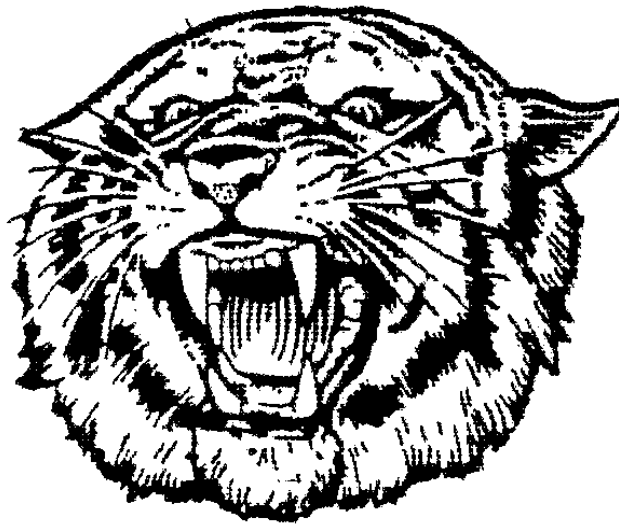


Mulvane USD 263
Substitute Teacher Handbook



2016 - 2017

The Mulvane School District is an equal opportunity employer.

USD 263 Mulvane Substitute Teacher Handbook

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Section I. Welcome to the Mulvane School District

Welcome

The Mulvane School District welcomes you as a substitute teacher. Members of the administration and faculty extend their best wishes for success. They realize that substitutes provide a valuable service and are valued members of the Mulvane School District team.

The information contained in this handbook is designed to assist you in your understanding of the operations of the school district. After reading the contents thoroughly, you should have a clear picture of what is expected of you as a substitute teacher, as well as some of the fundamental practices that will have a direct impact on your experience.

Introduction

The Mulvane School District has designed this Substitute Teacher Training Module to enhance the quality of teaching provided by substitute teachers to all schools. Substitute teachers will be trained in classroom/behavior management, basic teaching responsibilities, ethics, confidentiality, and the forms required to be submitted by substitute teachers. The training will be provided by the district staff of the Mulvane School District.

Mission Statement

The mission of the Mulvane Public Schools is to prepare all students with academic and life skills while respecting the diverse social, educational, and cultural characteristics of each individual student.

Section II. Employment

Notification to Substitute Teach

A substitute is asked to accept an assignment for which she/he is called unless personal circumstances make it absolutely impossible. If you accept most or all requests, your chances of working more will be greatly increased. The School District learns to depend on good, reliable substitutes.

Employment Requirements

1. Completed professional application
2. A Kansas Teaching or Substitute Certificate
3. Documentation that establishes your identity and employment eligibility
4. Background Check
5. Health Form
6. W4, K4 and Oath Form
7. Internet Use Policy
8. Confidentiality Agreement

Employment and Pay Information

The substitute rate is determined and approved by the BOE. The current daily rate is \$90.00. Substitutes are paid twice monthly on the dates listed in on the pay period schedule. The check should reflect work completed in the previous pay period. Direct deposit is available or checks will be mailed on the distribution date.

Long-term Substitutes Certified

If a substitute is needed for an extended period, a certified teacher may, at the Superintendent's discretion, be hired to substitute and shall be remunerated at the rate of \$150 per day beginning on the eleventh consecutive day of substitute teaching for the

same teacher. The \$150 per day rate shall continue from the eleventh day until the conclusion of the extended period term.

Section I. Professional Conduct

Professional Ethics Section GBU

Teachers shall not act as agents, or accept commissions, royalties, or other rewards for books or other school materials, the selection or purchase of which they may influence. No teacher shall tutor for pay any pupil attending classes in the building to which the teacher is assigned, unless approved in advance by the building Principal. Where there is disagreement among teachers on controversial school issues, such discussions shall be conducted privately, and not in the presence of students. Teachers are expected to maintain a professional attitude in their relationships with both fellow teachers and students, and shall at all times adhere to the Code of Ethics of the teaching profession.

Drug Free Workplace Section GAOA.

As a condition of employment in USD 263, employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess or use controlled substances in the workplace. Any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the Superintendent of the conviction within five days after the conviction.

Within 30 days after the notice of conviction is received, the school district will take appropriate action with the employee. Such action may include the initiation of termination proceedings, suspension, placement on probationary status, or other disciplinary action. Alternately, or in addition to any action short of termination, the employee may be required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment. The employee shall bear the cost of participation in such a program. USD 263 shall attempt to make available information concerning appropriate programs which are available to employees.

Each employee in the district shall be given a copy of this policy.

This policy is intended to implement the requirements of all state and federal regulations. It is not intended to supplant or otherwise diminish disciplinary personnel actions which may be taken under existing board policies. The BOE believes that maintaining a drug free workplace is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in this district.

Compliance with the standards of conduct as set forth in this policy shall be mandatory for all employees of USD 263. The policy as set forth above, shall be reviewed as necessary to ensure the effectiveness of the policy, to implement any necessary and/or desired changes, and to ensure that disciplinary sanctions are being consistently enforced.

Approved by Board 1-27-03.

Confidentiality

A child's school record is an important source of information. Under state and federal confidentiality requirements, parents/guardians have rights concerning this record. These rights have to do with inspection and release of the child's record. The questions and answers that follow do not cover all requirements but may help you become more familiar with some of them.

What is confidentiality? Confidentiality is protecting all personally identifiable data, information and records collected, used, or kept by the school district about a student. Confidentiality also applies to discussions about your child or your child's records.

What is personally identifiable data or information? Personally identifiable information includes:

- Child or family names and address,
- Child's social security or student number,
- Descriptions that would make it easy to identify your child, and
- Anything else that would make it easy to identify your child.

What is a school record? A school record, which is sometimes called an "educational record" or a "permanent record," is anything that the district collects, uses, or keeps about a child. This includes grades, health information, attendance reports, work papers, school photos, test results, etc. Data or information may be handwritten, drawn, or typed. It may also be a photograph, on audio or videotape, or on computer disk.

Does all the information in a child's school record have to be kept in one place? No. Many school districts have information in several places, including on computer. School staff must tell the parent/guardian the types and locations of all information about his/her child.

What kinds of information may a parent/guardian see? They may see the following kinds of information that a school district might keep about their child.

- Personal and family information;
- Testing information;
- Medical, psychological, and anecdotal reports;
- Achievement and progress reports;
- Records of conference with a parent's or guardian's child and the parent/guardian;
- Copies of letters and other correspondence about the child; and
- Other information that is helpful to the school in working with the child.

[NOTE: If a parent/guardian contacts you about viewing their child's records, please notify the parent/guardian that you are a substitute teacher and refer them to the school principal for further inquiry.]

Is there any information the school does not have to show a parent/guardian? Yes, the school does not have to show you:

- Teacher or counselor personal notes that are not shared with others
- School security police records, or
- Personnel records of school employees.

Who may look at a child's school records? Only parents and certain others have the right to look at or get a copy of your child's record without parent/guardian consent. School staff assumes that both parents have the legal right to see their child's record unless the school has been officially notified a parent is not allowed to do this because of some legal action such as a divorce decree.

Some of the others who may look at a child's record or get a copy without parent/guardian consent are:

- Staff from US or state department of education on official business;
- Another school district's staff if a child transfers;
- And school staff listed on the district's current list of persons allowed to look at student information.

[NOTE: If anyone contacts you about viewing a child's records, please notify them that you are a substitute teacher and refer them to the school principal for further inquiry or assistance.]

How does the school district make sure that a child's record is kept private? Each school has someone who makes sure that all rules for records are followed. School staff who collect, use or keep school records receive training in protecting confidentiality. School staff makes sure that parents see only information about their child.

How will anyone know who has looked at a child's record? The school district keeps a list of anyone who looks at or gets information from a child's school record. This list has the name of the person, the date the information was disclosed, and why the person was allowed to look at the record. This list is shown to a parent/guardian if they request to see it.

What should I do if another school personnel or staff member makes a personal comment, remark, or question about a student that may be confidential? Please remind the personnel or staff member about confidentiality laws and inform them that you have no comment about the student. If it is a comment that you think seriously infringes on a student's confidentiality rights, please contact the school principal to inform them of the incident.

Basically, what should I keep in mind about student confidentiality as a substitute teacher? Do not share any private information such as school records, grades, special education/IEP information, personal problems, disciplinary problems, or any other personal/family information of any child with anyone else.

Dress Code

The District expects all teachers to demonstrate appropriate professional grooming and dress.

1. Shorts (even those worn with leggings, etc.), skirts, dresses, and skorts must be no shorter than three (3) inches above the knee.
2. Halter tops/dresses or off-the-shoulder clothing are not permitted.
3. Muscle/tank top shirts are not permitted.
4. Clothing which promotes alcohol or drugs or bears offensive language, pictures, or signs is not permitted.
5. See through clothing, bare midriffs, and clothing containing holes which exhibit bare skin above the knee; and any article or clothing considered indecent and/or distracting are not permitted.

Section I. Miscellaneous

AESOP

Aesop is the automated system that the Mulvane School District uses in order to secure substitutes in the event of a teachers' absence.

The Aesop system may be utilized in two ways: Web Access or Telephone. A step by step guide, "Quick start Guide for Substitutes" has been provided for your convenience on page 15. In the event you do have further questions, please contact Human Resources at 777-1155.

A Substitutes Essential Functions

1. Establish a positive learning environment and respond to the individual needs of students.
2. Understand and support the mission and goals of USD 263
3. Facilitate the persona, social and intellectual development of students.
4. Ensure that all activities conform to district and building rules and regulations.

Your General Responsibilities/Requirements

- Execute the plan and daily schedule of the classroom to the extent practical and possible.
- District issued photo ID badge worn at all times.
- Establish and maintain appropriate expectations for student achievement and behavior
- Be present in the classroom and available to student when class is in session
- Assist with supervision of hallways, playgrounds, and parking lots, as requested between classes and before and after school.
- Communicate any unusual or serious problems of the day to the principal or assistant principal
- Adhere to all district health and safety policies, including all precautions of the Blood Borne Pathogens Exposure Control Plan
- Check in and out of the office of each school where you substitute
- Leave a written report regarding the day's activities in Aesop for the regular classroom teacher
- If school closes due to inclement weather or for any other reasons, and you have been scheduled to substitute, it is your responsibility to listen to the radio or TV for information regarding the closing.
- All visitors to the school or classroom are to be directed to the school office. Do not allow a child to leave school under any circumstance, even with a parent, without clearance from the office.

Substitute Teacher Code of Ethics

Substitute Teachers Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

The school district and board of education will investigate all alleged violations of inappropriate conduct by any employee.

Strategies for Classroom Management

Successful classroom management involves not only responding effectively when problems occur, but preventing the frequent occurrence of problems. The most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish.

Organization

Rules and procedures should be developed in conjunction with teaching strategies that help students meet their personal and academic needs.

- Arrange seating in a U-shape, rows or a circle, so that you can see and easily move close to students.
- Post a daily schedule and discuss any changes each morning.
- Engage students until you have given clear instructions for the upcoming activity.
- Encourage students to take responsibility for their learning by determining not to do tasks that can be done by students.
- Establish routines for collecting homework, distributing papers, etc.
- Move around the room and attend to individual needs.
- Provide simple step-by-step directions.
- Remind students of key procedures associated with the upcoming lesson.
- Use group competition to stimulate more orderly transitions.
- Develop transition activities--Implement structured activities that help students make transitions between active periods and quieter learning activities.

Communication

Effective communication is the foundation for good classroom management. Communication skills can be divided into two categories: sending and receiving.

Sending Skills (skills used when speaking to someone):

- Deal in the present. Information is more useful when it is shared at the earliest appropriate opportunity.
- Talk directly to students rather than about them. When teachers do this, students are shown respect, and receive accurate information about adults' feelings.

- Speak courteously. This creates positive role models for students.
- Take responsibility for statements by using the personal pronoun "I." Example: "When I'm interrupted, I get distracted and have difficulty helping other students."
- Make statements rather than asking questions. When dealing with students' behaviors, questions often create defensiveness.

Receiving Skills (techniques for becoming a more effective listener):

- Use empathic, non-evaluative listening. This makes the speaker feel that he or she has been clearly heard and that the feelings expressed are acceptable.
- Use paraphrasing, active listening, or reflecting in order to make the speaker feel heard. This allows the listener to become involved in the dialogue.
- Make eye contact and be aware of nonverbal messages.
- Suggest strong leadership by using body carriage, facial expressions, and gestures.

Monitoring

Often misbehavior occurs because students find "acting out" more interesting than a boring lesson or more rewarding than another failure experience. Students may also misbehave when they are not involved in the learning activity, do not understand the task, or cannot obtain assistance when it is needed.

Following are useful techniques for responding to minor classroom disruptions:

- Scan the class frequently in order to notice and respond to potential problems.
- React calmly and quickly to a student's disruptive behavior in order to create a positive ripple effect.
- Make positive initial contact with students by praising the positive behavior that competes with the negative behavior.
- Remind students of the classroom rule or procedure that they are not demonstrating.
- Make students clearly aware of the rules and procedures and the consequence for violations.
- Give students clear cues indicating that continuation of a behavior will evoke the specified consequences.
- Employ consistent consequences for misbehaviors.
- Inform students that they are choosing the consequence of their behavior.
- Use consequences which are educational in nature.
- When one or two students are being very disruptive, focus other students in the class on their task. Then find a time to talk quietly with the disruptive students.

Delivery of Instruction

Leading educators over the past several years have emphasized that quality of instruction is a key factor influencing students' behavior and achievement. Response to student misbehavior is most effective when it maintains or enhances the student's dignity and self-esteem and encourages the student to be responsible for his or her own behavior.

- Involve students in evaluating their own work as well as your instruction.
- Hand out an outline, definitions, or study guide to help students organize their thoughts and focus their attention.
- Ask the question and give ample wait time before calling on the student.
- Vary style as well as the content of instruction in order to address diverse student learning styles.
- Provide work of appropriate difficulty to complement varying ability levels.
- Relate materials to students' lives whenever possible.

- Be animated, create anticipation, and use activities to catch student interest or increase student motivation to participate.
- Engage student learning through cooperative group work, competitive teams, group discussions, debates, and role playing.

The Three Variables of a Discipline Problem

The Teacher: Too often, our thinking is totally in terms of student adjustment. Seldom do we think predominantly in terms of teacher adjustment. We should, however, because failing to do so is our first mistake in handling discipline problems. To be an effective disciplinarian, the teacher must become the primary adjuster. A teacher can be successful in getting students to adjust their behavior only by first adjusting his or her own behavior.

The Problem Student: The only variable that you have 100 percent control of, all of the time, is you. Those teachers with the most discipline problems usually are those who cannot control themselves. As a result, they make every situation worse--for themselves, the problem student, and the rest of the class.

The Rest Of Class: Sometimes we forget that we can control and channel most classroom situations in a positive manner.

The Four Major Causes Of Misbehavior

Objective: If we could learn to handle the misbehaviors resulting from these four causes, the majority of our classroom discipline problems would be resolved.

Attention: Most students gain attention through normal channels. However, for some students, misbehaving is the only way of gaining attention. Most commonly, these students are the ones who speak out without permission, arrive late for class, or make strange noises which force class or teacher attention. They are all misbehaving for the purpose of gaining attention. Attention is the need which must be met. If they cannot get attention in appropriate ways, they will misbehave. Remember, giving attention reduces potential problems and cures current ones. You can identify Attention as the cause for inappropriate behavior by the feeling the behavior generates within you. When Attention is the reason for the misbehavior, you will generally feel Annoyed.

Power: We all have the need for power. Students express this need by open dissent, by refusal to follow rules, or by being controversial. Remember, these students usually feel defeated if they do as they are told. They truly feel that more power is the answer to all their problems. If they cannot gain power in appropriate ways, they will fight to gain it in inappropriate ways. You can identify power as the cause for inappropriate behavior by the feelings the behavior generates within you. When power is the reason for the misbehavior, you will generally feel threatened.

Revenge: There are some students who find their places by being disliked, feared, or hated. Failure has made them give up trying to gain attention or power via socially acceptable methods. Unfortunately, they find personal satisfaction in being mean, vicious, and violent. The purpose of their misbehavior is revenge. They are also the students who write on desks, beat up classmates, threaten younger students, cause constant controversy, mark rest room walls, and damage others' personal property. If you have students who fall into misbehaving because they are seeking revenge, realize that only appropriate success will change them. You can identify revenge as the cause of inappropriate behavior by the feeling the behavior generates within you. When revenge is the cause of the misbehavior, you will generally feel fearful or angry.

Self Confidence: Students who lack self-confidence honestly expect failure. They frustrate teachers because they are often capable of handling their studies successfully. Again, only success can change these students' academic self-image. You can identify lack of self-confidence as the cause of the inappropriate behavior by the feeling the behavior generates within you. When lack of self-confidence is the cause of the misbehavior, you will generally feel frustrated.

The Four Step Discipline Module

Behavior: Before you can try to change a student behavior, you must properly identify that behavior. The identification must be specific; for example, the talker, the cheater, the bully. Therefore, in the first step, you must specifically identify the behavior based on its characteristics.

In the Behavior Reference, there are 117 different behavior types listed. As you review the types, study the specific student characteristics listed in this section. Does the student you are dealing with exhibit the characteristics listed?

If the characteristics listed don't seem to fit that particular student's behavior, it may be helpful to check the additional behaviors listed in the "See Also" section. Look at the "Behavior" section within these related behaviors to see if any similar characteristics are shown.

Pinpointing what the student does and says is vital because it will allow you to proceed through the process of changing the unacceptable behavior to acceptable behavior. It helps you avoid making generalizations about behavior and helps you zero in on the exact behavior you want to change.

Once you get a clearer picture of what you are dealing with, it will be easier to describe the specific problem behavior to the student, to colleagues, and to parents.

Effects: Understanding the effects of the behavior is another vital part of your preparation for dealing with that behavior. It is important to be able to point out how the behavior actually affects the teacher, classmates, and/or the learning environment in the classroom. To suggest any solution, without first identifying which areas the behavior is affecting, is useless. If you first take the time to observe the effects of the behavior in question, you'll find it much easier to pursue workable solutions designed to bring about positive and constructive change.

It should be noted that a student's behavior often affects only the teacher. Yet, if the student's behavior prevents the teacher from teaching, some changes in the behavior are necessary. Recognizing that the behavior affects only the teacher does prevent negative teacher action such as saying he or she is bothering the rest of the class.

Actions: In this section, consideration is given to the primary cause of the misbehavior, the primary and secondary needs being revealed, and the specific suggestions for handling the misbehaviors.

Primary causes of the misbehavior and primary and secondary needs are covered in the instructional information. Please refer to that previous information if you need help in this area. The Behavior Reference identifies these causes and needs in each behavior type and suggests possible approaches in helping the student adjust his or her behavior.

It is now your responsibility to select the methods, procedures, or techniques that best fit the student you are working with. For instance, you may select one or two suggestions to implement as your first attempt to work with the problem student. Later, you may consider other suggested ideas for working with the

student. If problems persist, seek help from colleagues and add to the list of suggestions. Your professional responsibility remains and you must be open to all possible solutions.

Mistakes: Often our solution to misbehavior in the classroom is to react to the behavior personally rather than approach the problem professionally. This section points out possible teacher reactions which may compound or perpetuate the problem. Its purpose is to help teachers avoid mistakes commonly made in dealing with certain types of behavior. These errors are destructive to the teacher, the student, and the rest of the class.

Recommended Procedures for Substitute Teachers in Handling Discipline Problems:

1. Inform the student of what he/she is doing to be considered a discipline problem and instruct them how they can prevent the problem from continuing or reoccurring (basically get their attention and correct their behavior in a **positive** manner)
2. If the discipline problem persists, inform the student that his/her behavior is unacceptable and if it continues you will be forced to take additional steps to correct their behavior (i.e. leave a message about their behavior with their teacher, visit to the principal's office, etc.). At this point, determine if the student needs a change in his/her seating assignment, and if so, reassign the student a new seat.
3. If the discipline problem continues with the student, send the student to the principal's office and contact the principal to inform him/her of the exact problem with the student.
4. Document (in writing) the student's name, class, nature of discipline problem, and the strategies you used to cope with the discipline problem. Ask the principal if he/she would like a copy of your documentation of the discipline problem. Leave a copy of your documentation for the regular teacher so he/she will be aware of any problems while they were absent.

What should I expect?

Substitute teaching can be a challenging job at times because every day you are working in a different situation. Most beginning substitute teachers wonder what to expect when they arrive at the school. This section of the substitute teaching training module is designed to prepare substitute teachers for what to expect when they accept a substitute position and arrive at the school.

Below is a checklist provided for all substitute teachers. This checklist includes the main concerns you should be aware of when substitute teaching.

Substitute Teacher Preparation Checklist

- ✓ When accepting a substitute teaching position, make sure you know who the teacher is, what they teach, what school do they teach at, the beginning time for the school, and the date the position is needed.
- ✓ Make sure you are punctual and arrive at the school early enough to prepare yourself for the day (arrive at least 15 minutes prior to the beginning of school)
- ✓ The first thing you should do is to report and sign in at the office. Inform the principal who you are substitute teaching for and obtain any room keys, directions, special instructions, etc. you may need from the principal.
- ✓ Report to your classroom and get a feel for where everything is located (i.e. Pencil sharpener, computer, paper, teacher materials, lesson plan book, emergency exit plan, the nearest exit point, rest rooms, etc.).
- ✓ Check for lesson plans and instructions left by the teacher. Make sure you have detailed lesson plans and that you understand what the lessons consist of for each class. If you have a

- lesson plan that calls for the use of audio/video/computer equipment, please check with the school media specialist for availability and assistance with the equipment.
- ✓ Check for a class schedule left by the teacher. This will tell you what your day is going to look like. You will see on a schedule what you are teaching at certain times of the day, if you have planning time, your lunch time, breaks, etc. Familiarize yourself with when and where you should be at all times of the day.
 - ✓ Check for a class roster left by the teacher. Depending on whether it is elementary, middle, or high school, your class rosters will vary. A class roster identifies who your students are in each class. Use the class roster to check and record attendance for each class as well as learn the names of your students in the class. It is vital to check attendance so every student is accounted for during the day. The school should provide you with a copy of the absentee report so you will know which students are absent for the day. If you have any students on your roster not present in class and they are not on the absentee report, please notify the school office as soon as possible.
 - ✓ Check your lesson plans and instructions to see if the teacher has given any special accommodations for certain students. Sometimes special needs students or students with medical conditions may need some time of accommodations or adjustments made during class.
 - ✓ Make sure to follow the lesson and directions exactly as the teacher has left. Every day is vital to the education and development of students. Do not get sidetracked with your own personal agenda or lesson. Obviously some lessons may need to be altered to deal with various situations occurring in class. But please stay as close as possible to the intended lesson/directions left by the teacher.
 - ✓ Check to see if the teacher has left you any student names that may be dependable class leaders that you may rely on for assistance (i.e. Peer tutoring, errands, messenger to office, etc.)
 - ✓ Please observe student behavior during the entire class time. Make sure that students do not mess with teacher materials/property and prevent students from damaging or vandalizing school property. You are accountable for the student's behavior and anything damaged or missing during your substituting. Teachers will be completing a checklist survey on you as to how well you substituted for them based on student comments, condition of the room, completed assignments, etc.

Sometimes teachers have emergencies and do not know in advance they will be absent. In these situations, lesson plans may not be provided for the substitute teacher. With this in mind, we offer the following recommendations to handle this type of situation:

- Try to have an emergency lesson plan developed for the age level you are substitute teaching. For example, if you only substitute taught for high schools, then you could develop an emergency lesson plan appropriate for high school students and any subject area. An example could be a current events lesson plan. You could have students choose a newspaper article (newspapers could be provided online or from the library), read the article, write about the article, and have the students present/explain each of their articles to the rest of the class. The main idea is to have a simple lesson plan appropriate for the age level and broad enough to be used in any subject area. If you substitute teach more than one age level, then have emergency lessons designed for each age level (elementary, middle, or high school).
- Another suggestion is to skim through the teacher's material, lesson book, or textbook to get an idea what the class may be working on recently. Also, talk with students to get an idea what they have been working on recently. You may be able to get ideas and suggestions about lessons/activities from the textbook or teacher resources to use during class.

Administration and School Department Listings

District Office

628 E. Mulvane Street

Mulvane, KS 6710

316-777-1102 Fax 316-777-1103

Hours: Monday-Thursday 8:00 am – 4:30 pm, Friday 7:30 am – 4:00 pm

Dr. Brad Rahe

Superintendent of Schools

Tom Keil

Director of Human Resources

Carolyn Young

Business Manager

Angela Sagely

Human Resources Secretary

Mulvane High School

1900 North Rock Road

316-777-1183 Fax 316-777-2228

Hours: 7:45 am – 3:00 pm, Wednesday 8:45 am – 3:00 pm

Jay Ensley

Principal

Brad Canfield

Assistant Principal

Doug Evers

Assistant Principal/Athletic Director

Vickie Hackley

Substitute Contact

Mulvane Middle School

915 Westview Drive

316-777-2022 Fax 316-777-4967

Hours: 7:50 am – 3:05 pm, Wednesday 8:50 am – 3:05 pm

Traci Becker

Principal

Heidi Perkins

Assistant Principal/Athletic Director

Monica Woolard

Substitute Contact

Mulvane Grade School

411 SE Louis Drive

316-777-1981 Fax 316-777-2799

Hours: 8:00 am – 3:20 pm, Wednesday 9:00 am – 3:20 pm

Raquel Greer

Principal

Trisha Gerber

Substitute Contact

Mulvane Primary School

1007 Westview Drive

316-777-0151 Fax 316-777-2798

Hours: 7:55 am – 3:15 pm, Wednesday 8:55 am – 3:15 pm

Deana Waltrip

Principal

Stefanie Dannels

Substitute Coordinator

**Substitute Waiver
Mulvane USD 263**

I understand that as a substitute teacher, I am hired to fill in for the Mulvane USD 263 Certified Staff members with the knowledge that I will be used as needed. Since the number of absent teachers varies from day to day, I also understand that being on the list of substitute teacher for Mulvane USD 263 does not guarantee that I will be called to work.

Name of Applicant

Date