

SUBSTITUTE TEACHER HANDBOOK



St. Thomas Aquinas Roman Catholic Schools
4906 – 50 Avenue
Leduc, Alberta T9E 6W9

Phone: 780.986.2500
Toll Free: 1.800.583.0688
Fax: 780.986.8620

www.starcatholic.ab.ca

*Serving the Catholic Communities of
Beaumont, Drayton Valley, Lacombe, Leduc, Ponoka and Wetaskiwin*

SUPERINTENDENT'S MESSAGE

Welcome to STAR Catholic Schools!

This handbook has been prepared as an aid for all teachers who are offering their professional services as substitute teachers to St. Thomas Aquinas Roman Catholic Schools.

The education of our young people is a complex process which is a shared responsibility of school, home and community. In attempting to do our share as a school, we place a high priority on consistent and continuous care. Thus, you perform a most essential service and are indeed a very valuable member of the educational team.

Welcome to St. Thomas Aquinas Roman Catholic Schools, and we sincerely hope that you will find your job as a substitute teacher both rewarding and gratifying.

Together in Christ,

Charlie Bouchard
Superintendent of Schools

MISSION STATEMENT

“Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic Schools”

VISION STATEMENT

“Souls seeking Christ on a journey of faith, learning and love”

- June 2016 -

GENERAL INFORMATION

1. REPORTING TO AN ASSIGNMENT

- 1.1 Regulations in schools hold for both teachers and substitute teachers. You are expected to begin your assignment **fifteen minutes before** the first session starts and continue until after the last session closes. Do not leave before all pupils have been dismissed, or until you are authorized to do so by the **Principal**. (This includes early dismissal days). This applies for half-day assignments as well as for full day assignments.
- 1.2 As you arrive at the school office, substitutes should check the following:
- 1.3
 - Indicate to principal, vice principal or secretary the name of the teacher you are substituting for.
 - Check at the front desk if the teacher has left lesson plans/schedule for you. This may be on the desk in your classroom.
 - Your lesson plan/schedule should include your supervision schedule and any additional lists you will require.
 - This handbook contains most of this information.
- 1.3 Proceed to the classroom to prepare for the day.
- 1.4 Remember, the school is paying you for your services and the Principal is the person responsible for your assignment while at that school.
- 1.5 **Supervision: You may be required to provide supervision on your first day or subsequent days of an assignment.**

2. CONCLUDING AN ASSIGNMENT

- 2.1 When your assignment has been completed, report to the school office. Be sure to return keys and any other materials.
- 2.2 You should leave behind a summary or outline of the work covered during the assignment, a list of comments which might prove helpful to the regular teacher, as well as the teacher’s lesson plans and records.

3. ITEMS REQUIRING APPROVAL OF THE SCHOOL PRINCIPAL

- 3.1 Students are not allowed to leave school under any circumstances without authorization from the administrator in charge.
- 3.2 Written or telephone communications with parents require authorization of the administrator in charge.

- 3.3 Visitors to the school are not to interview students without authorization of the administrator in charge.
- 3.4 Accidents involving any student in your care must be reported to the school office and an accident report form completed.
- 3.5 Any student who appears to be ill should be sent to the office accompanied, where appropriate, by one or two students.
- 3.6 Do not detain students after hours without authorization from the administrator in charge.

4. CLASSROOM PROCEDURES

- 4.1 Please plan to arrive at your assigned room at **least 15 minutes** before the first session starts, well in advance of the students. This will allow you to become familiar with the room and to locate materials necessary to carry out the assignment successfully.
- 4.2 Introduce yourself to each new group of students you meet throughout the day.
- 4.3 Careful records of the following should be kept and left for the regular teacher:
 - money collected for fees and payments
 - money and articles lost with the appropriate student's name
 - money and articles found with the finder's name
 - articles taken from students for safekeeping with owner's name.

All teachers are instructed to deposit money or other valuables with the school office.

- 4.4 Keep a record of daily attendance. Refer student transfers and withdrawals to the school office.
- 4.5 Follow lesson plans left by the regular teacher. If you are unable to do this, ask the administrator in charge to advise you as to the proper procedure.
- 4.6 Do not assign written work and leave it to be graded by the regular teacher, unless so indicated in the lesson plans. Any written work assigned by you, which is beyond the lesson planned by the regular teacher, should be graded and left for the teacher to examine.
- 4.7 Refer difficult discipline problems to the administrator in charge.
- 4.8 Familiarize yourself with the rules and regulations pertaining to fire drills and lock downs in any building to which you are assigned. If instructions are not posted, check with a neighbouring teacher as to appropriate procedures.
- 4.9 If you are on duty in a classroom in which there are student teachers, allow the student teachers to proceed with their lesson assignments (you will not be responsible for rating them).

4.10 Information about the school, students, parents, teaching and support staff is confidential.

5. SUPERVISION

- 5.1 Substitute teachers generally have a responsibility to assume supervisory duties assigned to the classroom teacher. There is no expectation that students need to be under constant supervision. This is not reasonable. The teacher's duty is to guard against dangers that could reasonably be foreseen and not to keep students under supervision every moment. If substitute teachers are performing assigned duties, the school board's liability insurance will provide necessary protection in the event of a lawsuit.

6. TEACHER PREPARATION FOR ASSIGNED TASKS

- 6.1 Teachers should be trained and qualified to teach every activity in which they allow students to participate. Teachers are expected to know the dangers inherent in each activity that they teach and to make appropriate safety precautions to prevent injury

to students. If teachers do not know the dangers of a particular activity, then the activity should be avoided rather than risking an accident and hence, a lawsuit.

- 6.2 Substitute teachers should be cautious about accepting a subject area for which they are not adequately trained or qualified. Teachers in shops should not allow power equipment to be used unless they are trained in Industrial Education.

7. SPECIAL NEEDS AND MEDICALLY DEPENDENT STUDENTS

- 7.1 The increase in numbers of students on medication has serious implications for the role of teachers. It is not incumbent upon teachers to assume an obligation to provide medical treatment in excess of that ordinarily required of a reasonable parent of any child.
- 7.2 Substitute teachers should follow any directions that are left by classroom teachers and consult with school administrators regarding procedures for special needs and medically dependent students.

PAYROLL INFORMATION

1. PAY PROCEDURES AND INFORMATION

- STAR Catholic uses the Automated Dispatch System for substitute placements.
- To accept/view the days you are scheduled to work log-in to ATRIEVE ERP from the division website under staff quick links. You will receive log-in information in a separate email when you are approved.
- Please refer to the Employee Guide for Replacements.
- Any discrepancies regarding your paycheque can be followed up by contacting Central Office.
- Pay period is monthly and is direct deposited on or before the **25th of each month**. Pay vouchers can be viewed under the 'My Info' tab in ATRIEVE ERP.

2. RATES OF PAY FOR SUBSTITUTE TEACHERS

Day to Day Substitute Teachers Assignments:

- The collective agreement states: Teachers engaged as substitutes shall hold a valid Alberta Teaching Certificate. Substitute teachers shall be paid .0037 times the grid figure for 4 years of education and zero (0) years of experience for each full day of work and half of the full day rate for each half day of work. This rate is inclusive of vacation pay.

Long-term Pay for Substitute Teacher:

- Clause 7.4 of the collective agreement provides information for payment of salary according to salary grid when a long-term assignment has been established.
- Clause 7.4 states: *Rate of pay for a teacher employed on a substitute basis who fills the same teaching position for more than five (5) consecutive instructional days in the same position, shall be paid effective the sixth (6) instructional day according to placement on the salary grid, subject to the terms of this agreement.*

3. GRID PLACEMENT

In order for a substitute teacher on long-term assignment to receive the proper grid placement, it is necessary to have on file:

- 3.1 Verification of all previous teaching experience outside of St. Thomas Aquinas Roman Catholic Schools.
- 3.2 Statement of Qualifications from the Teacher Qualifications Service of the Alberta Teachers' Association indicating the years of teacher education.

Grid placement is in accordance with the current contract and a copy is available at <https://www.starcatholic.ab.ca/careers/employee-agreements>

It is the responsibility of the substitute teacher to provide Central Office with an official verification of previous teaching experience, as well as a Teacher Qualification Statement (TQS). These documents should be provided with the **Substitute Teacher Registration Form** at the time of application. If you would like to verify your grid placement with St. Thomas Aquinas Catholic Schools, please contact Central Office at 780-986-2500.

4. PAY DEDUCTIONS

- 4.1 ATA Fees – Substitute teachers are charged at a rate of 1% of the gross monthly earnings and are entitled to services provided by the ATA.
- 4.2 CPP and Income Tax deductions – These are made in accordance with federal regulations dependent on monthly income and exemptions as claimed on TD1 forms. A T-4 form, showing income for the taxation year, and deductions made for income tax, pensions, etc. is mailed to each employee by February 28th each year.
- 4.3 Employment Insurance – Since January 1972, teachers have been required to contribute, by payroll deduction, to employment insurance. All earnings are now insurable.

At the present time, Alberta School Employee Benefit Plan (ASEBP) covers substitute teachers on a voluntary basis. Visit our website at www.starcatholic.ab.ca for more details or contact an ASEBP Benefit Information Representative at (780)-431-4786 (Edmonton area) or 1-(877)-431-4786 (toll free).

A Record of Employment (required when applying for employment insurance benefits) will be issued, upon request, by St. Thomas Aquinas Catholic Schools payroll branch for the following reasons:

- a substitute teacher indicates, in writing, their intention to terminate employment, or
- a substitute teacher requests a Record of Employment due to unemployment for a period of one week or more, or
- a substitute teacher requests a Record of Employment at the end of the school year.

All records of employment (ROE) are submitted directly to Service Canada.

Applications for benefits and inquiries regarding employment insurance should be directed to the Edmonton office of the Employment Insurance Commission.

5. TEACHER RETIREMENT FUND (TRF) PENSION

Substitute teachers can claim the days they teach for pensionable service with the Alberta Teachers' Association; however, some special conditions apply. Substitute teachers may apply to contribute to the fund for service as a substitute teacher rendered since May 1, 1971. Application can only be made when the teacher is under a contract to a school board or when a block of 200 substituting days have been accumulated and are being claimed as a unit.

It is important that substitute teachers obtain accurate employment records from each school board for which they have provided service. These records will facilitate a claim for pensionable service.

For further information contact the Alberta Teachers' Retirement Fund (ATRF) Board at 600 Barnett House, 11010 142 Street NW, Edmonton, AB, T5N 2R1, (780) 451-4166 (phone), 1-800-661-9582 (toll free), (780) 452-3547 (fax), or info@atrf.com (email).

DIVISION SCHOOLS

You may obtain the following documents from each school:

- Staff List and Room Assignments
- Floor Plan
- Assigned Parking (Not all schools)

STAR Catholic Schools



Beaumont

Académie SAINT-ANDRÉ Academy

5811 Rue Eaglemont
Beaumont, Alberta T4X 0X1
Phone: 780.929.2961
Fax: 780.929.2815
Grades: K to 4
<http://sa.starcatholic.ab.ca>

Principal: Curt Baron
Vice Principal: Michelle Symes



École Mother D'Youville

5330 Rue Parc
Beaumont, Alberta T4X 1W4
Phone: 780.929.0792
Grades: 5 to 9
<http://mdy.starcatholic.ab.ca>

Principal: Jordan Robinson
Vice Principal: Angela Rastovski



Drayton Valley

Holy Trinity Academy

5749 – 45 Avenue
Drayton Valley, Alberta T7A 0B6
Phone: 780.621.5735
Fax: 780.621.5733
Grades: 9 to 12
<http://ht.starcatholic.ab.ca>

Principal: Keri-Lynn Clark
Vice Principal: Kirk Nelson



St. Anthony School

4921 – 43 Street
Drayton Valley, Alberta T7A 1P5
Phone: 780.542.4396
Fax: 780.542.4429
Grades: K to 8

Also offering Preschool

<http://stan.starcatholic.ab.ca>

Principal: Melissa Highfield
Vice Principal: Janelle Molzan



Lacombe

Father Lacombe Catholic School

5114 – 54 Street
Lacombe, Alberta T4L 1G3
Phone: 403.782.9345
Fax: 403.782.9310
Grades: K to 9
<http://fl.starcatholic.ab.ca>

Principal: Maria Wagner
Vice Principal: Stephanie Amstutz



Leduc

Christ The King School

3511 Rollyview Road
Leduc, Alberta T9E 6N4
Phone: 780.986.6859
Fax: 780.986.8186
Grades: 9 to 12
<http://ctk.starcatholic.ab.ca>

Principal: Dean Heck
Principal: Mandy Rantucci



École Notre Dame School

66 South Park Drive
Leduc, Alberta T9E 7J1
Phone: 780.986.9300
Fax: 780.986.9322
Grades: K to 6

French Immersion K-6

Also offering Preschool

<http://nd.starcatholic.ab.ca>

Principal: Monique Tellier-Phillips
Vice Principal: Dustin Fountain



Father Leduc School
400 Sheppard Boulevard
Leduc, Alberta T9E 1C1
Phone: 780.986.0045



Grades: K to 8
<http://flcs.staratholic.ab.ca>

Principal: Darren Schneider
Vice Principal: Chris Kish
Vice Principal: Angela Lobkowicz

St. Benedict School
75 Alton Drive
Leduc, Alberta T9E 7K1
Phone: 780.986.7480
Fax: 780.986.7481
Grades: K to 6



Also offering Preschool
<http://sb.staratholic.ab.ca>

Principal: Connie Greer
Vice Principal: Amber Hardy

St. Benedict
Catholic School
INSPIRED BY CHRIST

STAR Outreach School
4815 – 50 Avenue
Leduc, Alberta T9E 6X8
Phone: 780.980.0955



Alternative Program Delivery
<http://or.staratholic.ab.ca>

Principal: Dean Heck

Ponoka

St. Augustine School
5520 – 45 Avenue Crescent
Ponoka, Alberta T4J 1N6
Phone: 403.704.1155
Fax: 403.704.1195
Grades: K to 12



Also offering Preschool
<http://staug.staratholic.ab.ca>

Acting Principal: Kari Davidson
Vice Principal: Luc Gratton
Vice Principal: Leah Bowie

Wetaskiwin

Sacred Heart School
4419 – 52 Avenue
Wetaskiwin, Alberta T9A 2X7
Phone: 780.352.5533
Fax: 780.352.7042
Grades: K to 9
<http://sh.staratholic.ab.ca>



Principal: Tara McBride
Vice Principal: Melanie Toohey

OTHER INFORMATION

1. STUDENT DISCIPLINE

One of the first steps taken by a substitute teacher when going to work in a new situation should be to become familiar with the discipline policy of the school and the school board.

Even though section 43 of the Canadian *Criminal Code* permits the use of reasonable force by teachers on students under their care, many school boards have banned the use of corporal punishment.

43. Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

Teachers must use approved procedures when disciplining students under their care.

All teachers should be aware of section 12 of the School Act, which outlines the code of conduct for students, and section 25(1), which provides legislative support for appropriate discipline policies and procedures related to section 12.

2. DECLARATION OF RIGHTS AND RESPONSIBILITIES FOR TEACHERS

This Declaration forms part of the Constitution of The Alberta Teachers' Association.

The general purpose of education is the full development of the potential of each individual. Society, of which teachers are a part, establishes the goals of education and the organizational framework within which formal education occurs.

In its broadest sense, teaching is a process which facilitates learning. Formal teaching activities are based on the specialized application of the learning process adapted to meet the educational needs of the learner.

A teacher has professional knowledge and skill gained through formal preparation and experience. A teacher provides personal caring service to pupils by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning.

In Alberta, a teacher is a member of The Alberta Teachers' Association and recognizes that membership in The Alberta Teachers' Association and support of it through the provision of fees is beneficial to the cause of education and the teaching profession in Alberta.

The Alberta Teachers' Association holds that teachers are entitled to the following rights and must accept the corresponding responsibilities.

1. Teachers have the right to base diagnosis, planning, methodology and evaluation on professional knowledge and skills, and have the responsibility to review constantly their own level of competence and effectiveness and to seek necessary improvements as part of a continuing process of professional development.

2. Teachers have the right to expect standards of pupil behavior necessary for maintaining an optimal learning environment and have the responsibility to use reasonable methods to achieve such standards.
3. Teachers have the right to a voice in all decisions of a professional nature which affect them and have the responsibility to seek the most effective means of consultation and of collaboration with their professional colleagues.
4. Teachers have the right to criticize educational programs and have the responsibility to do so in a professional manner.
5. Teachers have the right to work in surroundings that are sanitary, healthful and conducive to teaching and learning, and have the responsibility to assess conditions encountered and to seek improvement of unacceptable conditions.
6. Teachers have the right to a reasonable allotment of resources, materials and services of support staff and have the responsibility to use them in an efficient manner.
7. Teachers have the right to fair and reasonable evaluation of professional performance and have the responsibility to give sincere consideration to any suggestions for improvement.
8. Teachers have the right to protest and in extreme cases to refuse the assignment of teaching duties when they believe their qualifications and experience will not provide adequate service and safety to pupils and have the responsibility to consider any special circumstances under which the duties were assigned.
9. Teachers have the right to be protected against discrimination on the basis of prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background and have the responsibility to refrain from practising these forms of discrimination in their professional duties.
10. Teachers, collectively and collegially, have the right to:
 - a) be members of the organization representing their professional, economic and contractual concerns,
 - b) serve the organization and be represented by it,
 - c) adhere to and to expect other members to adhere to the organization's code of professional conduct,
 - d) have a voice in determining criteria and procedures for the evaluation of professional performance of teachers,
 - e) be protected under provisions outlined in contracts of employment with the employer,
 - f) bargain for salaries and working conditions which include fair and equitable grievance procedures,
 - g) receive an adequate income while teaching and upon retirement,and have the responsibility to support actively their professional organization in its objectives to regulate relations between teachers and their employers and to improve the quality of education, the status of teachers and the status of the teaching profession.

SURVIVAL KIT

In most cases there will be a lesson plan for the day. However, it is not always possible for adequate plans to have been made by the regular teacher ahead of time. In these instances, you will need to use individual ingenuity and resourcefulness to plan the day's activities, or for fill-in-times. The development of your own teaching "survival kit" will serve you well during your career as a substitute. This kit should include activities you can involve the students in when your day doesn't go according to plan.