCATOR SUBSTITUTES AND PLACEMENT

Special education substitute paraeducators will also be coordinated from the teacher substitute placement desk and done by the Substitute Clerk. Paraeducators support special education students and classrooms. Substitute Teachers may be considered to be a Paraeducator Substitute through a separate application and interview process. Being a Paraeducator Substitute as well as a Teacher Substitute will increase the potential of working and allow the District increased flexibility in placement.

STUDENT TEACHERS AS SUBSTITUTES

Student teachers are encouraged to become substitute teachers during their student teaching experience. Student teachers need to complete the regular District hiring processes to include new employee paperwork. Student teachers may only substitute for their sponsoring teacher while they are student teaching and must be an employee of GFPS in order to be paid for such substituting. The number of days allowed for substituting by student teachers is five (5). Sponsoring teachers must arrange for the student teacher to substitute through the Substitute Clerk. Any more than 5 days must be approved by their University.

PLACEMENT ERRORS

If an error is made in placement which results in the Substitute Teacher ending up at a building with no assignment, the Substitute Teacher should call the Substitute Clerk immediately. The following options are available to the substitute:

- Be directed by the Substitute Clerk to another assignment in a different building;
- Remain at the building for ½ day with assignment to be determined by the building principal or designee; or

- Leave the site immediately after phoning the Substitute Clerk with no compensation.

OTHER INFORMATION

LEGAL ASPECTS OF SUBSTITUTE TEACHING

As with all jobs and professions, there are legalities that must be addressed. The following are some legal responsibilities you should be aware of:

- Supervision of Students - The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly. The standard is the reasonable use of professional judgment for the safety and orderly education of students.
- Due Care and Caution - A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.
- Release of Children - Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without express consent from the office.
- Administering Medication - Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.
- Confidentiality - It is unprofessional and against the law to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.
- Anecdotal Records - Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.
- Discipline Policies – Corporal punishment is against the law in Montana. Corporal punishment in MCA 20-4-302 is defined as: "... knowingly and purposely inflicting physical pain on a pupil as a disciplinary measure".
- Dangerous Situations -A substitute teacher is responsible for making sure the learning environment is safe. This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment.
- Mandatory reporters of child abuse or neglect—See “Child Abuse and Mandatory Reporting” section.

CLASSROOM MANAGEMENT INFORMATION: How to Reach Compliance

Descriptive Requests--Positive requests that describe your desired outcome are better than ambiguous or general requests (i.e., “I need to have you sit in the seat facing forward and look at me” is better than a general, “Please pay attention.”).

Starting and Stopping Requests--A request stated in a positive manner for a student to begin an appropriate behavior is better than one stated negatively to stop the behavior (i.e., “Please start your math assignment.”) Instead of saying (“Please stop arguing with me.”)

Question Statements Sometimes Create Obstacles to Compliance--Using questions rather than direct requests can serve to reduce compliance (i.e., “Would you please sit down?” is not as effective as “I need to have you sit down!”).

Don’t Continually Repeat Requests--It is much better to give the same request only twice rather than repeat it several times.

Up Close and Personal--A request made from up close (within 3 feet) is better than one made long distance (10 feet or across the classroom).

Use Eye Contact--Looking into the student's eyes or asking the student to look into your eyes results in more effective communications.

Don't Hoot and Holler – Demonstrate Restraint--It is much better to respond to undesired behavior in a calm and matter-of-fact manner rather than responding emotionally (i.e., yelling, giving ultimatums, etc.). Make requests using a soft, but firm voice rather than a loud voice. Be considerate of other students, teachers and classrooms around you.

Time is Important--The student should be given time to comply with a request. The wait time should be about 5-10 seconds. While you are waiting, you should not converse with the student. Instead, look at the student, restate the request and wait for them to comply.

Do Not Ignore Compliance--It is always easy to request desired behavior from a student and then ignore the positive result. If you want to see more compliance, then genuinely reinforce it when it occurs.

Don't Ever "Swear To It" --Using profanity will get you nowhere and its use on school grounds will not be tolerated.

RESOURCES FOR SUBSTITUTE TEACHERS ON THE INTERNET

<http://www.gfps.k12.mt.us/>

The Great Falls Public Schools official website. Find our school calendar, school information, names and contacts, what's new, school events, job opportunities, and more.

<http://www.teachers.net>

Has information for teachers and substitute teachers. Spotlights teachers and information on the internet.

<http://www.teachnet.com>

Teacher's Edition Online: Great resource. Lots of everything!

<http://stedi.org/subs/>

Substitute Teaching Institute: To revolutionize the role of substitute teaching into an opportunity for educational excellence, through training, interaction, development of classroom management skills, working knowledge of teacher and district expectations, and "first-hand" experience with a "cross-section" of fill-in activities for both elementary and secondary grade levels.