



# CASA GRANDE ELEMENTARY SCHOOL DISTRICT #4

## Substitute Teacher Handbook

Revised 2022



# **CASA GRANDE ELEMENTARY SCHOOLS SUBSTITUTE TEACHER HANDBOOK**

**Adam Leckie, Ed.D.  
Superintendent**

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## **MISSION STATEMENT**

***“Success for every one ...  
The responsibility is yours and mine.”***

**District Web Page**

To view the District's web page, the link is: <http://www.cgesd.org> .

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## **WELCOME**

**Dear Substitute Teacher:**

**You have joined one of the finest teaching staffs in Arizona. We extend to you a cordial and heartfelt welcome. Your willingness to assist in the instruction of our children is an important contribution to education.**

**Substitute teachers are a vital part of the District's educational staff. Without you, it would be difficult to provide an adequate education to our students.**

**We feel confident that you will do everything possible to meet the high standards required for our schools, and wish to extend our sincere best wishes as you join our staff.**

**Again, welcome to the Casa Grande Elementary School system.**

**Adam Leckie, Ed.D.  
Superintendent**

**Dear Substitute Teacher:**

**The staff of the Office of Talent Acquisition & Employee Services Department joins the Superintendent in welcoming you to the noble and challenging teaching profession. You are a vital part of our district and we value the contributions you make.**

**This handbook has been prepared for you to provide the guidance necessary for program continuity and coordination with the regular teacher's assignment.**

**If we can be of assistance, please call the Office of Talent Acquisition & Employee Services at 520-876-3230.**

**Stacy Howell  
Office of Talent Acquisition & Employee Services  
Director**

# EMPLOYMENT

## EQUAL OPPORTUNITY EMPLOYMENT

The District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

## QUALIFICATIONS

To be a substitute teacher, you must:

1. Possess a valid certificate, emergency substitute, substitute, provisional or standard teaching certification, from the Arizona Department of Education.
2. Possess an Identity Verified Prints (IVP) fingerprint clearance card issued by the Department of Public Safety or have applied for an IVP fingerprint clearance card.
3. Have a telephone.
4. Have transportation.

For information concerning the certification requirements for Arizona, contact the Certification Office, Arizona Department of Education, P.O. Box 6490, Phoenix, Arizona 85005. Phone: (602) 542-4367. Website [www.azed.gov/educator-certification/](http://www.azed.gov/educator-certification/).

If you have (re-)applied for your substitute certificate and/or DPS Fingerprint Clearance Card, bring them to the Office of Talent Acquisition & Employee Services Office when you receive them. **A COPY OF YOUR VALID CERTIFICATE AND IVP FINGERPRINT CLEARANCE CARD MUST BE ON FILE IN THE DISTRICT'S OFFICE OF TALENT ACQUISITION & EMPLOYEE SERVICES OFFICE.**

The District will to their best to notify you before your expiration dates; however, it is the sole responsibility of the substitute to keep track of their expiration dates on their certificates and fingerprint card. Once your documents expire, you will no longer be able to sub in our classrooms.

Substitute teachers in the District work through a leased employee agreement with ***Educational Services, Inc.***

Substitutes who are not performing satisfactorily by the end of any school year will not be invited to return for the following year. ***NOTE: SUBSTITUTE TEACHING POSITIONS DO NOT AUTOMATICALLY GENERATE PERMANENT FULL-TIME TEACHING POSITIONS.***

The substitute certificate may be used for substitute teaching only and cannot be used to fill a vacancy occurring in a regular position.

## BACKGROUND CHECK

- **CRIMINAL RECORDS CHECK**

- Pre-employment – Criminal history background checks are completed by *ESI*.
- **On-going** - If you are **arrested during the school year**, you must report the arrest to the Office of Talent Acquisition & Employee Services Director within **three (3)** calendar days. Subsequently, a determination will be made as to whether or not you will be allowed to continue as a substitute teacher.

- **REFERENCES**

ESI verifies past and current employment and personal references before recommendations for hire are approved.

## LONG-TERM SUBSTITUTES

The District occasionally places long-term substitutes. Assignments are considered long-term when substitutes are in the same classroom 20 or more consecutive days. Long-term substitutes are paid each school day or portion of a day when children are in school. If more than two days are missed after the commencement of the long-term assignment, the long-term rate of pay will not be effective until 20 consecutive days have been fulfilled. Long-term substitutes are not entitled to certain fringe benefits extended to regular teachers.

In the capacity of a long-term substitute teacher, you are expected to do lesson plans, keep the grade book current, attend staff meetings, and parent-teacher conferences. Long-term substitutes remain on campus like a contracted teacher on early release days. However, attendance at district-wide grade level collaboration meetings is optional.

If you are interested and available for long-term assignments, notify the Substitute Coordinator.

## REMOVAL FROM SERVICE

Substitute teachers may be removed from service at any time it is deemed necessary and appropriate. If circumstances warrant, the substitute may be restricted immediately from service, pending the outcome of an investigation. Substitutes may also be excluded from working at particular campuses, if the school administrator and the Office of Talent Acquisition & Employee Services Director conclude it is in the best interest of the District. ESI will notify the substitute that they have been removed from CGESD's substitute list.

## SUBSTITUTE NOTIFICATION

### Frontline/Absence Reporting Management System

Requests for substitutes are made through the District's IVR system called Frontline Education Absence Reporting Management System. This system is similar to those used by banks and airlines with easy-to-follow instructions. Frontline will use a variety of methods, including position matching, to secure substitute coverage.

Most calls will occur between 6:00-7:00 a.m. the day of the job. Should the teacher be absent longer than expected, the principal will coordinate an extended assignment with the Substitute Coordinator.

Do not rely on the automated system to notify you when a job has been canceled. **Review your assigned job information prior to leaving for the school site to verify that the job is still assigned to you** and has not been canceled.

Your initial Phone Login and PIN will be assigned at the time of your orientation.

### AVAILABILITY

While you are not expected to respond to all calls, you should be available for a substantial number of assignments during the school year. Frontline allows you to tell it when you want to work:

- The days of the week you can work, as a general rule.
- Days or date ranges when you are unavailable.
- Days or date ranges when you do not wish to receive any calls.

It is your responsibility to keep Frontline and the Substitute Coordinator updated on your telephone number. The Substitute Coordinator's number is 520-876-3222, and Frontline's number is 1-800-942-3767.

### ABSENCE OF SUBSTITUTE

If you must cancel a job that you've already accepted, please do so as early as possible using Frontline. At a minimum, you must cancel at least 12 hours before the scheduled start time. If you try to report an absence less than 12 hours before the scheduled report time, you will be instructed to call the Substitute Coordinator at 520-876-3222.

### Frontline/Absence Reporting Management System HELPFUL HINTS

- Take your time and follow the narration.
- When accepting a job, **always wait for the confirmation number** before leaving the system.

### ONLINE

Frontline on-line works in conjunction with the Frontline IVR system. You can access Frontline from any computer as long as you have access to the Internet. Simply enter [app.frontlineeducation.com](http://app.frontlineeducation.com). The Frontline Log In screen will appear.

If you are new to our District, you will be sent an invitation by email to set up your web access log in and password.

You will have access to available Jobs, current Jobs (jobs you have accepted), Personal Information, a Learning Center and your availability calendars.

## RESPONSIBILITY

### PROFESSIONAL ETHICS

- **CONFIDENTIALITY-** All school records and reports should be handled with care. Many records are of a confidential nature. They are maintained in order to provide information on child growth and development for the professional staff. It is essential that, as a substitute teacher, you are careful **not** to divulge any confidential information which has been received from contact with principal(s), students, parents, and other teachers/staff in the profession.
- **UNDERSTANDING** - As a substitute traveling from school to school, you will observe many school-related situations and styles of teaching and management. We hope you will keep in mind that teachers do not all teach and manage students in the same way. Understanding, not criticism, will go far to make your teaching assignment more pleasant for you and the others around you. Instead of expressing comparisons between classrooms, teachers, and schools, you should make every effort to carry on the program of the regular teacher, to follow the lesson plans and work within the existing schedule.
- **CHILD ABUSE REPORTING** - If you suspect child abuse: **DO NOT INVESTIGATE**. Report your concerns to the Principal or School Nurse. Remember you are mandated reporters. You do not have to establish the validity of the case. This is the sole responsibility of the authorities.
- **DO NOT USE ANY PHYSICAL FORCE**. Discipline problems are less likely to surface if the students are kept busy and if you are well prepared. The Principal, Assistant Principal or Teacher on Assignment is available as a resource to you, if needed, in case of serious discipline problems arising.
- **REPORT BULLYING** – Complete incident form and submit to school office.
- **NO PROFANE LANGUAGE** – This includes addressing students as being stupid or telling them to “shut up”.
- **DO NOT TAKE PICTURES OF STUDENTS.**

If you have a question on any aspect of your work with the District, please don't hesitate to call the Substitute Coordinator 520-876-3222.

### GENERAL DUTIES

- **REPORTING TIMES:** Substitutes who are on full-day assignments are required to work:  
7:15 a.m. to 3:30 p.m., for elementary placements (K-5), or  
7:45 a.m. to 4:15 p.m., for middle school assignments, unless notified otherwise.

School Academic Calendars are available on the District website under Calendars. Beginning with the 2022-23 school year, we are on a four-day week. There will be no assignments on Fridays, except for substitutes on long-term assignments.

**Best practice - Report to your assignment at least 15 minutes prior to the start time of the job.** This allows you the time to familiarize yourself with the classroom and the learning activities planned for that day.

- **CHECKING IN AT SCHOOL:** Upon your arrival at the school, report to the administrative assistant or the principal to receive assignments, keys (if needed), and pertinent instructions.
  - Sign in.
  - Make certain you understand your duties, including any plan period coverage, playground, lunchroom, or bus duties.

- Check the regular teacher's mailbox for bulletins, urgent messages, and notices for students.
- Learn the student attendance procedure used at that particular school.
- Be flexible – If you accept a particular assignment, and they decide to move you to another classroom upon arrival, please be flexible. This is only due to an emergency.

## THE CLASSROOM

The following items should be available on or near the teacher's desk. If not, and you need them, please check with the administrative assistant or principal.

1. Introduce yourself to other grade level teachers.
2. Daily Lesson Plan. Do not stray from the Lesson Plan provided. Students are on a curriculum schedule that has daily, weekly, and monthly objectives. When lessons are not completed it presents a hardship on the teacher and the students.

If you do not complete objectives, be sure to leave the reasons why in your end of day report. Most of the time, teachers anticipate their absences when due to scheduled appointments or staff development requirements. However, if a teacher is absent due to an emergency, the substitute may not have lesson plans provided by the teacher. When this occurs, help is available from other teachers and support staff in the school. Teachers from the same grade level or field of study should be able to help with missing lesson plans. Ask same grade level teachers if lesson plans are unclear.

3. Class roster and seating chart. If one is not available, prepare a seating chart you can fill in as you take attendance.
4. Nurse's Folder and Passes. Each classroom has a Nurse's Folder. When a child requests to see the nurse, do not deny them, but follow the guidelines provided in your universal precautions/nurse referral packet. Assume responsibility for the safety of pupils and care of school property. All accidents should be reported promptly to the nurse or principal.
5. Restroom procedures and pass systems vary by school. It is important, however, to not deny access to the restroom to any student.
6. Schedule of special classes (P.E., music, & library). You will take the class and pick them up from the specials.
7. Duty assignments and schedule of times, including plan period coverage will be provided.
8. Emergency Folder. Procedures for fire and emergency drills, lockdowns, and other actual emergency events and exit route information will be available in the Emergency Folder. If it is not on the teacher's desk, be sure to locate and review. This folder must be taken with you during drills and actual emergency events.
9. Copies of essential worksheets and forms.
10. Cafeteria procedures. Students like to get to lunch on time.

11. List of books used and location of those books.
12. Names of student helpers.
13. Names of students needing special attention.
14. Daily attendance procedures. One of the many regular duties of the full-time teacher is taking student attendance. Substitutes are expected to assist in compliance with this requirement. Attendance must be taken in every class and this information must be provided to the school office following the procedures established at the school.
15. Classroom management, including behavior management, folder with procedures and forms. ***Make sure to implement the teacher's management plan in a firm, fair and consistent manner.***
16. Plan book.

- **MATERIALS AND SUPPLIES:** The District furnishes Student supplies. Students are not expected to bring items from home. Should you need additional materials and supplies, check with the administrative assistant or principal.

- **END OF DAY:** Complete a final written report (Appendix A or B) for the regular teacher. Be sure to include:

- \_\_\_\_\_ What you were able to complete in the lesson plans.
- \_\_\_\_\_ What you were unable to complete and reason(s).
- \_\_\_\_\_ What you added to the lesson plans and reason(s).
- \_\_\_\_\_ Which students were helpful and which were difficult (be specific and give details). Substitutes should not call parents about a child's behavior in school.

And,

- \_\_\_\_\_ Leave completed student work for the teacher.
- \_\_\_\_\_ Return supplies and equipment to the proper storage areas.
- \_\_\_\_\_ Re-lock any cabinets that were locked when you arrived.
- \_\_\_\_\_ After all students have left, close and lock doors, turn off lights.
- \_\_\_\_\_ Return all keys to the office staff.

Check with the principal or administrative assistant to see if you will be needed the next day and to sign a time record (payroll is prepared from the time record you complete and sign each day).

- **REQUESTS FOR STUDENT RELEASE**

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

**UNDER NO CIRCUMSTANCES SHOULD A CHILD BE RELEASED WITHOUT PERMISSION OF THE PRINCIPAL.** Should the principal not be available, the person in charge should have the administrative assistant contact the Superintendent or other District Office administrators.

**You are responsible for your students at all times. The students must be where you or some other authorized adult can supervise them.**

## CLASSROOM MANAGEMENT

If you are friendly, fair and firm, there should be few discipline problems. If you know the subject being taught and present it in an interesting manner, students will be attentive.

Good classroom management is not magic. A few simple, direct, concrete rules, consistently applied, are the best tools. To assure good classroom control, the teacher will need to:

**Begin right.** Review the lesson plans and seating chart. Know specifically what you are going to do throughout the day. Attempt to fulfill the lesson plans of the regular teacher. Be sure that all assignments are on the board before school. (Many teachers prefer to put up the next day's board assignments after school.) At the elementary schools, find out where to meet your students on the playground when the bell rings. When at the middle schools, be at the door to greet students as they arrive. Write your name on the board and introduce yourself. Learn and use students' names as quickly as possible; relate to them as individuals.

**Establish work habits.** Establish good work habits with children so that they will begin and continue to work without constant teacher direction. Develop room standards with the children, being careful not to just impose your own standards. Also, be sure that the standards of behavior are within reach, that there are not too many of them, and they are well understood by all children. Don't expect the class to be perfectly self-controlled at all times, but stop undesirable noise and/or behavior as soon as it starts. Remember, when the bell rings, the climate of the classroom is set by the manner in which children come into and leave the room.

**Encourage good listening habits.** Get the students' attention before giving directions. Try to give directions only once. This can be accomplished through encouraging good listening habits. Remember, the teacher should be a good listener too. Excessive teacher talking can be a major cause of time loss. Ask yourself, "Am I talking too much?" Avoid repeating children's responses. Always ask if there are any questions before children begin their work. When you ask a child a question, be sure you give the child reasonable time to think and answer.

**Maintain established routines** to the extent it is possible to do so. Routine gives children security and establishes precedents. If there is an established way for doing all the little things in the classroom, i.e., when pencils are to be sharpened, asking questions, obtaining paper, collecting assignments, etc., decisions will not constantly have to be made which take the teacher's time from the primary task of teaching.

**Organize materials.** Have all teaching materials you plan to use that day out and ready before school begins. Insist that everything be kept in its proper place. Have children put books and materials on their desks before leaving the room so that they can begin work immediately upon returning to the room.

**Be firm and friendly.** If children were able to completely govern themselves, they would no longer be children. Give them ample opportunities to make decisions, but step in with a firm decision when the situation calls for action. Don't try to be a pupil. Never, for one minute, let the children forget that you are the teacher. Don't try to be one of them.

**Be positive.** Give sincere praise. See to it that every child has some success everyday. Just a word or two of praise or an appreciative smile works wonders. Provide activities which afford the pupil an opportunity to excel in something he/she can do well. We all desire to be noticed. If a child cannot gain recognition in a commendable way, another way will be found! Frequently, the behavior problem in your room is a child seeking attention. Refrain from punishments that would push him/her further away from the group. Try to find his/her strong points and focus on them. Help him/her to achieve, or he/she may be forced to be a greater show-off.

**Be consistent.** If behavior is considered unacceptable one day, the same behavior must be unacceptable every day. Do not let it depend on your mood. A good-natured teacher with a sense of humor and a smile can eliminate friction far better than a stern or sarcastic one. Let pupils know that you are a good-natured, cheerful individual and capable of laughing with children and at yourself.

**Be fair.** Praise or correction, when and where it is honest, will contribute to the growth of students and to improved learning.

**Don't Argue:** Avoid conflicts. Don't "fight it out" with a child. No yelling. Tense situations may bring hysteria and more classroom disturbances. A child simply can't yield when so involved. Don't argue with children. It shouldn't be necessary if you are merely enforcing a school rule. The more you argue, the more it seems a challenge to the child to see if he/she can beat you at arguing!

**Look at yourself.** Look carefully at your self-confidence, voice, enthusiasm, sense of humor, personal appearance, fairness, optimism, promptness, manners, attitude and understanding. Children learn behavior(s) modeled by adults.

**Active Involvement** The successful substitute teacher is actively involved with instruction. This includes moving around the classroom often, checking student work and assisting with assignments. The expression, "**Be on your feet-not on your seat,**" is sage advice to the substitute. Many discipline problems can be avoided by the substitute's use of proximity to the students.

## DISCIPLINE

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior in order to resume effective teaching.

Substitutes must never administer corporal punishment (Governing Board Policy JKA), physically discipline students in any way, or verbally abuse students. Shouting at students or calling them derogatory names is forbidden. Sarcasm is ineffective in the classroom and should not be used with students.

Only when all reasonable efforts to maintain order have failed should the substitute send a note to the principal asking him/her to come to your room or refer students to school administrators with a discipline slip or note explaining the circumstances.

Excerpts from Hiam Ginott's writings- Teachers using appropriate discipline. . .

**RECOGNIZE FEELINGS.** Example: "I can see that you are angry because you have to stay after school."

**DESCRIBE THE SITUATION.** Example: "I see coats all over the floor. They need to be hung up."

**INVITE COOPERATION.** Example: "Let's all help to be quiet so we can go to the assembly."

**BE BRIEF.** Example: "We do not throw paper."

**DISCOURAGE PHYSICAL OUTBURSTS.** Example: "In our class, we talk about our problems. We do not hit, kick, or pull hair."

**FOCUS ON SOLUTIONS.** Example: "I am seeing unsportsmanlike conduct on the playground. What can we do about that?"

**GIVE CHOICES.** Example: "You may remain at your desk and quietly do spelling, or you may sit by yourself in the back of the room?"

**Note:** The use of physical force , contained within Policy GBEB, reads:

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical force upon the minor to the extent reasonably necessary and appropriate to maintain order. Similar physical force will be appropriate in self-defense, in the defense of other students and school personnel, and to prevent or terminate the commission of theft or criminal damage to the property of the District or the property of persons lawfully on the premises of the District.

The threat or use of physical force is not justified as a response to verbal provocation alone, nor when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to oneself or to others or to preserve property at risk."

## **EFFECTIVE INSTRUCTIONAL STRATEGIES**

Research has shown that the classroom teacher is the major influence on student achievement. Teachers in the Casa Grande Elementary School District have been trained in the use of the Essential Elements of Instruction. Below is a brief summary of the instructional method advocated by the Casa Grande Elementary Schools:

- Get the students' attention prior to giving instructions or directions.
- Tell the students what will be taught during the lesson.
- Teach the goals of the lesson using the appropriate materials and processes.
- Check the students' understanding of the lesson.
- Practice the concepts that are being taught.
- Close the lesson with a re-statement of the lesson objective. Close with a statement of anticipation of the next day's lesson or activity.

## DEVELOPMENTAL CHARACTERISTICS

### GENERAL OVERVIEW:

- Rapport and effectiveness is based on an understanding of the development characteristics of the age groups.
- Communication, strategies, and discipline are all impacted by developmental characteristics.
- For all age groups:
  - Self-confidence is important.
  - Who are you...thoughts, feelings, opinions.
  - Threats will backfire.



### PRIMARY GRADES (K-2):

- Eager to please
- Like school
- Typically do what is asked
- Physically very active
- Short attention span
- Reading and writing ability vary widely
- Need extra time for transition
- Easily influenced, likely to be literal, easily scared
- Prefer normal routine and schedule
- Like structure
- Sensitive to changes in routines
- Likely to share information without accuracy
- Will love a good storyteller

### **INTERMEDIATE GRADES (3-5):**

- Reading and Writing abilities vary greatly but most can read, write, and work independently
- Sensitive to individual differences and abilities
- Will respond negatively to public comments/criticism about self and others (sometimes to positive comments also)
- Can answer questions about classroom procedures, supplies, routines, etc.
- Sensitive to changes in routines
- Will love a good discussion
- Short attention span
- May get confused easily
- Hate to be talked down to
- Will want to know your “story”
- Even though they look and act older, they are still children
- Treat them as young *learners*, not young children
- Most will work well in small groups



### **MIDDLE SCHOOL GRADES (6-8):**

- Physical growth and maturation varies greatly
- Even though they look and act older, they are still children
- Often tease, laugh, point, and use negative humor
- Moods change quickly
- Sensitive to criticism and differences; strong desire to belong
- Peers are very important
- They need to know the adult is in charge
- Will love a good controversy, they can be very opinionated
- Short attention span
- Will catch teacher mistakes (know your academic content)

## WORDS TO WORK BY...

### **Feedback from Nurses**

Never dispense medication  
Injuries, even minor ones, should be referred to the office - don't touch blood  
Check with the school office if there is an injury  
Prevention

### **Feedback from Principals**

Follow teacher's plans and schedule - we have to keep an academic focus  
Arrive early  
Use the neighboring teachers for support - ask for help  
Be flexible  
Dress professionally  
Share something about yourself to build relationships with the students  
Speak respectfully in your comments, you never know who is listening  
Offer suggestions as to how to better meet your needs  
Don't be afraid to ask the office for support with disciplinary issues  
Don't write up every minor infraction  
Be courteous to students  
Complete feedback forms for teacher and principal

### **Feedback from Teachers**

Follow the lesson plans  
Know where the students are  
Follow notes on the needs of specific students (special needs, nurse, speech, etc.)  
Don't try to be their friend or the "cool" sub  
Don't believe everything the kids say *"But our teacher lets us!"*  
Be confident in yourself; take charge and be in control  
Leave the room neat at the end of the day  
Leave notes about the day (be specific)  
Don't generalize about the class *"All the kids were horrible today."*  
Ask for help from neighboring teachers  
Arrive early  
Don't use offensive language (kids talk)  
Don't threaten  
Keep your cool - once the students see you are unorganized, flustered, or upset you've lost them.  
Treat the kids how you would want a teacher to treat *your own* children

### **Feedback from Students**

Trust us	Be fair to everyone
Punish only the troublemakers	Make learning fun
Show concern and be willing to help	If I raise my hand, don't ignore me
You can be both strict and nice	Do not shout
Be straightforward with us	Be organized
Speak quietly and be patient	Leave your personal life at home
Think positively of every student	Speak clearly
Be reasonable in your expectations	Have a sense of humor
Follow through with consequences and promises	

## **PAYROLL & BENEFITS INFORMATION**

Paychecks are issued by **Educational Services, Inc.** If you have any questions about your check contact their payroll department. 480-719-3271

### **WORKERS' COMPENSATION**

Inform the supervisor at the site you are working and **ESI** immediately of your job injury or blood exposure. 480-719-3171

### **PROFESSIONAL DEVELOPMENT**

**ESI** offers trainings. Keep up to date on what is currently available on their website.

## **DISTRICT POLICIES**

District policies are available on the District's website [www.cgesd.org](http://www.cgesd.org).

### **DRESS/GROOMING**

Substitutes should exercise discretion and good judgment in their attire. Dress should be appropriate for the assignment. Refer to Regulation GBEB-RB.

### **STUDENT SURVEYS/PERSONAL QUESTIONS**

District policy prohibits teachers from conducting student surveys without prior approval by the principal and permission of the parents. Substitutes should never conduct student surveys for any purpose. Also, personal questions of a sensitive or private nature not included in the teachers' lesson plans should be avoided. These include questions about religious beliefs, sexuality, substance abuse, and family life. Refer to Regulation IHAMB-R.

### **SEXUAL HARASSMENT**

All individuals associated with this District, including, but not necessarily limited to, the Governing Board, the administration, the staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. All allegations of sexual harassment are investigated and appropriate action taken. Refer to Policy ACA and Regulation ACA-R.

### **POSSESSION OF WEAPONS**

Employees, visitors, and students are prohibited from carrying or possessing a weapon or simulated weapon on school premises. To ensure the safety of all persons, employees who observe or suspect a violation of the District's weapons policy shall immediately report the matter to the school administrator. Refer to Policies GBEB, GBEB-RA, JICI, and KI.

## **VISITORS IN THE WORKPLACE**

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

## **CELLULAR TELEPHONES/PAGERS**

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

## **SMOKING/TOBACCO PRODUCTS**

District policy prohibits the use of tobacco products anywhere on school property, as well as at school-sponsored events. The possession or use of tobacco products is prohibited in the following locations: school grounds, school buildings, school parking lots, school playing fields, school buses or other District vehicles, and off-campus school-sponsored events. Under the provisions of A.R.S. 36-798.03, a person who violates the prohibition is guilty of committing a petty offense. For further information please refer to policies GBED and KFAA.

## **DRUG-FREE WORKPLACE**

The non-medical possession or use or abuse of drugs and/or use of alcohol is forbidden on school property or at school-sponsored activities away from school property per Policy GBEC. Employees determined to be in possession of, using, or abusing drugs or using alcohol shall be reported immediately to the principal or other person in charge. The Superintendent shall be notified immediately.

Compliance with these requirements and prohibitions is mandatory and is a condition of employment. As a further condition of employment, any employee who has been convicted under any criminal drug statute for a violation occurring in the workplace shall notify their supervisor no later than five days after such conviction.

Employees who violate this prohibition shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, termination from District employment, and referral to appropriate law enforcement officials for prosecution. Information on available rehabilitation or employee assistance programs and contacts is posted throughout the workplace. Refer to Policy GBEC and Exhibits GBEC-EA, GBEC-EB.

## COMPUTER USE

Nearly every classroom in the District has a computer and nearly all of them have access to the Internet. All employees will sign a Use of Technology Resources Acceptable Use Agreement For Employees. Substitute Teachers will also complete a PD eLearning session.

Acceptable use. Each user must:

- Use technology resources to support personal educational objectives consistent with the educational goals and objectives of the District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use technology resources for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.

**LENGTH OF DAY**

**ARRIVAL AND DISMISSAL TIMES FOR STUDENTS**

**Note: During the COVID pandemic students are arriving up to 15 minutes earlier than listed below. Please make sure you are reporting to your assignment at least 15 minutes earlier than stated.**

**Elementary Schools**

Cholla                      Cottonwood                      CGOLA @ Evergreen                      Ironwood  
McCartney Ranch    Palo Verde                      Saguaro                      Desert Willow                      Mesquite

**Full Day Schedule**

7:40 a.m.    First Bell  
7:45 a.m.    Tardy Bell  
3:00 p.m.    Dismissal

**Middle Schools**

Casa Grande Middle School                      Cactus Middle School                      Villago Middle School

**Full Day Schedule**

8:25 a.m.    First Bell  
8:30 a.m.    Tardy Bell  
4:00 p.m.    Dismissal

## **SCHOOL ADDRESSES AND PHONE NUMBERS**

### **DISTRICT OFFICE**

Dr. Adam Leckie, Superintendent  
Mrs. Stacy Howell, Office of Talent Acquisition &  
Employee Services Dir.  
220 W. Kortsen Road  
Casa Grande, AZ 85122  
520-836-2111

### **CACTUS MIDDLE SCHOOL**

Ms. Rebecca Romo, Principal  
Mrs. Taryn Tijerina, Asst. Principal  
Mr. Peter Quinn, Asst. Principal  
1220 East Kortsen Road  
Casa Grande, AZ 85122  
520-421-3330

### **CASA GRANDE MIDDLE SCHOOL**

Mrs. Samantha Sarnowski, Principal  
Mr. Aundre Bell, Asst. Principal  
Mr. Matthew Flora, Asst. Principal  
260 West McMurray Boulevard  
Casa Grande, AZ 85122  
520-836-7310

### **CHOLLA ELEMENTARY SCHOOL**

Mrs. Marcy McCue, Principal  
Mrs. Mandy Curry, Teacher-on-Assignment  
1180 East Kortsen Road  
Casa Grande, AZ 85122  
520-836-4719

### **COTTONWOOD ELEMENTARY SCHOOL**

Dr. Barbara Wright, Principal  
Ms. Krista Roden, Teacher-on-Assignment  
1667 North Kadota Avenue  
Casa Grande, AZ 85122  
520-836-5601

### **DESERT WILLOW ELEMENTARY**

Mrs. Melissa Davey, Principal  
Mr. Jeffrey Groh, Teacher-on-Assignment  
2172 N. Arizola Road  
Casa Grande, AZ 85122  
520-876-5397

### **EVERGREEN ELEMENTARY SCHOOL**

CG OnLine Academy  
Mr. Scott Raymond, Principal  
1000 North Amarillo Street  
Casa Grande, AZ 85122  
520-836-6694

### **IRONWOOD ELEMENTARY SCHOOL**

Mrs. Robin Rosales, Principal  
Ms. Micaela Jimenez, Teacher-on-Assignment  
1500 North Colorado Street  
Casa Grande, AZ 85122  
520-836-5086

### **McCARTNEY RANCH ELEMENTARY SCHOOL**

Mrs. Jessica Quinones, Principal  
Ms. Amanda Avery, Teacher-on-Assignment  
2631 North Brown Avenue  
Casa Grande, AZ 85122  
520-876-4235

### **MESQUITE ELEMENTARY SCHOOL**

Ms. Julie Holdsworth, Principal  
Ms. Stephanie Rice, Teacher-on-Assignment  
129 North Arizola Road  
Casa Grande, AZ 85122  
520-836-7787

### **PALO VERDE ELEMENTARY SCHOOL**

Mrs. Carol Wrightson, Principal.  
Mr. Gabriel Cheavers, Teacher-on-Assignment  
40 North Roosevelt Avenue  
Casa Grande, AZ 85122  
520-421-1650

### **SAGUARO ELEMENTARY SCHOOL**

Mrs. Celie Downey-Foye, Principal  
Mrs. Guadalupe Rodriguez, Teacher-on-Assignment  
260 West McMurray Boulevard  
Casa Grande, AZ 85122  
520-836-7661

### **VILLAGO MIDDLE SCHOOL**

Mr. Jeff Lavender, Principal  
Mr. Donald Nusbaum, Asst. Principal  
Ms. Stephanie Sander, Asst. Principal  
574 East Lakeside Parkway  
Casa Grande, AZ 85122  
520-423-0176

### **EARLY CHILDHOOD LEARNING CENTER**

Ms. Lisa Dempsey, Director  
390 E. Lakeside Parkway  
Casa Grande, AZ 85122  
520-876-0045

**Casa Grande Elementary School District**

**SUBSTITUTE FEEDBACK TO TEACHER  
PRESCHOOL AND ELEMENTARY SCHOOLS**

*Please fill out form and leave for the teacher in the classroom.  
Return key/s to the front office.*

Substitute's Name _____	Telephone Number _____
Frontline Job No. _____	Date(s) _____
Teacher's Name _____	School _____
Grade or Subject Area(s) Taught _____	

	Yes	No
1. Were you able to talk to the regular instructor prior to reporting for this assignment?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was there a teacher assistant in this class?	<input type="checkbox"/>	<input type="checkbox"/>
3. Were there basic supplies such as pencils, paper, etc. available?	<input type="checkbox"/>	<input type="checkbox"/>
4. Were there general instructions of duties, rules, responsibilities, and lesson plans?	<input type="checkbox"/>	<input type="checkbox"/>
5. Were "special needs" students identified?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did you deviate from the lesson plans? If so, please explain. _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
7. What were you unable to complete? Please explain. _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
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<p>8. Was there an established attendance procedure? If not, how did you record attendance?</p> <hr/> <hr/> <hr/>		
<p>9. Which students were helpful and which were difficult (be specific and give details).</p> <p>Helpful: _____ Difficult: _____</p> <hr/> <hr/> <hr/> <hr/>		
<p>10. Did you lock and leave the room clean and orderly?</p>		
<p>11. Would you like to be considered again for this classroom?</p>		

Comments:

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**SUBSTITUTE FEEDBACK TO TEACHER  
MIDDLE SCHOOL**

Frontline Job # \_\_\_\_\_

*Please fill out form and leave for the teacher. Return key/s to the office..*

Substitute's Name _____	Telephone Number _____
Teacher's Name _____	School _____
Date(s) _____	Subject Area(s) Taught _____

1. Were adequate lesson plans and clear instructions provided for you by the teacher? **Yes No**

If no, please comment: \_\_\_\_\_

2. Was a current seating chart provided? **Yes No**

3. Were other staff members helpful to you? **Yes No**

4. For each class taught, please list student absences, general student behavior (give specific instances of disruptive behavior) and a summary of work completed or any deviation from lesson plans. Be specific about any assignments not completed.

The work completed by the students may be found: \_\_\_\_\_

**HOMEROOM:** *(Not necessarily prior to period 1. Please check with school's administrative assistant for actual homeroom time.)*

Student Absences: _____
Student Behavior Comments: _____
Lesson Comments: _____

**PERIOD** \_\_\_\_

Student Absences: _____
Student Behavior Comments: _____
Lesson Comments: _____

**PERIOD** \_\_\_\_

Student Absences:
Student Behavior Comments:
Student Absences:
Student Behavior Comments:
Lesson Comments:

**PERIOD** \_\_\_\_

Student Absences:
Student Behavior Comments:
Lesson Comments:

**PERIOD** \_\_\_\_

Student Absences:
Student Behavior Comments:
Lesson Comments:

**PERIOD** \_\_\_\_

Student Absences:
Student Behavior Comments:
Lesson Comments:

**5.** My job would have been easier if

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**6.** Suggestions that might improve our efforts to assist substitute teachers.

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