

GRIFFITH PUBLIC SCHOOLS



Administration Center
602 N. Raymond St.
Griffith, Indiana 46319
219.924.4250

Office Hours - 7:30 a.m. to 3:30 p.m. Monday - Friday

HANDBOOK FOR SUBSTITUTE TEACHERS

2016 – 2017 School Year

Dr. Peter Morikis – Superintendent
Mr. Aron Borowiak – Dir. of Curriculum & Instruction

Welcome

I am very pleased to welcome you to the Griffith Public Schools.

Our school community has been providing educational services to the children of Griffith since 1907. We are especially proud of that long-standing commitment to the youth of Griffith. On behalf of the Board of School Trustees and our staff members, I hope that you will find working as a substitute teacher in the Griffith Public Schools rewarding.

The role of the substitute teacher is extremely important in continuing the instructional program for our students. Maintaining the proper learning environment, in a classroom, enables our students to continue benefiting from learning opportunities that have been created. Your willingness to be of service, your dedication, sincerity, effort, and the positive contributions you can make are greatly appreciated.

The Administrative Staff is hopeful the information contained in this handbook will serve as a beginning to help you experience success in our classrooms. Certainly, each school is unique. However, we believe the general policies and procedures developed here will assist you as you begin working in the Griffith Schools.

Please do not hesitate to contact any administrator in the Griffith Public Schools if you have a question about substitute teaching.

*Dr. Peter Morikis
Superintendent of Schools*

Handbook Acknowledgement

It is your responsibility to read and know the information contained in your Substitute Teacher Handbook. Please read it at your earliest convenience. Any questions in regard to the information contained in this handbook should be directed to Mr. Aron Borowiak at aborowiak@griffith.k12.in.us or 219-924-4250 ext. 3108.

The information contained in this handbook applies to all substitutes of the Griffith Public Schools. It is presented as a matter of information only and its contents should not be interpreted as a contract or work agreement between the Corporation and any of its substitutes, nor does it imply continuing employment. Nothing contained within this handbook should be interpreted to supersede Governing Board Policy. Any verbal or written representations to the contrary of the above statements are invalid and should not be relied upon by any prospective or existing employee.

As soon as you have received your handbook, complete the information below, cut off the signature sheet portion and return to the Substitute Teacher Personnel Secretary.

Your signature on the form below indicates that you will read this handbook and follow the guidelines given.

STOP

PLEASE READ THIS ENTIRE BOOK CAREFULLY!

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My signature below verifies that I have received and will read my Substitute Handbook. I also understand that if I have any questions regarding the contents of the Substitute Handbook, I should bring my questions to the attention of the Director of Curriculum & Instruction, Mr. Aron Borowiak, or the building principal.

Employee's Printed Name

Employee's Signature

Date

Substitute Application Process

APPLICATION

All persons interested in becoming substitute teachers in the Griffith Public Schools should call 219.924.4250 or visit the Administration Center (located in the Middle School/High School Complex), 602 N. Raymond, Griffith, Indiana. The applicant should submit a copy of his/her valid Indiana State Teachers License, if such a document is available. Those individuals who do not have a teaching license in the state of Indiana will be required to apply for an Indiana State Substitute Teachers Permit. Application for this permit may be obtained from the Indiana Department of Education's Office of Educator Licensing and Development weblink at <https://license.doe.in.gov/>. A \$15.00 fee will apply.

QUALIFICATIONS

- A minimum of one (1) year of college work completed (30 semester hours) will be required for consideration as a substitute teacher in the Griffith Schools. Preference will be given to those individuals holding a Bachelor's Degree or beyond and a valid Indiana Teachers License.
- Completed Griffith Public Schools substitute teacher application packet.
- Prior to Substitute Teaching Griffith Public Schools requires an Expanded Criminal Background Check, and a Drug Screening to be completed. For the Expanded Background please go to www.griffith.k12.in.us, click on "Join Our Team" then in the drop down box on "Safe Hiring Solutions" in order to complete this background check. Once completed, your results will be forwarded directly to the Griffith Public Schools. This will be a cost to you of \$42.35, payable by credit or debit card (Additional fees may apply). For the Drug Screening please go to the Immediate Care 5521 W. Lincoln Hwy, #1A (Corner of Burr and Hwy 30). Let them know you are with the Griffith Public Schools, and ask for Screen DSRAP10 to be completed. This will be at a cost to you of \$45.00. Once you receive the results bring them to the administration office for your file.

School Information

Substitute teachers are required to stay the full day as scheduled, unless prior arrangements were made with the school office or the substitute teacher caller.

School	Student Hours	Teacher/Sub Hrs
Beiriger Elementary School Mrs. Ashley Cotton, Principal 601 North Lillian, Griffith, IN 46319 - 924-4030	8:15 a.m. – 3:00 p.m. Tuesday Student Hours: 9:00 a.m. – 3:00 p.m.	8:00 a.m. – 3:15 p.m.
Ready Elementary School Mrs. Christine Brenner, Principal 1345 North Broad Street, Griffith, IN 46319 - 838-4214	8:15 a.m. – 3:00 p.m. Tuesday Student Hours: 9:00 a.m. - 3:00 p.m.	8:00 a.m. – 3:15 p.m.
Wadsworth Elementary School Mrs. Melanie McClure, Principal 600 North Jay Street, Griffith, IN 46319 - 923-4488	8:15 a.m. – 3:00 p.m. Tuesday Student Hours: 9:00 a.m. – 3:00 p.m.	8:00 a.m. – 3:15 p.m.
Griffith Middle School Mr. Dustin Nelson 600 North Wiggs Street, Griffith, IN 46319 - 924-4281	7:30 a.m. – 2:30 p.m. Tuesday Student Hours: 8:00 a.m. - 2:30 p.m.	7:15 a.m. – 2:30 p.m.
Griffith High School Mr. Brian Orkis, Principal 600 North Wiggs Street, Griffith, IN 46319 - 924-4281	7:30 a.m. – 2:30 p.m. Tuesday Student Hours: 8:00 a.m. - 2:30 p.m.	7:15 a.m. – 2:30 p.m.

Assignments & Policies

REMUNERATION

- Substitute teachers who hold an Indiana teacher's license are paid a rate a rate of \$80.25 / day and non-licensed substitutes are paid a rate of \$72.25 / day.
- Substitute teachers assigned on a long-term basis will be placed on the regular teacher's salary schedule on the sixteenth **consecutive** day in any particular assignment, providing they have a valid Indiana Teachers License.

ASSIGNMENTS

- Substitutes are expected to arrive at the school they were assigned to by the teacher starting time unless they are specifically directed otherwise. **Prompt arrival is essential!**
- The substitute teacher should report to the school office immediately upon arrival at the assigned school. The following information is to be provided to the principal or secretary: Your name and the teacher for whom you will be subbing. The office staff will provide you with a schedule of the regular teacher's duties and specific assignments.
- The substitute teacher is expected to remain on duty the entire day or assigned portion of the day, and to perform all duties of the teacher that is being replaced. Besides teaching classes, this includes any assignments that may be part of the teacher's regular workday. Substitutes are not however, expected to serve as a club or after-school activity sponsor.

RELEASE FROM ASSIGNMENT

- The substitute teacher **should report to the school office at the close of each school day** to see if there is information they need before they leave.

POLICIES AFFECTING SUBSTITUTE TEACHERS

- Substitute teacher working hours cover the same period of time as the teacher for whom he/she is substituting.
- A substitute teacher **should not leave a class unattended**. The office must be notified of any unescorted students being sent to the office.
- Use of any **cell phone** technology, including but not limited to cell phone texting and e-mailing, while in the classroom is prohibited. Cell phones may be turned on vibrate during the day for emergency purposes. Personal phone calls may be made during a lunch break or a prep period only.
- Sharing of personal information with students at any time via **social media** sites, (i.e. Facebook, Twitter) or any similar sites is strictly prohibited.
- You may be privy to personal information about staff and/or students. You are required to maintain **confidentiality** regarding this information. You may share vital information with the principal. If he or she is unavailable, you may leave a message for them to contact you. Do not do anything that would embarrass the students and/or staff at school or in the community.
- Griffith Public Schools is a smoke-free campus.

AESOP Sub calling system

AESOP: AUTOMATED Educational SUBSTITUTE OPERATOR. AESOP is an automated system used to find substitutes for teachers and other staff during short term, temporary absences. AESOP allows teachers to register their own absences using a web site or an Interactive Voice Response phone system. AESOP then finds substitute teachers to fill each vacancy and allows substitutes to view and accept jobs online months in advance. Unfilled jobs trigger automatic phone calls to qualified substitutes. The administrative management functions of AESOP provide administrators with full information about absences and substitute assignments.

Feedback from our substitutes tells us that they like this automated program for several reasons. One of the primary reasons is that you have a great deal of control. You can be proactive and find substitute assignments that you prefer rather than waiting to receive a telephone call asking if you are willing to accept an assignment being offered. All assignments are recorded by AESOP; you can access this information any time you would like. If your schedule changes and you are not available to substitute on certain days, you can let AESOP know so you won't be bothered with calls for those days. You can even tell AESOP to call you only at certain times of the day or not to call you at all if you want to get all your assignments on the internet. Finally, if you substitute at another Aesop district, you can log on with one account and check availability at multiple districts.

GETTING STARTED

Aesop offers you the flexibility to proactively search for jobs and fill your own schedule the way you want. To help you benefit most from automated substitute placement, Aesop offers you both phone and web services for finding and accepting jobs. Substitutes can call in to Aesop toll-free at 1-800-942-3767 or log in online at www.aesoponline.com

MANAGE YOUR PREFERENCES

With Aesop, not only can you plan your schedule ahead of time, but you can also choose Non-Work Days, specify preferred schools and adjust call times to fit your schedule. You can also view work history and receive phone and e-mail notifications of available jobs. Find out about available jobs. Aesop notifies substitutes of available jobs they qualify for. Most employee absences are entered the day before the absence occurs, but they can enter their absences very far in advance. Substitutes can discover available jobs days, weeks, or even months in advance. Aesop can alert substitutes to new jobs through both phone and e-mail services. Substitutes can then choose to accept or reject the assignment.

HOW TO LOGIN TO AESOP

To log on to Aesop, visit the Aesop website. Put (www.aesoponline.com) into your internet browser address bar and hit the Enter button on your keyboard.

This will take you to the Aesop website. Use the ID (most likely your 10-digit phone number) and PIN provided to you by your district. Once you have entered this info into the boxes click the Login button.

Your ID and PIN will be in a welcome letter that you receive from Griffith Public Schools.

TO: Baker, Tom
Victoria County School District

3/29/2012

Dear Tom ,

We have the pleasure of notifying you that Victoria County School District is using an autom school district. The Aesop system is available 24 hours a day, 7 days a week. Aesop uses

1. You can search for and accept available jobs, change personal settings, update yo once you take the job!
2. You may interact with the Aesop system by way of a toll-free, automated voice ins 1-800-942-3767. Here, you can proactively search for jobs and manage existing jobs.
3. Aesop will also make phone calls to substitutes to offer jobs. The administrative off have on record for you is (555) 555-1138 .

Important Notes:

* In order to access the Aesop system, you will need to enter your ID and PIN numbers as f

ID Number 5555551138
PIN Number 1138



* If you accept a job, Aesop will issue a confirmation number. **Please remember that your**

WHAT HAPPENS IF I FORGET MY PIN?

You can click the "Forgot your login" button, which will open a new page. On this page you can have a PIN reminder sent to your email address or view a document on common login issues.

CANCELLING ASSIGNMENTS:

What do I do if I need to cancel a job I have accepted to work? Cancelling an assignment at the last minute due to illness is sometimes unavoidable.

Frequent last minute cancellations or cancelling an assignment to take a more "attractive" assignment is not acceptable and could lead to removal from the Griffith Public Schools substitute teacher pool. To cancel a job, you have two options:

- **Substitutes can cancel jobs through AESOP up to 1/2 hour before the start of School.**
- **To cancel a job within the 1/2 hour of the start of school, please call the school secretary. Do not leave a voice mail. Please talk to the school secretary or school Principal.**

ACCEPTING ASSIGNMENTS

- To help us keep in contact with you, in addition to making the change on the AESOP system, please notify Griffith Public Schools Administration Offices of any change of address, email, or telephone number.

PROVIDING FEEDBACK

Knowing that our substitute teachers spend over 200 hours per week with our students, we recognize how vital your role is instructing our students. To help us do a better job supporting your role, we ask that you provide us feedback through the AESOP system. When you have completed an assignment, we request you log-in to AESOP and provide feedback to the school administrator. In the Feedback Section you will be asked questions regarding student behavior, lesson plans, etc...Also, you will be asked to rate the assignment and your experience (1 to 5 stars). This information can only be viewed by the school administrator and is extremely helpful in ensuring we do a better job preparing for our substitute teachers.

TIPS FOR SUB GETTING WORK

- Substitutes who do an excellent job can be put on a teachers preferred substitute list. These substitutes are notified first about vacancies through the AESOP system.
- Search AESOP proactively in the evening and morning hours.
- Be flexible and willing to work in all schools and at all positions.
- Do not change the default call time hours in your AESOP preferences. Limiting the hours you are available to accept AESOP calls may result in missing out on jobs.

Daily Checklist

The following is a general guideline of steps to follow in a typical day. Not every day is typical, so please communicate with the office and teachers and don't be afraid to ask questions. Don't make the mistake of relying on the students for information about how things are supposed to go during the day.

1. **ARRIVE AT SCHOOL:** Upon arrival at the assigned building the substitute teacher should:
 - Report to the school office and receive specific instructions.
 - Retrieve and know the office phone number, nurse's phone number, and building Principal's phone number.**
 - Check with the office for scheduled programs, assemblies, audio/visual uses and/or additional information that may be important.
 - Locate and peruse class time schedule, lunch time, plan book, classroom record book, materials, texts and manuals that are needed.
 - Write your name on the board.
 - Become familiar with the building emergency procedures.
 - Become familiar with the seating arrangements.
 - Go over names in classroom record book or seating chart and try to become familiar with them.
 - Introduce yourself to teachers in adjoining rooms or at the same grade level and ask for information regarding materials and procedures if necessary.

2. **STUDENTS ARRIVE:** The substitute should start the first minute of the day with appropriate classroom management and organization including the following:
 - 2.1. Be at the classroom door as pupils arrive.
 - 2.2. Display an attitude of cheerfulness, warmth and confidence.
 - 2.3. Begin the lesson with the first activity (bell ringer)
 - 2.4. Use free time to plan, prepare materials, or help in the hallways.
 - 2.5. Money, personal items, or anything of value is not to be left in the classroom.
 - 2.6. If possible, correct papers completed during the day, and leave them in a place for the teacher.

3. **END OF THE DAY:** After the children have been dismissed, remain in the building until all responsibilities have been completed. You may not leave until the official leave time for that building.
 - Leave the room in an orderly condition, with all supplies and equipment returned to storage areas.
 - Turn in all money collected to the office, with detailed notes concerning who turned in the money and why.
 - Check in with the office at the end of the day.
 - Complete any accident reports.

Managing Students in the Classroom

It is important to be fair to all students. Despite all of your preparation, some students will challenge you. The following tips may help when you are faced with a difficult situation:

1. Tell students what you expect in the classroom in terms of rules, guidelines, etc. Remember to follow the rules of the school and permanent teacher. Be sure to communicate with students in language that they can understand. Do not surprise students with consequences. They need to know in advance what they can expect as a result of behavior. Then, punish only the troublemakers.
2. If students won't pay attention or do not do what they are instructed to do, try to determine what is causing the inappropriate behavior.
3. Attention from the teacher is a powerful tool. Recognizing a specific behavior reinforces it. Do not focus continually on bad behavior. It is important to recognize good behaviors. Also, be alert for students who use their disruptive behavior to gain attention.
4. It is better to be positive than negative. Positive verbal praise, a smile, a nod, and other appropriate gestures are all ways to help reduce problem behavior. Make sure your positive statements outnumber negative statements. (A list of statements to use to praise students is included in this guide.)
5. Call students by their names. If a student doesn't respond, you may suspect that students have switched seats. Tell them it is better to have correct names, so the wrong student is not punished incorrectly.
6. Students learn and behave better if they are actively engaged in learning. Students like to work and learn in groups instead of sitting passively in their chairs. If your classroom is exciting and motivational, there will be fewer discipline problems.
7. Begin the class immediately. Eliminate lulls and down-time – especially at the beginning of class. This will eliminate some of the opportunities for students to cause trouble.
8. Manage by walking around. The closer you are to students, the more likely they will listen and behave. Do not remain behind the desk all day.
9. Suppress the urge to lose your temper or react in a negative way. Unless what you are about to do or say has a good chance of improving the situation, don't say or do something that will make it worse.
10. Do not threaten consequences that you cannot enforce or that are not reasonable. Saying things that you do not mean or cannot enforce undermines your authority.

Managing Students in the Classroom

It is important to be fair to all students. Despite all of your preparation, some students will challenge you. The following tips may help when you are faced with a difficult situation:

DISCIPLINE PROBLEMS

If a student continually disrupts a class or is not cooperative, the teacher should send the student to the office.

- Contact the office to notify them that a student should be arriving.
- Do not leave the class alone to deal with one student.
- Don't punish the whole class as a result of a few students misbehaving.

TECHNIQUES TO GAIN CLASSROOM CONTROL:

Ignore - Ignore minor misbehavior which is an attempt to gain attention.

Eye Contact - Non-verbal communication directed at the misbehaving student.

Gestures - Let a misbehaving child know of their misbehaving or have the child move closer to you.

Circulate - Walk around the room and keep encouraging students.

Separate - Separate students who are being disruptive into other seats.

Directed Verbal Comments - In a calm manner, tell the student the appropriate behavior you desire.

If ... Then Consequences - Make sure the consequence is appropriate for the situation. Follow through with the reasonable consequence for the misbehavior.

UNDER NO CIRCUMSTANCES SHOULD A SUBSTITUTE USE PHYSICAL FORCE.

** Remember that you can always ask another teacher for help.

EMERGENCIES

1. In case of injury or other emergency involving a student under the substitute teacher's supervision, the office must be notified immediately.
2. Substitutes should stay with the injured child (particularly important for children with a head injury) and send a student for help.
3. An **accident report** must be completed by the substitute and given to the Principal's Office on the day of the accident.

Professional Attire Recommendations

First impressions are important. We recommend that you be the **best dressed professional** in the building. Some general professional dress guidelines include:

Women:

- Wear comfortable outfits in which you can bend, move and write on the boards with ease.
- Appropriately cut dresses and blouses, pant suits, and women’s slacks are recommended.

Men:

- Button-down shirts, ties, dress pants, and dress shoes are recommended

Dress or appearances that would be considered inappropriate would include the following:

- Avoid high heels, flip-flops, t-shirts, and low-cut tops.
- Avoid unusual hair colorings.
- Do your best to cover unusual piercings or tattoos
- Avoid short skirts or pants with holes, tears, and frays.

Sometimes, the original substitute teaching assignment changes after you have arrived at school. Field trips, student activities and other unexpected changes may occur. Keep a pair of sneakers in your car in case you end up in physical education class or recess duty. It is also a good idea to carry casual clothing and clothing suitable for physical education class in your car, just in case of a change in plans.

Super Sub Pack

Sometimes you’ll be called in to sub at the last minute. Super subs have found it helpful to have their super sub pack ready to go in these emergency situations.

<p>Forms:</p> <ul style="list-style-type: none"> ▶ Time Sheet ▶ Seating Chart ▶ Accident Report ▶ Day Report: Elementary School ▶ Day Report: Middle/High School ▶ Substitute Teacher Handbook 	<p>Clothes:</p> <ul style="list-style-type: none"> ▶ Change of clothing (in case teaching assignment changes after your arrival) ▶ Jogging shoes or flats for P. E. and recess duty ▶ Sun hat or sun screen ▶ Sunglasses or eyeglasses ▶ Warm coat and hat for “winter” recess duty. ▶ Whistle
<p>Instructional Materials</p> <ul style="list-style-type: none"> ▶ Favorite picture book, joke book, poetry book ▶ Name tags ▶ Emergency lesson plans ▶ Behavior incentives ▶ Literature selections ▶ Motivational objects ▶ Prop (puppet, stuffed animal) ▶ One minute mysteries, mad libs ▶ Sponge/Filler Activities 	<p>Classroom Supplies:</p> <ul style="list-style-type: none"> ▶ Colored markers or pencils ▶ Glue Stick ▶ Pencils with erasers ▶ Post-it note pad ▶ Stickers or ink stamp and pad (primary & elementary levels) ▶ 5 x 8 cards ▶ Ball point pens (black, blue and red)
<p>Personal Supplies</p> <ul style="list-style-type: none"> ▶ Coffee cup, tea bag, sweetener ▶ Small cooler or lunch box and thermos ▶ Necessary Medicine ▶ Kleenex ▶ Hand Sanitizer 	<p>Emergency supplies</p> <ul style="list-style-type: none"> ▶ First aid kit and supplies ▶ Plastic disposable gloves

Filler/Sponge Activities

Sometimes you'll find yourself in a situation where you have completed the teacher's lesson plans for the day but you still have time to fill. This can be extremely difficult and create classroom management nightmares. Have some handy sponge activities that you feel comfortable using that will engage the students and challenge them too. Useful websites:

<http://www.supersubstituteteachers.com/>

www.teacherneedhelp.com/students/subtch.htm

Misc.

1. Games - Duck Duck Goose / Heads Up 7-up / Hangman
2. Printables - Puzzles / Word searches / Crosswords
3. True/False – This activity is always fun, and we all learn something interesting about one another! I start. I write four facts about myself on an overhead transparency. Three of the facts are true, and one is false. Students take my little true-false test. Then I survey students to learn the results. We go back over each question to see what they thought about each statement. That gives me a chance to tell a little about me. Then, on a sheet of paper, students write three interesting facts about themselves that are true and one that is false. Throughout the day, I ask a few students to try to stump the rest of us.
4. 1 Good Thing - Write down one good thing about each of your classmates.
5. Who has it - "My favorite fill-in activity is called Who Has It? Who Doesn't?" said Cathy Jimenez, a bilingual teacher in the Escondido (California) Union School District. "This activity helps children develop observational skills and practice categorizing. "I choose an observable object, such as hair ribbons, a watch, or a white shirt, and say, 'Juan has it. Belen doesn't. Homero has it. Andres doesn't.' When students think they know the answer, they raise their hands and ask, "Is it a watch?" (or a ribbon or whatever object you chose). The student who guesses first is the first to line up for recess, lunch, or wherever we're going."
6. What's in the Box? - In this variation of 20 Questions, students ask questions requiring only yes or no answers and try to identify an object hidden in a box.
7. Pictionary - This is great game to purchase so that you can use the cards for a game in class. You can also make your own homemade Pictionary cards. Split the class into teams (boys vs. girls, one side of the class vs. the other) and have them compete in a game, using the chalk board to draw on. Rewards and prizes can be used. This can get noisy to make the appropriate noise level very clear before beginning.

English

1. Write a Letter To Their Teacher - This works especially well if the teacher is ill. Have the students write their regular homeroom teacher a letter about how they miss them and what they have been up to today or since they have been gone. They really enjoy doing this!
2. Nouns - Ask a student to name a noun that begins with A. Have the next student name a noun beginning with B, and so on.
3. Make the sentence - Have one student call out a noun, a second student call out an adjective, and a third student call out a verb. Ask a volunteer to use all three words in a sentence.
4. Read your favorite book ☺.
5. ABC Project – Have students show their knowledge of a particular subject by creating an a-z guide about it. (ie – bicycles A-Z)
6. Storytelling - Tell the first two or three sentences of a story, and then ask each student to add a sentence. The last student should complete the story. Do this silently by writing. The person folds the paper so only the last few lines of their story shows and then they pass it to the next person. Works great in groups of 3-5.

7. Write a story - Have a collection of odd our unusual pictures. Have them write a story about the picture.

Math

1. Greedy - "Students stand beside their seats, and I roll a die," Te Maari explained. "Each time I roll the die, students add the number to the previous total, keeping a running score. Students can sit down at any time during the game, accepting the total at that point as their final score. For example, if a student sits down after three rolls of the die showing 4, 6, and 1, he or she has a score of 11. The game continues until someone rolls a 2. The students still standing lose ALL their points -- because they've been greedy! The seated student(s) with the highest score wins."
2. As close as U Can – Pick a random number (at least in the thousands or greater depending on what grade you teach) and I write it on the board. This is the target number. Then I write about five other random numbers. The students then can use any math operation and any of the five numbers once to try to get as close as they can to the target number. The student who gets the closest wins.
3. Sudoku handouts.
4. Silent Math – During the times your entire class is lined up and waiting, have one child start by using fingers and hand signals to give math problems. (Example: Hold up one finger (1), then make a plus sign (+), then two fingers (1+2). Lastly, put one hand above the other facing in opposite directions for the equal sign (=).) If a student wants to answer, he/she must raise their hand to be called on. They must give the answer using fingers and hand signals. The kids love it and it keeps the noise level down!
5. Challenge them - Count by 2's, 3's, 4's, etc. How far can you go?

Social Studies

1. Capitals – Match states with capitals.
2. ABC Countries – Go around the room having each student call out a country that starts with the next letter of the alphabet. If a student misses they are out. Get all 26? Try again without repeats.
3. Geography - Write a list of scrambled country names on the chalkboard. Have students take turns unscrambling the words and locating the countries on a map.

First Aid and Safety

Common sense is the most valuable tool you can use when dealing with health and safety issues. When you visit a school, find out the emergency procedures, where the phone is, and/or whom to notify at the school.

1. The Griffith Public Schools has adopted a **Classroom Emergency Procedures Guide Manual**. Please locate it upon arrival. It should be found on or near the teacher's desk.
2. Locate and note Emergency Evacuation Routes. These will be located on the back of classroom doors. If you have questions in regard to these routes, please clarify before students arrive.
3. Students who are injured should be sent to the office where a school nurse or secretary can provide first aid. In case of a severe injury, do not move the student. Remain with the student never send an injured student alone send another student or teacher for help. Try to keep the other students calm.
4. Never give medication, not even aspirin, to students. If a student requires medication, have the nurse or appropriate staff member administer it.
5. Follow specific policies and procedures for dealing with situations that involve blood or other bodily fluids. Listed below are the OSHA Universal Precautions for dealing with such situations (location of this item is contained in the classroom sub folder):
 - All bodily fluids should be considered infectious regardless of the perceived status of the individual.
 - Avoid contact with blood/bodily fluids if possible. Immediately notify the nurse, administrator, or designated first aid person.
 - Allow the individual to clean the injury if possible.
 - If it is not possible for the individual to clean the injury, disposable gloves should be worn. Gloves are to be discarded in a designated lined bag or container.
 - Clothing that has been exposed should be placed in a plastic bag and sent home with the individual.
 - Upon removal of gloves, hands should be washed thoroughly with warm water and soap.
 - Surfaces contaminated with blood/bodily fluids should be cleaned thoroughly with disinfectant.
 - The cleaning should be completed by the custodian, administrator or designee.
6. In case of convulsive seizures (generalized tonic, clonic, or grand mal):
 - Contact the office (you may assign this task to someone)
 - Do not panic – try to stay calm.
 - Stay with the person.
 - Prevent further injury. Lie the person down on the floor or a bed so that he/she cannot fall forward and not obstruct the airway. Clear anyway potentially dangerous objects.
 - Do not try to insert an object between the teeth to prevent the tongue from being bitten. It will probably be unsuccessful and may cause harm.
 - After the incident, complete an accident report and hand this in to the office.

Pay Information

The current rate of pay is:

- \$72.00 / day for a substitute who has a Substitute Teaching Certificate.
- \$80.00 / day for a substitute who has a valid Indiana Teaching License.
- Direct deposit payment service is mandatory for all Griffith Public Schools employees.

PAY SCHEDULE:

Substitute Teachers are paid on regularly scheduled paydays according to the following schedule:

Aug	5 19
Sep	2 16 30
October	14 28
November	10 23
December	9 23
January	6 20
February	3 17
March	3 17 31
April	14 28
May	12 26
June	9 23

(Example: If you work in the two-week period ending on January 20nd, you will be paid on February 3rd.)