

# Guest Teacher Handbook

Guest teachers fill in for regular teachers when they are not at school. They help the classroom run smoothly and ensure that learning continues during the regular teacher's absence.

*Guest teachers are vital to the success of Castleford School District!*

## **GUEST TEACHER HANDBOOK/TRAINING OBJECTIVES**

1. Discover the benefits of being a guest teacher/sub at Castleford School District.
2. Learn the steps needed to become a sub.
3. Review district rules, the dress code, playground rules, and protocol for students leaving school.
4. Discuss classroom management strategies and protocol.
5. Examine lesson plans.
6. Brainstorm methods to use when sub plans are inadequate, confusing, or missing.
7. Practice specific scenarios to determine possible courses of action.
8. Investigate classroom/age-appropriate strategies specific to certain situations.
9. Go over emergency protocols and procedures.
10. Ask questions.

## **BENEFITS OF SUBBING**

Being a guest teacher can be challenging but also rewarding.

1. You get to know our awesome students and staff.
2. You get to customize your schedule. Whether you're available everyday or only one or two days per week, that's okay.
3. You get to customize the level of students you're comfortable with. If kindergarten students or high school students make you nervous, you can request not to sub for them.
4. You get the same breaks and days off as the staff and students.
5. You get a first-hand look at the education profession and whether it's something that appeals to you as a career.
6. You learn more about the subject you teach, making you an overall more educated person.
7. You fill a vital role in the school system.

## **HOW TO BECOME A GUEST TEACHER**

The process of being approved to be a substitute teacher is relatively simple. Just follow these steps:

1. Complete the application (See appendix).
2. Pass a background check by getting fingerprinted. (See Ms. Kline for information on being reimbursed for the associated costs of fingerprinting.)
3. Complete payroll documentation, including a copy of your social security card, drivers license and/or passport.
4. Inform Mrs. Flores of what days/weeks you're available to sub.
5. Utilize the Castleford School District Availability Calendar to view when Guest Teachers will be needed in advance.
  - a. The calendar will be shared with our Guest Teachers via email, and will be a [working document](#) that updates as the staff in our district add to it.

## **WHAT TO DO**

1. **Be professional.** Sometimes sub dates will be arranged in advance, and you can plan ahead; or you might be called early in the morning for a teacher who has called in sick. In either case, demonstrate professionalism by showing up on the days you've agreed to. It's difficult to get a sub for the sub! (If, however, you have agreed in advance to sub and find that you're sick on that particular day, call Mrs. Williamson (208-961-1596) as soon as possible to let her know.)
2. **Be punctual.** Arrive at school no later than 7:45. Classes begin at 8:00 -- that gives you just 15 minutes to grab the teacher's sub folder, to get to the classroom, and to familiarize yourself with the lesson plans for the day.
3. **Understand the material.** Read the lesson plans carefully, ensuring that you have the copies that you need and that you understand the various steps you will take throughout the day. If there's something you don't understand about the plans, visit with a nearby teacher who can help you decipher the teacher's lessons.
4. **Follow the plan.** Follow the plans as written, using your best judgement on items you may not understand.
5. **Inform the teacher.** Leave notes for the regular teacher, letting her/him know about any pertinent information that occurred through the day. This can include whether you were able to complete all the tasks in the lesson and if you had any questions or problems.

## **WHAT NOT TO DO**

1. Don't arrive late to school and don't not show up at all.
2. Don't get on the sub list but then never actually agree to sub.
3. Don't change/abandon the teacher's lesson plan and do something different.

4. Don't be inappropriate with students. This can include being too casual or discussing your intimate personal life.
5. Don't criticize the teacher or the assignments s/he left for the class.
6. Don't try to be too friendly with the students. You're their boss for the day, not their friend.

## **GENERAL SCHOOL RULES**<sup>1</sup>

These are rules throughout the district that apply to all grade levels. It is expected that you are familiar with these.

1. Be seated in the classroom when the tardy bell rings.
2. Bring the necessary books and equipment to class every day.
3. Don't sit on the desktops or deface the desks in any manner.
4. Don't interrupt when a student or teacher is talking.
5. Everyday manners and courtesies should be practiced.
6. The bell does not excuse students. The teacher does.
7. Students will not vape or smoke tobacco, drink alcohol in any form, chew snuff, or be under the influence of drugs in buildings or on school grounds or during school-related activities.
8. Students will not be permitted to have any drugs, alcohol, cigarettes, vapes, or chewing tobacco on their person, in their lockers or in their vehicles.
9. Fighting and harassment will not be tolerated.
10. No hats are to be worn in the main school building during school hours (7:40-3:48).
11. Backpacks are not to be brought to class unless permitted by the teacher.
12. No food or drinks in the high school and middle school hallways. However, water in clear water bottles is permitted. Food will not be allowed in computer labs or in the gym except during inter-scholastic activities or other pre-approved events.
13. Cell phones are to be turned off/silent in classrooms and stored in cell-phone pocket charts that all classrooms (6-12) will have. Students are not allowed to store phones in their backpacks, nor are they allowed to take their cell phones to the bathroom during class.

## **LEAVING SCHOOL**

Students must secure permission from the office before they leave the school grounds during school hours. If students must leave because of family business or illness, they are to get permission from the teacher whose class they are in and sign out of the office. Unless an administrator approves it, students who leave during extra-curricular events will not be allowed to return.

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<sup>1</sup> For information on what happens when a student receives a disciplinary referral, see the Disciplinary Referrals section in the Appendix.

## **DRESS CODE**

Students are expected to keep themselves well groomed and appropriately/neatly dressed. Any form of clothing or hair style which is considered contrary to good hygiene or which is distracting or disruptive in appearance and thus detrimental to the purpose of conduct of the school as determined by the Administration will not be permitted. Some general guidelines include:

1. No clothing or items decorated or marked with illustrations or advertisements, or phrases which are profane or obscene, which encourage the use of drugs, alcohol, tobacco illegal substances or promote gang or other behaviors that violate district policy are allowed.
2. No articles of clothing or other items that suggest lewd or sexual themes.
3. No head wear (hats, bandanas, scarves, berets, hoods, etc.) worn in the building (7:50-3:48)
4. Bra straps must be covered.
5. No shirts that expose cleavage or the exposed top outline of the bosom.
6. No short shirts that deliberately expose the midriff. For example (Shirts must be long enough to cover the abdomen when arms are raised, and long enough to cover the back when sitting down).
7. No low riding pants. Pajama bottoms and boxers are not allowed.
8. No bare feet; footwear must be worn at all times.
9. No cleats or taps in any building.

If a student is caught not obeying this dress code policy, the options include:

1. Requiring the student to put on a sweatshirt (if breaking a shirt rule).
2. Calling parents for a change of clothes.
3. Enacting other appropriate Disciplinary action (e.g., Willful Disobedience rule, with reference to repetitive infractions).

All dress code rules will be enforced during school hours, males and females alike. All students (K-12) will abide by these rules at any and all extra-curricular activities. (There are exceptions to all rules, and the administration will have the final say. If there are exceptions to the rule, they must be consistent with the intent of the policy.)

## **ELEMENTARY PLAYGROUND/RECESS RULES**

1. No kindergarten, 1st-grade, or second-grade children on the football field.
2. No throwing rocks, sticks or snow.
3. No rough play.
4. One at a time down the slide.
5. Feet first down the slide.
6. No rocks down the slide.
7. No playing on or beneath the bleachers.
8. No standing on the tires on the concrete.

9. No throwing balls against the building.
10. Only 2 students allowed in the building at a time
11. No SNOWBALLS.

## CLASSROOM MANAGEMENT

The best classroom is a well managed one. Students do not thrive in chaotic environments where anything goes. The more smoothly the class goes, the better it is for the students and the teacher. Following are strategies and tips for maintaining a controlled environment.

1. **Be the boss.** *You are in charge of the classroom, not the students.* This is important to remind yourself, especially if you're feeling intimidated. If students sense your uncertainty, more may become disruptive as well.
2. **Correct behavior quickly.** Don't let students get away with misbehaving over and over again before you decide to put a stop to it. *The sooner you correct and redirect students, the quicker they'll recognize that they won't get to misbehave with you.*
3. **Correct behavior quietly.** Rather than scolding students from across the room, it's generally better to move toward them and quietly speak to them. If they're misbehaving for attention, scolding them from across the room gives them exactly what they want.
4. **Say what you mean, mean what you say.** Empty threats get you nowhere. If students are misbehaving, and you threaten to give them a pink slip then give it to them on their next offense. For example, if you tell a student that you're going to move her to the front of the room if she continues talking when she isn't supposed to, then move her to the front of the room *the very next time* she talks out of turn.
5. **Discipline students when necessary.** As the teacher in charge, you have the authority to discipline students. You can move them to a different seat, write them a pink slip, send them to the office, etc. No one will accuse you of overstepping your bounds. When you apply appropriate discipline to a misbehaved student, that student and the others see that you mean business.
6. **Be consistent.** Once students become accustomed to you, they should know that you mean what you say and you say what you mean--*the first time you say it.*
7. **Expect respect.** Students are usually told by their regular classroom teacher about what their behavior should be when a sub is teaching class. They know that they are supposed to behave *as well or better* than they normally do.
8. **Respect students.** Treat your students like the people they are. No one likes to be talked down to or to be disrespected. Giving students respect increases the likelihood that they'll return it to you.
9. **Consider the cause of misbehavior.** Students are human beings with impulses just like you and me; they get bored, frustrated, or overwhelmed, and many are easily

influenced by their peers. Nearly all behavior has a cause: If a student is misbehaving to get attention, giving them attention is simply feeding the problem.

10. **Move students, if necessary.** This is one of your first lines of defense. Many teachers utilize seating charts. If so, copies of those charts should be in their sub folders. If that is not the case, feel free to move students to desks/tables where you think they'll be less disruptive.
11. **Avoid downtime.** Don't allow much time to elapse between activities. Idle students are more likely to become distracted and to start messing around. (See below for additional activities in case the teacher's lesson plan doesn't include enough to fill the class period.)
12. **Use your physical presence to influence behavior.** Don't sit behind the desk for long periods of time. Sitting behind the desk is letting your guard down. Keep your guard alert: move around the room, especially to areas where students are getting off-task.
13. **Don't get sucked into a power struggle.** If a student is misbehaving and pushing your buttons, chances are it's on purpose. By reacting the way the student wants, you're reinforcing her negative behavior. Additionally, students won't want to lose face in front of their peers; they're unlikely to back down once everyone is watching.
14. **Use time limits.** Give students a time limit to complete tasks. For example, if they're working on an assignment, you can say, "You have seven minutes to work on this, and then we're moving to the next task." This lets students know that they are expected to get to work right away because another task awaits.
15. **Manage devices.** Students (6-12) have Chromebooks that they use in most classes. They are expected to have these with them each class period. They are to use their computers for academic purposes only.
16. **Follow the rules yourself.** Stay off your phone--if students can't be on their phone, neither should you. If students aren't allowed to eat in class, neither should you.
17. **Be fair.** Don't apply rules more harshly to one or two students because you suspect they're troublemakers. Being fair and holding all students to the same standards allows them to see that you don't play favorites or pick on students.
18. **Be reasonable.** Students are people. They make mistakes, they forget things, they have bad days. If a student forgot her textbook, let her go get it. If a student needs to go to the bathroom in the middle of class, it's probably okay to let him go. (However, if the same students have the same issues over and over again, they might be manipulating you or looking for ways to get out of class.) If a student says she doesn't feel well, send her to the office if a drink and a bathroom trip doesn't work.. Use your good judgement.
19. **Follow hallway procedures and monitor students.** If a student asks to leave class to use the restroom or to see the counselor or to go to the office, follow the hall pass protocol, which is described below.

20. **Get help when necessary.** If a class gets out of control, don't be afraid to step in the hallway and get someone to help you. Many teachers leave notes indicating who to contact for help.
21. **Maintain classroom control.** Once you get a class under control, maintain it by following the above tips consistently.

## **WHEN TO GET ADMINISTRATION INVOLVED**

It can be difficult to know when to get Mr. Day or Mrs. Allred involved in a classroom management issue. (This is true for regular teachers, too!) In general, it is best to handle situations within the classroom yourself. After all, if you send all your discipline issues to the office or write pink slips for every small infraction, you're letting students know that you have given all your authority away.

However, there are exceptions. Here are instances when you must notify administration.

1. If you've attempted *three times* to correct a student's behavior and nothing is working and the misbehavior continues, it's time to get the office involved.
2. If a student does something especially egregious (cussing you out, deliberately tipping over her desk, getting in a fight with another student, sexually harassing you or another student, etc.) you need to alert the office.
3. If a student is caught violating the drug/alcohol/weapon policy, you must alert the office at once.
4. If a student is a danger to himself or others, you must alert the office at once.
5. If a student goes missing, you need to let the office know immediately.
6. Store these phone numbers for the office personnel.
  - a. Mrs. Allred, Superintendent: 208-749-0118
  - b. Mr. Day, Principal: 208-886-0267
  - c. Deputy Jacob Ballard, School Resource Officer: 208-749-7029
  - d. Mrs. Flores, Administrative Assistant: 208-316-1305
  - e. Mr. Rohr, Special Education Director: 208-869-9841
  - f. Ms. Choate, Counselor: 208-316-4411
  - g. District office: 208-537-6511

## **HALLPASSES**

Students in grades 6-12 need a hall pass to leave the classroom. Allow only one student to leave the room at any time. Each teacher should provide these paper copies for you to use. Fill out the above portion and check what reason they're leaving. Each student in the hallway should be able to produce this form.

<b><u>Student Permission To Leave Class</u></b>		
Student Name: _____		
Time left Class: _____		
Teacher Initial: _____		
<b>Ms. Choate</b>	<b>Main Office</b>	<b>Mr. Rohr</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Mrs. Williamson</b>	<b>Bathroom</b>	<b>Other</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>
Time Arrived: _____		
Time Back to class: _____		
Staff Initial: _____		

## **LESSON PLANS**

All Castleford teachers are required to have a sub folder in respective teachers' lounges. (K-8 will be in the elementary lounge; 9-12 and Music/PE will be in the high school lounge.) This folder should contain the following:

1. Class/daily schedule.
2. Class rosters and attendance protocol.
3. Seating charts (if applicable).
4. Classroom rules.
5. Lesson plans.
6. Emergency lesson plans.
7. List of trustworthy student helpers.
8. List of go-to teachers for questions or emergencies.
9. Emergency procedures.
  - a. Fire drill.
  - b. Hallcheck.
10. Pink slips.

When teachers are not at school due to a scheduled absence, they are typically well prepared and have detailed plans ready. Sometimes, however, the teacher is sick and has had little



time to prepare. Most of the time, however, a teacher will have non-emergency plans ready for you. A well written plan will include the following:

1. Times of classes, recesses, breaks, etc.
2. Classroom/school routines that you need to follow.
3. Locations of classes.
4. Classroom rules.
5. A step-by-step breakdown of chronological moves to make throughout the day.
6. Pertinent information about particular students, if applicable. (For example, some students have hallway restrictions, allergies, etc.)
7. A list of who to contact if you encounter questions or trouble.

## **ADDITIONAL ACTIVITIES**

Sometimes students complete all the tasks in the regular teacher's lesson plan and time remains in class. It's a good idea to have some additional activities up your sleeve that students can complete. (Ideally, the regular teacher should have something similar available to you, but it's best for you to be as prepared as you can. It's a good idea to curate some tasks that you can use in multiple classrooms/situations.) Here are some go-to ideas:

1. Have students read from their library book (if they have one).
2. Assign students to write a story using a story starter. Ex. *It was a dark and stormy night, when suddenly...*
3. Have students clean their desks.
4. Assign students to write a letter to themselves five years in the future.
5. Have students plan a dream vacation.
6. Have students create a playlist of songs that represent their life.
7. Assign students to create a list of rhyming words.
8. Assign students to list as many animals for each letter of the alphabet as they can.
9. Have students design or draw a picture of their house or their dream house.
10. Complete a puzzle.
11. Write a list of compliments, one for each classmate.
12. Make words from other words. How many words can you make from Merry Christmas. The letters can be used over and over, but can only be used as many times as it appears.
13. Have the students draw a simple picture and then write the steps on how to draw the picture. Collect the papers and have the students draw according to the directions and see if it matches the picture.
14. Have a story starter...*On a dark stormy night...*give the students X amount of time to write on the topic. At the end of the time students will pass the paper to the person behind them, give them time to read what is written on the paper. They then have X amount of time to continue the story that the first person started. Keep doing this

until there are four or five paragraphs. The papers are then returned to the original person. They can then read how the story has been continued on.

15. Give students a picture and have them write a story about the picture and then color the picture. They can share their stories with the class if they want to.
16. As you read to the students, have them draw what they are hearing in the story.
17. On your break or at recess time, ask other teachers if they have something that students should be working on when they finish their assignments.

## **OTHER IMPORTANT INFORMATION**

Here are some other tips to help increase your success and enjoyment as a guest teacher.

1. **Fake it till you make it.** If you don't understand the material being taught, don't panic! Teachers and students don't expect you to know everything, and they'll understand if you don't know what's going on in a book that they're midway through or if you don't remember how to solve for  $x$  using the quadratic formula. This is a great opportunity to let students show off a little bit. Ask for volunteers to help explain it to you. They like feeling important and knowledgeable.
2. **Humanize yourself.** The more humanity students see in you, the better they'll treat you. You can achieve this by telling them a little bit about yourself. Just don't get too personal.
3. **Show interest in your students.** Ask students about their game, about the rodeo season, about the recent FFA contest, or about their new puppy. The more interest you show in students, the more likely they are to behave for you.
4. **Immerse yourself.** If you're comfortable, eat with the other teachers in the teachers lounge or the cafeteria. Get to know the staff, and let them get to know you.
5. **Grade papers.** If the teacher left a grading key, grade the papers the students have completed.
6. **Reach out.** If you're assigned to the middle school or high school and have nothing to do during the teacher's prep period, ask Mrs. Flores if there's anything you can do for her.
7. **Observe other teachers.** If you have some free time, arrange to observe another teacher at work. It may give you some good ideas on how to handle particular situations. You'll also have a better idea of what to expect if you ever sub for that teacher.

## **EMERGENCY PROCEDURES**

Castlefjord School District follows certain protocols and procedures for emergencies, including fire drills, hall checks, etc.

1. **Fire drills.** Fire drills occur once per month. Sometimes you'll know about them in advance, sometimes you won't. When the fire alarm goes off, follow these steps:
  - a. Each classroom in the school (including the gym) has an emergency backpack. Grab this backpack and instruct students to leave the room. Remove rubber bands/door stoppers to fully lock the door as you leave.
  - b. Unless you are teaching kindergarten, most students know that they are to head to the east end of the playground/football field, where there are large numbers attached to the chain link fence. These numbers correspond to each class. For example, the first grade class lines up at the number 1 on the fence.
  - c. It's a little more complicated for middle school and high school students. Each high school teacher is assigned as an advisor for a particular grade level; each grade level has about three advisors. You need to head to the number on the fence of the grade level that the teacher you're subbing for advises. For example, if the teacher you're subbing for is a freshman class advisor, you and your students--**whether they are freshmen or not**--need to head to the number 9 on the fence. The other freshman class advisors and their students will also assemble at the number 9.
  - d. In the emergency backpack is a clipboard that should contain a current roster for the teacher's class(es). Once you and the students have arrived at your place near the fence, check that all students are accounted for. If a student is missing (*who you have not already alerted to the office about in your attendance reporting*) hold up the red card.
  - e. If everyone is accounted for (*including those you have already alerted to the office about in your attendance reporting*), hold up the green card.
  - f. Await instructions from the administrator on duty. S/he will indicate when you and your students can return to class. Try to keep your students moving in an orderly fashion.
2. **Hall checks.** A hall check occurs when the administration wants all staff and students to stay in their classroom while the hall is cleared or checked. During a hall check, follow these steps:
  - a. An administrator will announce over the intercom that a hall check is being conducted. All students are to return to their classroom, if they are in the hall/bathroom).
  - b. The teacher is to fully lock the door by removing any rubber bands or door stoppers.
  - c. During a hall check, students are not allowed to leave the classroom for any reason.
  - d. Class continues as usual until you hear the all-clear. At that point, you can return the rubberbands/door stoppers to their place.
3. **Lock down.**

## **EXAMPLE SCENARIOS**

1. It's your first day subbing, and students are being rude to you.
2. It's not your first day subbing, and students are being rude to you.
3. You suspect students are lying to you about when they go to lunch.
4. A student won't stop talking even after being told to.
5. One student is tattling on another.
6. A student gets hurt (seriously or otherwise) during recess or PE.
7. A student won't stay seated in class.
8. A student claims that s/he is being bullied by another student.
9. A student is being deliberately disruptive.
10. A student is not working when she's supposed to.
11. A student left to go to the bathroom and hasn't returned.
12. A student continually uses inappropriate language during class.
13. A student is being argumentative with the sub.
14. A student smells of alcohol/tobacco/marijuana.
15. A fight between two or more students breaks out in class.
16. Two students begin aggressively arguing.
17. A student faints/throws up in class.

## **KEY CONTACTS**

Who does what on staff. You can find more information about our staff [here](#).

- a. In-charge
  - i. Mrs. Dena Allred, District Superintendent
  - ii. [dallred@castlefordschools.org](mailto:dallred@castlefordschools.org)
- b. Second-in-command
  - i. Mr. Chuck Day, District Principal
  - ii. [cday@castlefordschools.org](mailto:cday@castlefordschools.org)
- c. Resource officer
  - i. Deputy Jacob Ballard, School Resource Officer
  - ii. 208-749-7029
- d. Athletics
  - i. Mr. Brian Lowry, Athletic Director
  - ii. [blowry@castlefordschools.org](mailto:blowry@castlefordschools.org)
- e. Money matters:
  - i. Ms. Kris Kline, District Clerk
  - ii. [kkline@castlefordschools.org](mailto:kkline@castlefordschools.org)
- f. Administrative Assistant
  - i. Mrs. Jeri Flores

- ii. [jflores@castlefordschools.org](mailto:jflores@castlefordschools.org)
- g. Scheduling:
  - i. Mrs. Melissa Williamson, Technology Supervisor
  - ii. [mwilliamson@castlefordschools.org](mailto:mwilliamson@castlefordschools.org)
  - iii. 208-961-1596
- 18. Lunch program
  - i. Elaine Hape, Food-Service Supervisor
  - ii. [ehape@castlefordschools.org](mailto:ehape@castlefordschools.org)
- b. Technology Issues
  - i. Melissa Williamson, Technology Coordinator
  - ii. [mwilliamson@castlefordschools.org](mailto:mwilliamson@castlefordschools.org)
- c. Counseling
  - i. Ms. Geianne Choate, Counselor
  - ii. [gchoate@castlefordschools.org](mailto:gchoate@castlefordschools.org)
- d. Special Ed Issues
  - i. Mr. Tim Rohr, Special Education Specialist
  - ii. [trohr@castlefordschools.org](mailto:trohr@castlefordschools.org)
- e. Busing
  - i. Mr. Rick Rodgers, Transportation Supervisor
  - ii. [rrodgers@castlefordschools.org](mailto:rrodgers@castlefordschools.org)

## **Q&A SESSION**

# APPENDIX

**Castleford School District**  
**Non-Certified**  
**Application for Employment**

All applicants must complete all of the following. Print clearly or type.

**PERSONAL INFORMATION**

Name \_\_\_\_\_ Social Security Number \_\_\_\_\_  
Last First Middle

Present Address \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Street City State ZIP

How long have you lived at the above address? \_\_\_\_\_ Date of Birth \_\_\_\_\_

Former Address \_\_\_\_\_ How long? \_\_\_\_\_  
Street City State ZIP

**EMPLOYMENT RECORD** (Begin with most recent job first)

Name \_\_\_\_\_ Employment duration \_\_\_\_\_  
Address \_\_\_\_\_ Phone Number \_\_\_\_\_  
Work Description \_\_\_\_\_  
Rate of Pay \_\_\_\_\_ Reason for leaving \_\_\_\_\_

Name \_\_\_\_\_ Employment duration \_\_\_\_\_  
Address \_\_\_\_\_ Phone Number \_\_\_\_\_  
Work Description \_\_\_\_\_  
Rate of Pay \_\_\_\_\_ Reason for leaving \_\_\_\_\_

Name \_\_\_\_\_ Employment duration \_\_\_\_\_  
Address \_\_\_\_\_ Phone Number \_\_\_\_\_  
Work Description \_\_\_\_\_  
Rate of Pay \_\_\_\_\_ Reason for leaving \_\_\_\_\_

Name \_\_\_\_\_ Employment duration \_\_\_\_\_  
Address \_\_\_\_\_ Phone Number \_\_\_\_\_  
Work Description \_\_\_\_\_  
Rate of Pay \_\_\_\_\_ Reason for leaving \_\_\_\_\_

**EDUCATIONAL BACKGROUND**

High School(s) attended \_\_\_\_\_ Location \_\_\_\_\_ Year Graduated \_\_\_\_\_

College attended \_\_\_\_\_ Location \_\_\_\_\_ Degree Earned \_\_\_\_\_

College attended \_\_\_\_\_ Location \_\_\_\_\_ Degree Earned \_\_\_\_\_

Other training \_\_\_\_\_ Location \_\_\_\_\_ Certificate Earned \_\_\_\_\_

**REFERENCES**

- 1. Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Person's position \_\_\_\_\_ How long have you known? \_\_\_\_\_
- 2. Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Person's position \_\_\_\_\_ How long have you known? \_\_\_\_\_
- 3. Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Person's position \_\_\_\_\_ How long have you known? \_\_\_\_\_

Have you ever been convicted of a felony or do you presently have any felony charges pending against you? \_\_\_\_\_  
If yes, please explain: \_\_\_\_\_

What are your hobbies or special interests? \_\_\_\_\_

Professional and civic organization to which you belong: \_\_\_\_\_

To the Applicant: Please give a brief statement on why you are seeking employment in our district and present any information which you have not been able to include elsewhere on the application. Be specific about school and accounting software you have proficiency operating, school office skills you possess, and experience working with school boards/personnel.

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I give my permission to be given a drug test at any time should that be required by the Castleford School District. I hereby certify that the information presented on this form is true, accurate, and complete. Any falsification will be sufficient cause for disqualification or dismissal.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

Return completed application to Castleford School District #417, 500 Main Street, Castleford, ID 83321



## DISCIPLINARY REFERRALS

There is a general protocol that is followed when a student receives a disciplinary referral/pink slip. As a guest teacher, you should have a general understanding of what happens when you formally discipline a student.

1. The Principal will hear the student's side of the story.
2. The Principal will hear the teacher's side of the story.
3. The Principal will decide on a disciplinary measure commensurate with the student's misbehavior or will dismiss the referral.
4. The Principal will enact a disciplinary step deemed appropriate.
5. For consequences of violating school drug policy, see School Policy 3380.

Some activities are obviously more severe than others, and require more severe steps.

Discipline is cumulative. Each succeeding discipline action is potentially at a more severe level.

1. STEP 1: Removal from the class for the period; private conference with teacher, apology offered to and accepted by teacher/class; and or (1) in-school suspension, (2) corporal punishment or (3) working after school, plus (4) notification of parent by written discipline note explaining the nature of the problem and punishment given. This notification will often explain the consequences for recurrent or further discipline problems.
2. STEP 2: Any part of Step 1 plus in-school suspension or suspension from school for up to five days and a parent conference. Student is required to make restitution for any property vandalized, stolen, or misused, and the student will be put on probation. Any felonious activity will result in notification of proper authorities. The Superintendent can add an additional ten days to the suspension.
3. STEP 3: Any part of Step 1 and 2 plus suspension from school for up to ten days or suspension from school until granted a mandatory hearing by the School Board, which can add another five days suspension. A requested hearing need not result in additional days of suspension.
4. STEP 4: Recommendation to the school board for expulsion for the remainder of the semester or year.

Corporal punishment is permissible and is to be used in accordance with the following guidelines:

- a. No malice
- b. Due Process
- c. Witness present
- d. Parent Notification (written/verbal)

**IN-SCHOOL SUSPENSION** The Principal will direct in-school suspension. The teacher will bring all appropriate schoolwork to the office, and the students will normally be

required to complete those assignments at home. Students on in-school suspension may be asked to eat lunch in the Principal's office or at another site selected by the Principal. Students and parents who feel they have been improperly charged or sentenced do have the right of appeal and should see the principal for proper procedures and steps.

**EXPULSION** from school for repetitive, accumulative, and /or serious offenses will be done according to Idaho Code.

**SOME DISCIPLINE INFRACTIONS**

<b>Infraction</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>
Willful Disobedience (Refusing to obey any reasonable authority.)	X	X	X	
Disruptive Conduct (Any conduct not conducive to learning, Ex: roughhousing, running, shouting profanity/vulgarity, etc.)	X	X		
Vulgarity/Profanity among or to student	X			
Vulgarity/Profanity to a teacher		X		
Vandalism	X minor < \$20	X Major > \$20		
Stealing, Extortion		X	X	
Irregular Attendance (Excessive absences: 5 per semester or 3 tardies per semester, skipping class, on/off campus, etc.)		X		
Cheating	X	X		
Fighting		X		
Physical Harassment (Pushing, pulling or tearing clothes, use of rubber bands, pulling shorts down, intimidation, etc.)			X	
Possession of Tobacco		X		
Use of Tobacco			X	

(On school campus or at school functions.)				
The sale of narcotics or dangerous drugs on school campus or at school functions				X
Use of, or possession of, and/or being under the influence of narcotics, dangerous drugs, alcohol or other controlled substances on school campus or at school functions			X	X
Displaying or carrying deadly weapons or dangerous playthings* *The Gun Free School Act 1994 requires expulsion of not less than one year. It also demands a referral to law enforcement personnel/agencies.			X	X