

As a substitute teacher, you play an important role in maintaining a positive academic environment so that student learning will continue during the absence of the regular classroom teacher.

**Getting Started**

1. Obtain a Criminal History Record Check ( CHRC) from the Maine Dept. of Education, which includes fingerprinting.  
<https://www.maine.gov/doe/cert/fingerprinting>
2. Complete 1 employment application to substitute in all three school districts.
3. Complete the necessary payroll forms.
  - a. An email link to online forms at Frontline Education will be sent
4. Log into Frontline Education- Absence Management and customize your notification of substitute opportunities. Consider downloading the Frontline phone app.
5. Schedule a tour and meet a school principal/office staff. Ask to shadow a guaranteed sub for a day.
6. Accept your first substitute assignment using Frontline Education.

**OUR SCHOOLS**

<b>Biddeford Primary School (1-2)</b> 320 Hill St. ~ 207.282.8285	<b>Principal:</b> Meghan Schrader <b>Admin Assistant:</b> Melissa Lauzier	<b>Start Time:</b> 7:40am <b>End Time:</b> 2:20pm
<b>Biddeford Intermediate School (3-4)</b> 335 Hill St. ~ 207.282.5957	<b>Principal:</b> Lindsey Nadeau <b>Admin Assistant:</b> Wendy Whitaker	<b>Start Time:</b> 7:40am <b>End Time:</b> 2:20pm
<b>Biddeford Middle School (5-7)</b> 25 Tiger Dr. ~ 207.282.6400	<b>Principal:</b> Scott Descoteaux <b>Admin Assistants:</b> Stephanie Blanchette & Pam Emereson	<b>Start Time:</b> 8:40am <b>End Time:</b> 3:10pm
<b>Biddeford High School (8-12)</b> 20 Maplewood Ave. ~ 207.282.1596	<b>Principal:</b> Martha Jacques <b>Assistant Principal:</b> Elias Fletcher <b>Admin Assistant:</b> Sarah Warner	<b>Start Time:</b> 8:30am <b>End Time:</b> 2:45pm
<b>Biddeford Regional Center of Technology</b> 10 Maplewood Ave. ~ 207.282.1501	<b>Director:</b> Paulette Bonneau <b>Assistant Director:</b> Michael Bailey <b>Admin Assistant:</b> Sharon Inkpen & Monica Johnson	<b>Start Time:</b> 8:30am <b>End Time:</b> 2:45pm
<b>Dayton Consolidated School</b> 21 Clark Mills Rd. ~ 207-499-2283	<b>Principal:</b> Kimberly Sampietro <b>Admin Assistant:</b> Tamarah Whitehurst	<b>Start Time:</b> 7:40am <b>End Time:</b> 2:10pm
<b>Saco Pre-K</b> 5 Willey Rd ~ 207.494.9630	<b>Director:</b> J' Aime Walker <b>Admin Assistant:</b> Julie Petrin	<b>Start Time:</b> 8:00am <b>End Time:</b> 2:15pm

<p><b>Saco - Fairfield School (K-2)</b> 75 Beach Street ~ 207.282.1322</p>	<p><b>Principal:</b> Wendy LeBlanc <b>Admin Assistant:</b> Laura Sicilano</p>	<p><b>Start Time:</b> 7:45am <b>End Time:</b> 2:15pm</p>
<p><b>Saco - Young School (K-2)</b> 75 Tasker Street ~207.284.7053</p>	<p><b>Principal:</b> Jeff Mears <b>Admin Assistant:</b> Joddie Fournier</p>	<p><b>Start Time:</b> 7:55am <b>End Time:</b> 2:25pm</p>
<p><b>Saco - CK Burns School (3-5)</b> 135 Middle Street ~ 207.284.5081</p>	<p><b>Principal:</b> April Noble <b>Assistant Principal:</b> Thomas Partridge <b>Admin Assistant:</b> Christina Lamontagne <b>Secretary:</b> Doris Binette</p>	<p><b>Start Time:</b> 7:45am <b>End Time:</b> 2:15pm</p>
<p><b>Saco Middle School (6-8)</b> 40 Buxton Rd ~ 207.282.418</p>	<p><b>Principal:</b> Marie Soucy <b>Assistant Principal:</b> Ben Fogg <b>Admin Assistant:</b> Vickie Cronin <b>Secretary:</b> Carrie Foran &amp; Sandy DaGraca</p>	<p><b>Start Time:</b> 8:45am <b>End Time:</b> 3:15pm</p>
<p><b>Administration</b></p>	<p><b>Dayton/Biddeford Human Resources</b> Michelle Brackin <a href="mailto:employment@biddefordschools.me">employment@biddefordschools.me</a> 207-391-6897</p>	<p><b>Saco</b> Brooke Dunham 207-284-4505 ext 7059</p>

## **ROLE AND EXPECTATIONS OF THE SUBSTITUTE**

The substitute teacher is regarded as a regular teacher for the day(s) they are in school. Therefore, they must continue student learning progression as effectively as possible in the absence of the regular teacher.

The substitute teacher should carry out the plans of the teacher they are replacing and supervise the students in their care at all times. We expect the substitute to maintain discipline, perform the necessary routines and duties, and leave an orderly classroom.

## **GUIDELINES FOR THE SUBSTITUTE TEACHER**

### **Availability**

When an individual agrees to become a substitute teacher, the substitute is on call and is depended upon for services. Therefore, if there is a period when you will not be available to accept an assignment, please block yourself on Frontline.

### **Daily Schedule**

- Please plan to arrive at school 15 minutes before the start of the student day.
- Report to the primary office.
- Sign in
  - Biddeford/Dayton: Punch in at the Time Clock.
  - Saco: Record your name on the sign-in sheet and get your badge.
- You will be shown to the teacher's room, staff bathroom, and your classroom.
- Review the schedule for the day and any related materials, including the following
  - Class times/locations and extra duty schedule and responsibilities
  - Lunchtime
  - Lesson plans, class lists, and any required forms
  - End of daily duties and procedures
- We will try our best to check in on you throughout the day, but please feel free to call the office number with any concerns.
- Sign out

- Biddeford/Dayton: Punch out at the time clock.
- Saco: Sign out at the end of the school day. The substitute must complete a Substitute Evaluation Report for the administrative team-of the work accomplished for the regular teacher and also an account of any incidents with the students or faculty that might require further attention.
- **(Saco only-** Wednesdays are abbreviated days, with students released one hour early. Substitutes will be paid for a full day) - you will be paid for a full day, but the children are released an hour early.

## TIPS FOR THE SUBSTITUTE TEACHER

The following suggestions will assist you in working with students:

### DO:

- Arrive on time and begin class promptly.
- Locate the phone for contacting the Main Office
- You are expected to familiarize yourself with the Fire Drill Procedures and escape route for your classroom. It would be best if you also familiarize yourself with the procedures around other critical incidents
- Take charge of the classroom. Take attendance quickly but accurately. Students need to see that you are competent and in control.
- Please send your attendance to the Main Office within the first 10 minutes of class time.
- Follow the lesson plans left by the regular classroom teacher.
- Use discretion in expressing personal reactions and opinions.
- Give students clear expectations for behavior up front and be consistent.
- Present lessons and assignments clearly so that students understand what they are to do when the task is to be completed, and what to do when they are finished. Be as brief and concise as possible in explanations.
- Require student attention and participation.
- Correct minor student misbehavior privately rather than publicly whenever possible.
- Circulate frequently around the classroom. This will help you to observe the behavior of students.
- If possible, lock the classroom when you leave it. Do not leave handbags or valuables unattended. Do not leave the school during your planning period or lunch. If an emergency arises, consult the principal or office staff.
- Food and drink are allowed in classrooms. However, students and teachers are responsible for throwing trash away in the proper bins. Please do not collect cans and bottles on windowsills, desks, or tables, as this can create issues with bugs, rodents, and smells.

- If a student is disruptive, attempt to use common sense to diffuse the situation. If you cannot, you should send the student to, or request assistance from, the Main Office. Call the Main Office indicating you are sending a student or asking for help. Notify the office immediately regarding any serious behavioral issues. If a student poses a danger to themselves or others, directly call the office for support. The use of physical punishment is never permitted. Please write up a description of any behavior incident so the teacher/administration can follow up accordingly.
- Removal of a student from class should be considered only in extreme circumstances when all other attempts to redirect behavior have failed or if a single outburst threatens health and safety.
- Sickness - If a student complains of feeling sick, you may send them to the Nurse after first calling the Nurse. Under no circumstances are you to administer any medications, e.g., Tylenol.
- Accidents - All accidents occurring within or on the grounds must be reported to the school office immediately. A student/staff Accident Report must be completed.
- Supervision of Students - Students are not to be left unsupervised. As a substitute, you should supervise students in the hallways between classes whenever possible.
- Maintain strict confidentiality regarding students in the class, events on the day, or any school-related matters that arise during your employment.
- Report any issues or concerns to the building administrator.
- Have a few “tricks up your sleeve” to use as fillers if you are left with time at the end of an activity. Impromptu games that challenge students (brain teasers, word challenges, etc.) are helpful.
- Remain positive and flexible.
- Show students that you care about them. Provide feedback to students. Praise good behavior and effort
- Provide closure at the end of class. Remind students about assignments.

### **DON'T**

- Leave the classroom unattended where students are present.
- Lose your temper. Yelling at students, slamming the desk, or name-calling will only reduce your control of the classroom and result in a loss of respect.
- Physical contact with a student is never permitted unless the safety of students or staff is in jeopardy.
- Overreact to situations. Handing out detentions for minor incidents may create more significant problems for you.
- Punish the entire class for the misbehavior of one or two students. Address the responsible individual (s).
- Threaten students. Using statements such as “if you don’t settle down, I’m going to” will undermine your authority. If you have clearly stated the rules, this will not be necessary. Instead, allow students to make a positive choice for a desired behavior.
- Let problems escalate. Ask for assistance.

- Allow students to roam the building. No Hall Passes Are To Be Issued. Substitutes should allow only one student at a time to travel to the bathroom and should have them sign out and sign back in. Substitutes should call any location to which students are traveling. Biddeford Media Center - (HS/MS) The Media Specialist can approve passes if there is an acceptable plan with the Media Specialist, the substitute, and the student.

## OLDER DRAFT VERSION

As a substitute teacher, you play an important role in maintaining a positive academic environment so that student learning will continue during the absence of the regular classroom teacher.

### **Getting Started**

7. Obtain a Criminal History Record Check ( CHRC) from the Maine Dept. of Education, which includes fingerprinting.  
<https://www.maine.gov/doe/cert/fingerprinting>
8. Complete 1 employment application to substitute at all three schools.
9. Complete the necessary payroll forms.
  - a. Biddeford/Dayton - email link to online forms at Frontline Education
  - b. Saco - make a appt to complete in person
10. Log into Frontline Education and customize your notification of substitute opportunities. Consider downloading the Frontline phone app.
11. Call and schedule a tour and meet a school principal/office staff . Ask to shadow a guaranteed sub for a day.
12. Accept your first substitute assignment in Frontline.

Your work will be challenging, but we have confidence in your ability to perform the daily responsibilities of our educational programs while ensuring the safety and respect of the students placed in your care. If you have any concerns, please feel free to seek assistance from the administration and staff. Thank you for your help and your commitment to learning.

The Frontline System calls potential substitutes between the hours of 3:00 PM and 9:30 PM the night before a scheduled absence and between 5:00 AM and 6:30 AM the morning of the absence to secure a substitute.

Please plan to arrive at school 15 minutes prior to the start of the student day. Upon your arrival at one of our locations, you will be greeted by the office staff.

You will be shown to the teacher's room, staff bathroom, and your classroom.

The substitute teacher is expected to leave a report of the work accomplished for the regular teacher and also an account of any incidents with the students or faculty that might require further attention. **In addition,**

## **OUR SCHOOLS**

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Dear Education Partner:

Welcome to Biddeford, Dayton, and Saco School Department on behalf of the administrative team, teaching staff, and students.

As a substitute teacher, you play an important role in maintaining a positive academic environment so that student learning will continue during the absence of the regular classroom teacher. Your work will be challenging, but we have confidence in your ability to perform the daily responsibilities of our educational programs while ensuring the safety and respect of the students placed in your care. If you have any concerns, please feel free to seek assistance from the administration and staff. Thank you for your help and your commitment to learning.

### **INTRODUCTION**

The Frontline System calls potential substitutes between the hours of 3:00 PM and 9:30 PM the night before a scheduled absence and between 5:00 AM and 6:30 AM the morning of the absence to secure a substitute.

### **ROLE AND EXPECTATIONS OF THE SUBSTITUTE**

The substitute teacher is regarded as a regular teacher for the day(s) they are in school. They must continue student learning progression as effectively as possible in the absence of the regular teacher.

The substitute teacher should carry out the plans of the teacher he/she is replacing and supervise the students in his/her care at all times. We expect the substitute to maintain discipline, perform the necessary routines and duties, and leave an orderly classroom.

The substitute teacher should confer with the building administrator if there are questions regarding professional matters, daily plans, etc.

Use discretion in expressing personal reactions and opinions. Maintain strict confidentiality regarding students in the class, events on the day, or any school-related matters that arise during a period of professional service: Report any issues or concerns to the building administrator.

### **GUIDELINES FOR THE SUBSTITUTE TEACHER**

#### **Availability**

When an individual agrees to become a substitute teacher, the substitute is on call and is depended upon for services. If there is a period of time when you will not be available to accept an assignment, please block yourself on Frontline.

### Daily Schedule

- Please plan to arrive at school 15 minutes prior to the start of the student day.
- Report to the main office and record your name on the sign-in sheet and get your badge.
- You will be shown to the teacher's room, staff bathroom, and your classroom.
- Review the schedule for the day and any related materials, including the following
  - Class times/locations and duty schedule
  - Lunch time
  - Lesson plans, class lists, and any required forms
  - Protocols for fire drills and other student or building safety procedures
  - End of day responsibilities and procedures
- ~~Request a copy of the teacher's schedule and ask if there are any extra duties for the day. You may be asked to cover additional duties or substitute in multiple classrooms throughout the course of the day.~~
- ~~Clarify the lunch schedule.~~
- ~~Obtain the teacher's lesson plans, class lists, books, attendance forms, absentee slips, etc., if they have been left in the office.~~
- ~~Inquire about end-of-day responsibilities (ex. bus duty) and procedures (ex. safeguarding the teacher's materials).~~
- We will try our best to check in on you throughout the day, but please feel free to call the office number with any concerns.
- Please remember to sign out at the end of the school day.
- **The substitute must complete a Substitute Evaluation Report for the administrative team of the work accomplished for the regular teacher and also an account of any incidents with the students or faculty that might require further attention.**
- **(Saco only-** Wednesdays are abbreviated days with students released one hour early. Substitutes will be paid for a full day) - you will be paid for a full day but the children are released an hour early.

### Working with School Staff

- Substitute teachers interact with a variety of school personnel. Maintaining positive and effective communication with students and staff is the best way to provide high-quality instruction.
- Some classes use the services of educational technicians (ed techs) Most ed

techs demonstrate knowledge and skill regarding student instruction in their assigned areas. They know the daily routines, schedules, classroom rules, and, most importantly, the students. They are often the best source of information and assistance when substituting in these classes.

## ONCE IN CLASSROOM

### Schedule & Responding to Emergencies

- Locate the phone for contacting the Main Office
- It is expected that you familiarize yourself with the Fire Drill Procedures and escape route for your classroom. You must also familiarize yourself with the procedures around other critical incidents

### Explore Other Parts of the School

- It is suggested you check in with the teachers next door. This would be an opportunity for you to clear up any questions or understand the logistics of the day.
- Understand where bathrooms are located, where the Nurse's Office is located etc.
- Go to the office and request any supplies that you could not locate in the classroom.
- Make copies of any worksheets or assignments that you'll need during the day.
- Ask office personnel about specific activities and responsibilities for the day.

### Preparing Your Academic Responsibilities

- ~~Review the Substitute Plans and/or any other specific instructions. The teacher you are replacing is expected to leave materials needed for the day and detailed lesson plans with a clear schedule. Review these plans and materials and seek assistance if you have questions.~~
- ~~As time permits, make notes on the lesson in your own words so that you'll be more comfortable with the materials and better organized in your presentation.~~
- ~~Write your name on the board.~~
- ~~Locate the class seating charts.~~
- ~~Organize materials to be used during the day and check any equipment that will be used to ensure that it is working properly.~~
- ~~Prepare materials and/or technology used for your classes and be ready to start the day.~~
- ~~Locate the teacher's schedule, class lists, seating charts, and special schedules, including when your students eat lunch. (It is important you understand if your~~

students eat lunch in the classroom or travel to the cafeteria. If this is unclear, contact the Main Office).

- Be aware of the equipment in the room and its proper use, including hardware and software, access information, and location of copier/printer
- Ensure you have access to any needed logins and passwords
- Familiarize yourself with the teacher's lesson plans and Teacher's editions of the textbooks.
- Write down key concepts, definitions, examples, etc.
- Write down questions that you will ask the students.
- Anticipate students' questions about the material and be prepared to answer them.
- In elementary schools, where there are no breaks between classes, quickly review plans and organize materials for the next lesson while the children are completing the current activity.
- Once you are familiar with the school routine, remain close to the classroom door in the hallways during class changes. Welcome students as they enter the classroom.

### Important Details

- **Attendance** – Student attendance should be taken and reported to the office. Write down the names of absent students on the class roster and send them to the main office. If a student is late to class, please note the student's tardy on the Teacher Report Form and let the Main Office attendance know. Keep a copy of the attendance for the classroom teacher.
- **Discipline** – If a student is disruptive, attempt to use common sense to diffuse the situation. If you cannot, then you should send the student to, or request assistance from, the Main Office. Call the Main Office indicating you are sending a student or to ask for assistance. Notify the office immediately regarding any serious behavioral issues. If a student poses a danger to themselves or to others, immediately call the office for support. The use of physical punishment is never permitted. Please write up a description of any behavior incident so the teacher/administration can follow up accordingly.

### Fire Escape Procedures

- When the fire alarm sounds, all staff, and students are to leave in an orderly fashion. Take with you the class list to check attendance once the students are safely outside of the building. A reminder that you need to account for students who may have left the classroom for the bathroom, nurse, guidance etc.
- **Critical Incidents** – It is important that substitutes review and understand how to respond to any critical incident. These include Lockout, Lockdown, Evacuation, Shelter, and Hold.

### Planning Period and Lunch

- If possible, lock the classroom when you leave it. Do not leave handbags or valuables unattended.

- Do not leave the school during your planning period or lunch. If an emergency arises, consult the principal or his/her designee.
- Follow procedures given to you by the school's administrative staff.

### During Each Class,

- Begin class as soon as the schedule reads. A prompt, organized start sets the stage for success.
- Make sure all students are seated in their assigned seats.
- Greet the class and introduce yourself.
- Follow the lesson plan furnished by the teacher or note any changes you implemented.
- Present an overview of the day's lesson (and a review of the previous lesson if you are returning to a class for the second day).
- During the introduction of the lesson, motivate student interest by emphasizing the value of the lesson to them academically or personally.
- Throughout the class, ensure that students understand the lesson.
- If students are doing seatwork or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
- If a student is disruptive or has trouble completing the material,
  - Ignore/redirect them and remind them of the expectations
  - Quietly approach the student and ask them what they need
  - Set boundaries and follow through with them each time
  - Avoid a 1:1 argument/disruption with a student; instead, refocus your energy on the remaining students and direct your attention to the positive contributions of others
  - Offer first, then situations (first, we do x, then we do y)
  - Offer alternative paths to completion for tasks within reason (verbal instead of written)
  - Offer additional processing or transition time between activities
  - Call the office for additional support
- Don't let the instructional pace lag. Move quickly from one activity to another.
- Handle materials in an orderly manner. Have everything organized so that you don't waste time looking for books, lesson plans, etc., while students remain idle.
- Ask a few students to assist you in passing out and collecting papers, books, etc. Check for lists of "suggested helpers."
- As much as the lesson plan will allow, vary the students' roles during the class. For example, rather than have them be listeners for an entire hour, provide activities that will require them to alternatively listen, write, and discuss. Younger students, in particular, have short attention spans, so plan a variety of activities to prevent them from getting restless.
- Vary the order in which you call on students.
- Avoid confusing students by jumping abruptly from one activity to the next. Make the transition between activities systematically, as follows:
  - Step 1: Summarize the first activity.
  - Step 2: Pause for questions and comments.

Step 3: Introduce the next activity.

### Important Information to Note

- Leaving School Grounds - No student may leave school grounds during the day without permission of a parent or a legal guardian and the permission of the school office. If a student is to be dismissed, the office will call the classroom and/or note the dismissal.
- No Hall Passes Are To Be Issued. Substitutes should allow only one student at a time to travel to the bathroom and should have them sign out and sign back in. Substitutes should call any location to which students are traveling.
- Media Center - (HS/MS) The Media Specialist can approve passes if there is an acceptable plan with the Media Specialist, the substitute, and the student.
- Sickness - If a student complains of feeling sick, you may send them to the Nurse after calling the Nurse first. Under no circumstances are you to administer any medications, e.g., Tylenol.
- Accidents - All accidents occurring within the school or on the school grounds must be reported to the school office immediately. A student/staff Accident Report must be completed.
- Supervision of Students - Students are not to be left unsupervised. As a substitute, you should assist in the supervision of students in the hallways between classes whenever possible.
- ~~At the end of the day, leave a written summary of the day's activities for the classroom teacher and complete the Substitute Evaluation Form provided by the Main Office.~~
- Food and drink are allowed in classrooms. Students and teachers are responsible for throwing trash away in the proper bins. Please do not collect cans and bottles on windowsills, desks, or tables, as this can create issues with bugs, rodents, and smells.
- Removal of a student from class should be considered only in extreme circumstances when all other attempts to redirect behavior have failed or if a single outburst presents a threat to health and safety.

### TIPS FOR THE SUBSTITUTE TEACHER

The following suggestions will assist you in working with students:

#### DO:

- Arrive on time and begin class promptly. Take charge of the classroom. Take attendance quickly but accurately. Students need to see that you are competent and in control.
- Please send your attendance to the Main Office within the first 10 minutes of class time.
- Check rooms for a fire exit in the event of a fire drill. Be sure to take your class list so you can take attendance outside.
- Follow the lesson plans left by the regular classroom teacher.

- Give students clear expectations for behavior up front and be consistent.
- Present lessons and assignments clearly so that students understand what they are to do, when the task is to be completed, and what to do when they are finished. Be as brief and concise as possible in explanations.
- Require student attention and participation.
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- Circulate frequently around the classroom. This will help you to observe the behavior of students.
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- Remain positive and flexible.
- Show students that you care about them. Provide feedback to students. Praise good behavior and effort
- Provide closure at the end of class. Remind students about assignments.

### DON'T

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- Overreact to situations. Handing out detentions for minor incidents may create larger problems for you.
- Punish the entire class for the misbehavior of one or two students. Address the responsible individual (s).
- Threaten students. Using statements such as "if you don't settle down, I'm going to" will undermine your authority. If you have clearly stated the rules, this will not be necessary. Give students an opportunity to make a positive choice for a desired behavior.
- Let problems escalate. Ask for assistance.

- Allow students to roam the building. Issue a pass to anyone who must leave your classroom.