

SUBSTITUTE TEACHER HANDBOOK



2023/2024

Sarasota County Schools

This Substitute Handbook is provided as a guide and is not to be considered a contract. The School District reserves the right to make changes to the policies, procedures, and other statements made in this Substitute Handbook. Business conditions, federal and state law, and organizational needs change periodically; such changes may require portions of the Handbook be revised. This is necessary to successfully provide the appropriate employment relationship and to obtain the goals of the organization. Substitutes are encouraged to contact Human Resources with any questions.

The Sarasota County Schools
1960 Landings Boulevard
Sarasota, Florida 34231
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To access the information below refer to the district website at
www.sarasotacountyschools.net.

Description
Equity Handbook
School Board Policy – <i>Reporting Child Abuse</i>
Instructional Code of Ethics
School Board Policy – <i>Substitute Teachers</i>
Usage of Social Security Numbers
Long Term Substitute Performance Evaluation Form
Florida Statute 1012.39: Substitute Teachers

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's life miserable or joyous. I can be a tool or a torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Dr. Haim Ginott
Teacher and Child
New York: McGraw-Hill, 1972



Human Resources

1960 Landings Blvd., Sarasota, FL 34231
941-927-9000, ext. 31200
www.SarasotaCountySchools.net

Dear Substitute Teacher,

On behalf of Sarasota County Schools, I would like to welcome you as one of our substitute teachers! Together we are charged with giving our students the best education possible. In order for us to do that, we must have quality teachers in our classrooms at all times. Studies have indicated by the time a student graduates from high school, he/she will have spent a full year with a substitute teacher. This illustrates the value of your contribution to the education of our students.

We understand that substitute teaching can come with unique challenges, but your contributions do not go unnoticed. You are an essential part of our educational team, and your impact resonates with students, staff, and parents alike.

Thank you for your ongoing commitment to our schools. Your work is invaluable, and we appreciate your dedication to the education and well-being of our students. Once again, thank you for your tireless efforts in ensuring the continued success of our students. We look forward to your continued partnership in shaping the future of our students.

Sincerely,

Dr. Allison S. Foster
Executive Director
Human Resources & Labor Relations

Chapter I - Workplace Standards and Policies

A. Policy Against Discrimination

The School Board is committed to providing a work environment free of discrimination and harassment. No employee/applicant/substitute or student must tolerate such discrimination or harassment. Examples of prohibited harassment are listed in the policy manual. No person shall, on the basis of race, color, religion, sex, sexual orientation, age, national origin, marital status, disability if otherwise qualified, or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School Board, except as provided by law. Further, School Board employees must comply with the Americans with Disabilities Act of 1990 ("ADA"). It is unlawful to discriminate against a qualified individual with a disability who can perform the essential functions of his/her job with reasonable accommodation.

B. Equal Opportunity Employment Policy Statement

The policies and administrative regulations of The Sarasota County Schools seek to attain ideal conditions of Equal Employment Opportunity. These policies and regulations shall be amended where necessary to ensure full compliance with the letter and the spirit of the law, and apply to everyone in all instructional and non-instructional positions. The policy is to select employees/applicants as needed on the basis of merit, training, and experience. There shall be no discrimination against any applicant or employee on the basis of race, color, religion, sex, national original, age, disability, marital status, or sexual orientation except when it is necessary to meet a bona fide occupational requirement. The Sarasota County Schools shall take all necessary action to comply with the federal, state, and local laws prohibiting discrimination in employment. We do this to reaffirm our commitment to Equal Employment Opportunity and to refine our implementation of existing policies as they apply to recruitment, hiring, training, promotion, personnel, management practices, and collective bargaining agreements. Please see website for complete policy and forms.

C. Alcohol and Drug Free Workplace

We are a drug free workplace. As such, no employee shall possess, consume or sell alcoholic beverages or manufacture, distribute, dispense, possess, use or be under the influence of, on or off the job or in the workplace, any narcotic, drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulations at 21 CFR 12001.11 through 1300.15 or Florida Statutes, Chapter 893. As a condition of employment, each employee will: (a) abide by the terms of this policy and (b) notify the Directors of Human Resources of any criminal drug statute arrest or conviction for a violation

occurring on the premises of the School Board, at the workplace, or during the conduct of any official activity related to the School Board within 48 hours.

D. Tobacco Use in District Facilities

The School Board prohibits the use of any form of tobacco products in any area utilized by students or designated for student activities. Additionally, and in accord with law and other governing regulations, the School Board prohibits the use of tobacco products in any form in facilities, District School Board vehicles, and areas designated for various student programs and activities.

E. Emergency School Closings

In case of an emergency, the superintendent/designee is authorized to close any school or all schools and to dismiss a school(s) prior to the regular daily dismissal hour. The principal may dismiss the school when the Superintendent or designee cannot be contacted, and an extreme emergency exists endangering the health, safety, or welfare of students. (1) In a declared state of emergency, control of students shall be maintained by school personnel until these students are released from school or in the case of transported students, until they depart from the school bus. (2) The principal shall cooperate with emergency preparedness authorities during a natural or man-made disaster. If a civil disturbance or similar situation occurs, the principal shall cooperate with the law enforcement authorities.

F. Child Abuse Reporting

Pursuant to Florida Statutes, any person, including, but not limited to school teachers, school officials, and school employees, who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare shall immediately report such knowledge or suspicion to the Florida Department of Children and Families' Central Abuse Hotline at (800) 96-ABUSE. The Central Abuse Hotline will accept any reports involving perpetrators who reside outside the state of Florida so long as the victim is residing in the county in Florida where the report is being made. All reports made to the Central Abuse Hotline are classified as confidential and are exempt from the Florida Public Records laws as authorized by State statute.

A person who is required by Florida Statutes to report known or suspected child abuse or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is subject to criminal prosecution.

If you are hesitant to judge a situation because of having limited exposure to a student, you may want to consider contacting a school administrator, i.e. Principal or Assistant Principal, for assistance.

If a complaint is made against a School District employee, volunteer, agent, or other employee affiliated with the School District, which, if true, would constitute child abuse, neglect, or abandonment by that person, the complaint shall be immediately forwarded to the Superintendent. The Superintendent shall forward the complaint to the Department of Children and Families for investigation. The person accused of child abuse, abandonment, or neglect shall be suspended from duties involving interaction with children pending investigation of the allegations.

G. Safety

The District has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules
- Familiarize yourself with District critical incident plans/procedures and emergency preparedness protocols
- Keep work areas clean and orderly at all times
- Immediately report all accidents to their supervisor
- Operate only equipment or machines for which they have training and authorization
- Employees with questions or concerns relating to safety programs and issues should contact their immediate supervisors.

H. Visitors in the Workplace

All visitors are required to enter any District facility through the main entrance and to sign in or to report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

I. Employees with Weapons

No employee of the school system shall have a weapon in his or her possession while on school property or at a school activity. Neither guns, whether operable or inoperable, loaded or unloaded, nor facsimile weapons or antique weapons may be brought onto school property including the parking lot or to a school activity. Any weapon confiscated shall be immediately turned over to the principal/building administrator who shall turn the weapon over to

the proper authorities. Authorized law enforcement officers, including school resource officers, may have weapons in their possession while on duty.

J. Employee Self-Reporting of Arrests

Under certain circumstances, substitutes are required to report arrests and/or convictions. Procedures regarding when and what to report can be found in the Code of Ethics/Principles of Professional Conduct. (For your convenience, a copy is found on our website.)



Chapter II – Being a Substitute Teacher

A. School Board Policy 6.145

School Board Policy 6.145 addresses Substitute Teachers and Temporary and Substitute Classified and Support Employees. (A copy of this policy can be found on our website).

B. Qualifications to be a Substitute Teacher

- 25 years old or older with HS diploma – can sub at any level
- Under 25 years old, with AA/60 college credits – can sub at any level
- We will accept photocopies of HS and/or College diplomas
- Instructional substitutes need 2 references, 1 must be from a supervisor, 1 can be from anyone else except family
- These qualifications may be updated to meet current needs

C. Hiring Process

Prospective Substitute Teachers need to:

- Submit a complete Substitute Instructional Application – Once approved, you will have to complete all supporting documents. You will be notified via email. Be sure the email you have entered into your online application is correct. It is your responsibility to update your email address if it changes. When notified you will have to report to Human Resources on the first floor of the Maroon awning building, 1960 Landings Boulevard, Sarasota, Florida 34231 to finalize processing.
- Complete the District's on-line Substitute Endorsement Training or provide proof of certification and teaching experience within the preceding five years (See item D below for additional information.)
- Complete additional paperwork: W-4 for tax withholding, I-9, Acceptance of Copyright Guidelines, Direct Deposit, Drug Screen cost, Retirement Clarification form, Social Security Exemption form, Oath of Loyalty, Code of Ethics, Right to Know About Toxic Substances form, Substitute Disclaimer. You will also be asked to provide your Social Security card. **Please note** the Sarasota County Public Schools use your social security number for the following purposes: identification and verification, benefits processing, data collection, tax reporting, and criminal background checks.
- Have your fingerprints taken for the **Background Screening**
- Take the **Pre-Employment Drug Screen**
- Be photographed to get your **ID badge**

- **Acknowledgement of Substitute Handbook online**

- ➔ Access and Complete the on-line **Mandatory** Orientation within 30 days

D. Substitute Endorsement Program

To comply with Florida Statutes, the Board requires Substitute Teachers to complete the District's on-line Substitute Endorsement Program. Prospective Substitutes may be exempted from this course if they possess a professional teaching certificate and provide proof of having taught in a U.S. public or private school within the preceding five years. (Examples of documentation include: employment contract, evaluation, or verification of employment.)

E. Reinstatement Procedure

Approval to work as a substitute teacher is granted on an annual basis. Each year, a Letter and a Annual Registration form will be emailed to substitutes in good standing from the previous year. The letter will tell you where and when to pick up your new Substitute ID Badge. When the registration form is received by Sub-Central, the substitute will be entered into the database as an active substitute within five (5) business days.

You must sub at least **10 full days** (or 75 hours) during the school year in order to qualify to sub the following year. If you do not sub the required time, check with the front desk in HR to complete the necessary paperwork in order to become active again.

F. Code of Ethics

Because our business involves children, the community holds us to a higher standard than many other professions. As a result, a Professional Code of Ethics governs all employees and substitutes of the Sarasota County Schools. Separate Codes of Ethics govern classified and instructional staffs, but the spirit and intent of each is the same: to maintain the worth and dignity of people. You received a copy of the Code of Ethics as part of the hiring process. Please ensure you are familiar with its contents, as violations can lead to disciplinary action – up to and including release.

G. Salary

Substitute teachers for Sarasota County Schools are paid based upon their level of education.

The rate of pay for Substitute Teachers is approved annually by the School Board and published on the Human Resources Department website in the Temporary/Substitute Salary Schedule. A copy of this schedule can found on our website.

The table on the following page summarizes how Substitute pay is calculated. Questions should be directed to the Human Resources Department at (941) 927-9000, extension 31226 or to the Payroll Department at (941) 927-9000, extension 31330.

Type of Assignment	Pay Rate	Calculation
Instructional < 21 consecutive days	Substitute – Endorsed Teacher at the appropriate education level	<3.75 hours = half day >3.75 hours = whole day
Instructional > 21 consecutive days in the same assignment	Substitute Teacher Daily Rate (Long Term)	<3.75 hours = half day >3.75 hours = whole day
Classified (classroom aide, receptionist, etc.)	Corresponding classified Substitute rate	Hourly rate X number of hours worked
Classified Para-Professional Aide	Corresponding classified substitute rate	Hourly rate X number of hours worked
Classified ESE Aide	Corresponding classified substitute rate	Hourly rate X number of hours worked
After School Child Care Aide	After School Child Care Aide	Hourly rate X number of hours worked

1. Call-in Pay

In the rare event a school cancels an assignment, fails to notify the substitute, and the Substitute reports for duty as scheduled, the Substitute will receive two (2) hours of call-in pay.

The Payroll Department recommends substitute teachers maintain a detailed personal record/log of the days/hours worked. Questions about salary payments should be directed to the Payroll Department at (941) 927-9000 extension 31330 immediately after receipt of the payment in question.

2. Direct deposit to any financial institution is mandatory. Enrollment forms are available in the Human Resources and Payroll offices. Direct deposit implementation begins with the first available pay run following receipt of a completed enrollment form. Substitutes are required to enroll in direct deposit. If a Substitute wishes to change financial institutions or to cancel direct deposit, he/she is required to give advance (2 weeks) written notice to the Payroll Office. Direct deposit is a requirement.

3. Pay stubs and W'2's are accessible to all employees. Go to the district web site and click at the top on Employees. Click on the Employee Portal. User Id is your A number. Your Pin # is the last 4 digits of your Social Security number. Click on Payroll. You can access and print your pay stubs and W2's.

4. Current Contact Information

It is the substitute's responsibility to obtain a Change of Address Form from

any school office, online or the Human Resources Department and to return it in a timely fashion to ensure check stubs are mailed to the proper address.

H. Benefits

Substitute teachers contribute to Bencor, a Social Security Alternative Plan, which is an Internal Revenue Code 401(a) account. This Internal Revenue Code 401(a) account is considered a pension plan; therefore, you should consult a qualified tax advisor if you also participate in or make contributions to any other retirement plan, annuity, or Individual Retirement Account ("IRA"). The School Board does not contribute to the Internal Revenue Code 401(a) account. There are no other benefits for substitutes. If an assignment extends beyond six consecutive months, the employee enters the Florida Retirement System and Social Security System.

I. Workers Compensation

If you suffer a work related injury/illness, The School Board of Sarasota County, Florida is committed to returning you to the same state of function you enjoyed previous to the injury/illness and to bringing you back to work as quickly as possible. Listed below are your rights and responsibilities.

As an employee, you have a right to:

- Receive timely and appropriate medical care for injuries sustained during the course of, or arising out of, your employment.
- Receive timely and understandable information concerning your treatment including available alternatives and their potential effectiveness.
- Receive your treatment with dignity, courtesy, respect, privacy, and with all of the confidentiality specified within the workers' compensation laws.
- Select or change the Primary Care Physician (PCP) or Specialist Physician utilizing established procedures.
- Request a second medical opinion about your treatment.

As an employee, you are responsible to:

- Immediately report any injury received on the job to your supervisor or manager.
- Contact, or have your supervisor contact, the case manager prior to seeking medical care for an occupational injury that does not require emergency treatment.
- Obtain all medical care from Network providers unless authorized by your Medical Care Coordinator (MCC).
- Follow your provider's instructions regarding your treatment.
- Keep all scheduled appointments.

- Return to active employment when released by your physician.
- Appeal any disputed medical or administrative decision using the defined grievance procedures.

Intake System

In the case of injury or illness requiring services that are not an emergency (back pain, sprained ankle, etc.), the employee must notify his/her Supervisor who, in turn, will call Commercial Risk at 1-888-763-1450 to receive authorization prior to obtaining care.

All medical care, with the exception of emergencies, must be routed through the case manager.

Emergency Care

- If it is a true emergency, have someone call 911 or take you to the nearest emergency room.
- A supervisor will call Commercial Risk at 1-888-763-1450.
- Any additional medical care that is needed will be coordinated through them.

After Care Hours

Medical care is available 24 hours a day, seven (7) days a week (including holidays). If for some reason the employee should go to the Emergency Room or Urgent Care facility in the Network, the employer must call the case manager on the next business day to report such visits.

Traveling Employee

Except in emergency situation, employees who are injured outside of the Network area must call Commercial Risk at 1-888-763-1450 prior to treatment. Unless prior authorization is received for non-emergency care outside of the Network, the employee could be held responsible for payment.

Medical Care Coordinator (MCC)

The Medical Care Coordinator (MCC) is a network physician who is responsible for managing the medical care of an injured worker. This includes determining other health care providers and facilities to which the injured employee will be referred for evaluation and treatment. The MCC acts as the “gatekeeper.”

Initial Service –Commercial Risk promotes access to care through Network Providers. The case manager will direct the injured worker to a Primary Care Provider through a choice of physicians.

Referrals – The Medical Care Coordinator will, consistent with acceptable professional standards for rendering quality medical care, make referrals of injured or ill employees only to other Network Physicians, providers, hospitals, or facilities. Commercial Risk will provide the Medical Coordinator with a list of all such participating providers and will periodically update such lists. In those instances where required medical treatment and attendance are not available with the provider network, the MCC may refer outside of the network.

Specialists – Specialist physicians and other providers may be required for appropriate care. These physicians and providers must be in the Network and must be authorized to provide care prior to beginning treatment.

Change of Provider – Provider changes will occur in only limited situations. The Medical Care Coordinator may grant the injured employee one change of provider. That provider must also be in the network and must practice the same specialty as the original physician. If the injured worker requests a second change of provider, that request will be handled as a grievance.

Grievance Process

The injured worker always has the right, upon completion of the full grievance procedure or while the grievance is in process, to file a request for assistance with the Department of Labor and Employment Security, Division of Worker's Compensation, Employee Assistance Office at 1-800-342-1741.

J. Performance Management

The District has implemented a performance management system for long-term Substitute Teachers, i.e. any Substitute who works in a position for more than 21 days.

K. Attendance

Substitute attendance and timeliness is critical to our staff and the success of our students. **Once a Substitute Teacher accepts an assignment in Absence Management, either by phone or via the Internet, the District expects the Substitute to honor his/her entire commitment.**

The Absence Management system will continue to call in search of a substitute who is willing to accept an assignment up to 2 hours after the start time of the assignment. **If you accept an assignment after the start time, you are required to call the school and inform them you have accepted the position. They will inform you if they still need you to come in and if the assignment will be for a full day or a half day assignment. If you are taking the position, you have up to one hour to get to the school. If you can't be at the school within the hour, please do not take the job.**

It is unprofessional, as well as unacceptable, to:

- **Not show up at a school**
- **Leave early without the approval of the school administrator or**
- **Cancel an assignment** – If the substitute should cancel an assignment, he/she will not be able to work for those day/days of the assignment they canceled.

As previously discussed, the school administrator may request you to cover a class during the “planning” period assigned to the teacher you are replacing. However, if you have not been requested to cover another class and if the planning period is the last period of the day, you may not simply leave for the day – unless approved by a school administrator, i.e., principal or assistant principal.

L. Discipline

On occasion, school administrators request a Substitute not be permitted to return to their campus. Such a decision is made when the administrator receives negative comments about the Substitute’s performance or behavior from staff member, parents, students, etc. In some cases, Human Resources will restrict the Substitute entirely. The Substitute’s profile in Absence Management is changed and they are no longer able to see/hear vacancies at schools. The substitute is sent a letter advising them of the action taken and outlining the process should they choose to appeal.

School-based administrators are held accountable for the performance of their schools. Accordingly, when such a request is received, Human Resources honors the administrator’s request, and typically, there is no investigation. If there is an allegation of inappropriate behavior of a serious nature from a school administrator, Human Resources will restrict the substitute pending the outcome of an investigation. If the investigation proves unfounded, the substitute will be immediately returned to work. If however, there is merit to the complaint, the substitute will be released from substituting in the District. Additionally, if the substitute holds a Professional Teaching Certificate, investigatory and disciplinary results will be forwarded to the State Office of Professional Practices.

M. Responsibility of District Sub-Central

Beginning August 2004, the District automated a substitute placement. School administrators enter vacancies into the automated systems, and substitutes will have the opportunity to review and to select these vacancies either by telephone or the Internet.

The Sub-Central staff is responsible for system maintenance, assistance to the schools administrative staff, assistance to the substitutes and reports generated for department heads.

N. Eligibility to Stay Active in Absence Management

Substitutes must work a minimum of **10 full days** (7.5 hours daily) in the school year to remain active in the system. Substitutes who do not work a minimum of **10 days** in the school year will not be eligible to substitute the following school year and will be purged from the system. The substitute must reapply, incur associated costs and complete all related paperwork a second time.

Substitute teachers should not accept offers of assignments from school-based personnel. All assignments must be made through the automated sub placement system.



Chapter III – Professional Responsibilities of Substitute Teachers

Substitutes must read and adhere to the Education Standard Commission's Code of Ethics of the Education Profession in Florida. The substitute will:

1. Maintain a professional appearance at all times. A well-groomed instructor gives the students a sense of security and an example of neatness and composure. Dress appropriately for the job assignment.
2. Observe the same hours and perform all duties of the teacher they are replacing.
3. Teach students to the best of their ability under the supervision of the local school administration.
4. Follow the regular teacher's lesson plans. When this is not possible, the areas not covered and the reason must be included in an informal written report to the classroom teacher.
5. Have the authority to enforce all rules necessary for the proper management of their classes and the appropriate behavior of their students utilizing suitable action as outlined by the Code of Conduct and the local school administration.
***Important Note: There is absolutely no protection afforded an employee found to have committed an intentional act resulting in injury to a student. Refrain from any physical contact with students -- except in obvious emergency situations.**
6. Keep such records with respect to attendance and other matters as prescribed by the local school administration.
7. Consider all records confidential. ***Important Note: Failure to adhere could result in dismissal and/or possible legal action.**
8. Adhere to District Copyright Guidelines. All employees of the Sarasota County School District are expected to adhere to the Copyright Guidelines adopted by the Sarasota County School Board, particularly those pertaining to the inappropriate use of videos in the classroom. These guidelines are available for viewing at the district website: www.sarasota.k12.fl.us/purchasing within the Library Media section.
9. Be aware of their legal responsibility to take all reasonable action in quelling any situation which might arise on the school premises endangering student health, safety, or education. This legal responsibility exists whether incidents arise in the classroom or elsewhere on campus. However, be reminded there is absolutely no protection afforded an employee found to have committed an intentional act resulting in injury to a student.
10. Supervise their classes at all times. If it becomes necessary to leave the room, supervision arrangements must be made with the office or a neighboring teacher.
11. Avoid discussing conditions in one school while serving another.

12. Make no adverse comments pertaining to students, parents, teachers, or administrators, particularly in the lounge and never in the presence of students.
13. Permit no students to make critical or uncomplimentary comments about another student, parent, administrator, or teacher. Courtesy and consideration of others are basic to good educational practices.
14. Maintain a proper degree of formality (no first names) between teachers in professional matters, especially in the presence of students. Students are never to address a substitute teacher by his or her first name.
15. Notify the office immediately regarding the nature and seriousness of an accident if a student is injured. Never send an extremely ill student to the office alone. Ask another student to accompany him/her to the office.
16. Report to the office promptly any personal injuries sustained in the school building or on campus. An accident requiring the services of a physician must be reported to the district office to initiate insurance and Workmen's Compensation claims.
17. Release no students from his/her supervision unless the student has been approved for release by the school office.
18. Notify the district office and Sub Central of address or telephone changes or if they are no longer available to substitute teach.
19. Substitutes must be willing to be flexible when a school has a situation and must place the substitute in a different position other than the position he/she initially accepted.
20. Renewal of a Substitute Certificate is \$20.00 and must be paid in the form of a check, credit card (Visa, Master, Discover) or money order.
21. Substitutes are expected to remain on site until the end of the day, even if they have planning periods at the end of the day.
22. No browsing of the Internet during teaching assignments is allowed.

Any situations or questions not specifically covered within this Substitute Handbook should be addressed to the District's Human Resources Department or the school administration, as appropriate.

Chapter IV -- On-Site Responsibilities of Substitute Teachers

The substitute teacher shall perform the major functions of the teacher summarized below, coordinate with the administrator in charge of substitute teachers and perform all duties in a professional manner.

The substitute will:

1. Report to school on time, sign in, and report to the administrator responsible for substitutes to obtain access to the classroom.
2. Check the regular teacher's mailbox for pertinent information.
3. Review the regular teacher's lesson plans, teaching materials, general building routines and procedures, and disaster drill regulations.
4. Consult the principal, assistant principal, secretary, or an assigned teacher if there are questions about the day's activities.
5. Serve bus duty, lunchroom duty, or any other duty assigned to the regular teacher. **Similarly, when needed, the School Administration may ask you to cover a class during a planning period.**
6. Explain lessons for the day so that students understand specific directions.
7. Be responsible for the care of classrooms, furniture, equipment, textbooks, reference books, and all other materials used in the classroom.
8. Observe student health and safety procedures.
9. Never release students from the building during the school hours without permission from the office.
10. Never release students from your classroom without a written pass or equivalent pass according to the school policy.
11. **Do not remove or make copies of any materials from a school.**
12. **Cell phones may not be used while supervising students.**

Maintain effective classroom discipline:

1. All discipline cases, which cannot be handled in the room in an appropriate manner, should be referred to the principal or assistant principal. Follow local school policies concerning discipline procedures.
2. Under no circumstances should the substitute teacher administer corporal punishment.

3. Substitute teacher should never leave the class unattended.

Check the room condition at the end of the day including the following items:

1. Classroom lighting.
2. Classroom temperature.
3. Classroom seating arrangement.
4. Report any problems to the appropriate administrator.

Secure the classroom:

1. Check teacher's procedures for collecting and grading written work assigned in the lesson plan.
2. Monies collected should be deposited in the office with adequate records.
3. Send all medications brought to school by students to the office at the beginning of the school day.
4. **Leave the classroom in a neat and orderly fashion – ready for the next day of learning.**

In summary, the Substitute Teacher is expected to carry out the work of the regular teacher and is not employed simply to maintain order.



Chapter V -- Guidelines for Implementing Lessons

1. Implement the teacher's plans as fully and as completely as possible.

No Substitute Teacher can be expected to implement any lesson exactly as the regular teacher, but the closer one can approximate the teacher's procedures, the better it is for the students, the regular teacher, and the substitute.

2. If you must modify a lesson, modify as little as possible.

If you understand the teacher's objective but do not understand one of the activities, modify the activity. If the activities are clear, but a procedure is unclear, modify the procedure.

3. If you cannot modify the lesson, contact the principal or designee to implement an alternative lesson.

Many substitutes prepare additional activities in anticipation of this situation. Examples include math practice activities, reading materials of high interest/low vocabulary, and topics for creative writing activities, crossword puzzles, road map activities, and educational games.

The substitute should leave a note to the teacher informing him/her of the decision to implement an alternative lesson when this has been necessary.



Chapter VI-- Classroom Rules

It always is better to use the teacher's rules that the students are familiar with, rather than new ones, which may be confusing to the students. If you cannot find the teacher's rules, you may want to use the following. They are simple, cover most situations, and may be used at all levels.

1. Listen carefully.
2. Follow directions.
3. Work quietly. Do not disturb others who are working.
4. Respect others. Be kind with your words and actions.
5. Respect school and personal property.



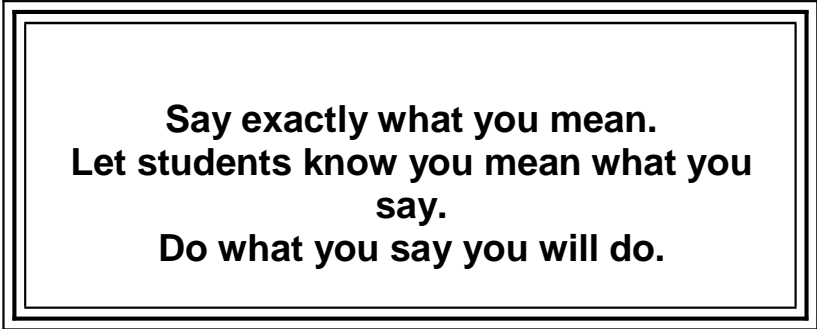
Chapter VII -- Classroom Management

Substitute teachers who are effective in the classroom strive to create a climate in which success is expected, academics are emphasized, and the environment is orderly.

As a substitute teacher, it is essential to understand and practice good classroom discipline and management. This is necessary before any classroom learning can occur. Good classroom control can be the best prevention of major classroom difficulties.

It is not unusual for a class to “test” a substitute teacher. Students may try to gain status by upsetting class routines. Your response to these situations is crucial. Teacher self-control is a must! You need to begin by establishing order during the first minute of the first period of the day. Your responses need to be calm, firm yet fair, and tempered with good humor. You can prevent many problems with a combination of planning, awareness, and sensitivity.

To assist you in maintaining discipline, the following guidelines are recommended. Study and implement them as appropriate to your specific substitute-teaching situation.



**Say exactly what you mean.
Let students know you mean what you
say.
Do what you say you will do.**

1. Let students know what you want from them and you will get exactly that.
2. State what you want in clear, concise terms.
3. Be consistent.
4. If questioned, make the exact same statement again and again, if necessary.
5. Be firm.
6. Establish eye contact.
7. Know what you can and will do, if inappropriate behavior continues.

Chapter VIII -- Avoiding Negligence

Primary among many substitute teachers' concerns is protecting their students from harm and themselves from lawsuits. The following guidelines are offered to help you prevent injuries to students under your care, act responsively in the event of accidents, and avoid legal problems should mishaps occur.

1. Maintain a neat, orderly, and safe environment for the students.
2. Caution students against hazards or unusual conditions such as slippery floors, which require extraordinary care.
3. **NEVER leave a classroom unattended.** Use the classroom intercom/telephone or send a student with a message if you need to contact the principal or another teacher.
4. Know how to quickly contact school personnel who can assist with an emergency (administrator, nurse, or counselor).
5. **NEVER give medicine of any kind** (including aspirin or cough drops) to students. Refer students who are taking any type of medication to the office for supervision.
6. Don't order a disruptive student to leave class unsupervised. Instead:
 - a. Use the intercom/phone to ask for assistance from the office;
 - b. Ask another teacher to escort the student to the office; or
 - c. Ask another teacher to supervise your class while you escort the student to the office.
7. **NEVER use corporal punishment with students.** Corporal punishment includes hitting, pushing, shaking, jerking, pinching, forcing a child to stand up for long periods of time, making the student do push-ups, or using any physical force.
8. Do not keep students after class or after school.
9. Obtain permission from the principal before sending notes or other communication home to parents.
10. **Do not introduce controversial subjects or materials** (information on religion, the occult, racist cartoons, sexually explicit books, etc.) to classes.
11. Do not advertise products or services or announce public meetings during class.
12. Do not date students or socialize with them after school; avoid establishments suspected of serving alcohol to minors.
13. If a student teacher is assigned to your class, remain on duty in the classroom.
14. All videos/recordings must be approved by a school administrator before use.

15. You must report any known or suspected incidents of child abuse, neglect or abandonment to the Florida Abuse Hotline (800-962-2873) and to a school administrator or counselor. (We recommend you make the call from the counselor's office with the counselor present.)

ABUSE	Normally defined as wrongful use, mistreatment, or insulting language.
BATTERY	Battery is a criminal charge (misdemeanor) made by someone when another person touches a person with the intent to harm. Intent is defined by the person being touched.
CHILD ABUSE	Child abuse is normally defined in the context of a criminal act in a school setting when an employee willfully, intentionally, and with malice causes an injury to a child. Often the charge is filed as battery. Child abuse could be physical abuse, mental abuse, sexual abuse, or extreme negligence.



Chapter IX -- Substitute Teacher Classroom Survival Tips

Arrive in class before the students

1. Check lesson plans
2. Gather materials for the lesson(s)
3. Check the names on the roll.

Write on the board

1. Your name (Mr., Mrs., Miss, Ms., Dr.)
2. Date
3. Student assignments

Welcome students to class

1. Greet students with a smile
2. Always stand if possible.

Start class as soon as bell rings

1. Introduce yourself with a smile
2. Call the roll
3. Praise student with a smile
4. Explain class assignments
5. Praise and encourage students
6. Circulate around the classroom and smile whenever possible
7. Praise students
8. Watch for hands; go to the student(s)
9. Collect assignments with a smile

Write the teacher a note explaining the day's events

1. Which students were helpful?
2. Lesson plans (what was completed, what was not, where completed assignments are located, etc.)
3. Student(s) who became ill or hurt
4. In addition to helpful students, identify students who were disruptive
5. Leave mail and notes from parents in teacher's mailbox
6. Explain incomplete assignments
7. Leave a list of students who were absent/tardy to each class.

DO NOT:

1. Touch students or their belongings
2. Over react
3. Tell jokes
4. Complain to the students
5. Discuss your personal problems
6. Let student(s) have access to the teacher's grade book
7. Make a big deal out of minor behavior problems
8. Be a know-it-all
9. Remain in an enclosed area alone with a student

Chapter X -- Common Acronyms

In the educational environment, we use many unique acronyms. Examples of the language of educators are listed below.

Acronym	Definition
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AP	Assistant Principal
ASL	American Sign Language
CTBS	Comprehensive Test of Basic Skills
DARE	Drug Abuse Resistance Education
EEOC	Equal Employment Opportunity Commission
EH	Emotionally Handicapped
ERC	Educational Resource Center
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resources System
FIRN	Florida Information Resource Network
FLSA	Fair Labor Standards Act
FPMS	Florida Performance Measurement System
FRS	Florida Retirement System
FSTP	Florida Services Team Planning
FTE	Full Time Equivalency
HIPAA	Health Insurance Portability and Accountability Act of 1996
HRS	Health and Rehabilitative Services
IDEA	Individuals with Disabilities Education
IEP	Individual Educational Plan
ISS	In School Suspension
JTPA	Job Training Partnership Act
LRE	Less Restrictive Environment
MAC	Macintosh Computer
MIS	Management Information Services
MSDS	Material Safety Data Sheets
OJT	On-the-Job Training
OSHA	Occupational Safety and Health Act of 1970
OSS	Out-of-School Suspension
PO	Purchase Order
SED	Severely Emotionally Disturbed
SLD	Specific Learning Disability
SOI	Summative Observation Instrument
SRO	School Resource Officer
SSOC	Student Services Observation Instrument
SSS	Students Staying in School

Chapter XI – Ten Principles of Esteeming Discipline

Ten Principles of Esteeming Discipline by Esther Wright, M.A.

1. Always remember that your mission is to serve and support your students.
2. Always speak and act from a place of respect and dignity.
3. Develop relationships with your students that nurture and esteem them.
4. Respond rather than react when dealing with discipline.
5. Model the behaviors and attitudes that you expect from your students.
6. Be open to learning from your students.
7. Speak and listen from your heart when communicating with students.
8. Seek support and coaching when you find yourself overwhelmed.
9. Be calm, fair, and firm when dealing with discipline.
10. Remember that students are human and make mistakes.

Chapter XII -- School Security


Emergencies and Drills

The types of emergencies that a school may face are countless. We have tried to reduce our responses to cover as many possibilities as we can. Explanations are included below on what schools should do in the event they have to declare one of these below emergencies or in the event, the school is conducting a mandatory drill. If you see something out of the ordinary immediately notify the school administration, move your students to safety, and await instructions.

Lockdown

A lockdown is called when there is a threat or hazard **inside** the school building or grounds where staff and students can be injured. The school should only use lockdown when there is a threat of violence towards staff or students, intruders, angry parents, to an active assailant. A lockdown uses classroom and school security actions to protect students and staff from the threat. Staff's first response should be to initiate the lockdown, either through hitting a lockdown plunger, activating the intercom system, pushing lockdown inside the Raptor Emergency App on a phone or computer. When a school goes into lockdown staff should move students, inside a locked classroom and to the safe corner. Staff should turn off the lights, close the blinds, use the check-in buttons and the Raptor Emergency App to notify administrators of their status and location. If staff cannot get themselves or their students to a locked classroom safely, they should have a plan in place for rally points to meet.

Evacuation/Fire

An evacuation is called when there is a need to move people from one location to another. Most often, evacuations will be necessary when there's a fire, heating/ventilation system failure, nearby gas leak, or bomb threat. Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. After taking roll, the Red/Green Card system is employed for administrators or first responders to quickly, visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up Red cards if they are missing students, they have extra students, or other problems. These cards are located in the emergency response guide.  [Reverse Evacuation](#)

A Reverse Evacuation is when you have students outside or in unsecured locations and you need to quickly move them inside. It could be because of a fast-moving weather system or a situation occurring in the parking lot or just off campus.

Shelter in Place/Weather

A weather alert or shelter in place is called when specific protective actions are needed based on a threat or hazard that is environmental. Using the shelter-in-place protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the shelter-in-place protocol is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take. Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

Secured Perimeter/Secure

A Secured Perimeter is called when there is a threat outside the school grounds and there is not a belief, they will move past the school perimeter fencing. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious animal on the playground would be examples of a Secure response. While the Secured Perimeter encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Hold

Hold does not need to be an emergency procedure. The hold is used when you need students to remain in specific classrooms or buildings. This could be because of an altercation or medical issue in a specific area or the need for cleanup in one hallway. This is used to stop movement in a specific area for a short amount of time and there is no threat to staff or students.

Reunification

A critical aspect of incident response is the accountable reunification of students with their parents or guardians. The district provides school and district safety teams with proven methods for planning, practicing, and achieving a successful reunification during what are often chaotic, anxiety-filled scenes. A predetermined, practiced reunification method will help defuse emotion at the site.

Teacher Emergency Responses

All School Staff should always be aware of what is going on around them, be vigilant, be aware. All staff should have a plan in mind to get to safety in the event an emergency has been declared. All staff have a responsibility to make sure they are directing students to safety during any event. That responsibility does not end until the Principal or District Administrator relieves the staff member from this responsibility. All staff members will be assigned duties during emergencies. It is important that everyone is comfortable with what is expected of them during these events.



Lockdown: Inside your classroom (Locks, Lights, Out of Site)

- Stay Calm!
- Move students quickly and quietly to the safe corner.
- Sweep the hallway for students, staff, and visitors.
 - Stop, listen before opening the door. Only open the door if you feel it is safe to do so.
- Once you have swept the hall and closed the door **DO NOT** open the door for anyone! Law Enforcement or an Administrator will have a key.
- Turn off your lights
- Close your blinds
- Check in with the four-button console in your classroom
- Check in using your Raptor Emergency App
- Stay in your classroom, Law Enforcement or Administrators will open your door and give directions.
 - Even if the All-Clear sounds
 - Even if the fire alarm goes off
 - Only move if it is not safe to stay where you are. Have a plan for alternative routes out of your classroom
- Keep your students calm and quiet
 - Remind them the lights from their phone can give their position away
 - Ask them to contact their parents via SMS Text only every five minutes to let them know they are okay.
- Think about a Lockdown Bucket for your classroom. A Lockdown could last for hours!
 - Keep non-perishable candy or sweets, trash bags, phone chargers, rosters, and other needed items.
 - A bucket with a lid works great for these!



Lockdown: Outside your classroom

- Stay Calm!
- Have a plan to move to safety, even if it is off campus!
- Once you are in a safe place call 911 or 941-966-SAFE and tell them your location!
 - Stay on the line until they release you and follow their instructions.
- Use the Raptor App to check in with Administrators to let them know you are okay and what students you have with you.
- Keep your students calm
 - Ask them to contact their parents via SMS Text only every five minutes to let them know they are okay.



Evacuation: From inside your classroom

- Stay Calm!
- Make sure you have your phone, keys, and Emergency Book
- Ask your students to leave their belongings
- Look, Listen, and Feel – check for danger before opening the door and going out into the hallway
- As you leave the classroom look around for anything that is out of place or strange
 - Do not turn off or on your lights, leave them how they are when the emergency is declared.
 - Count your students
- Take a safe route to your designated evacuation point
- Once at a safe evacuation point take roll of your students
 - Hold up the Green Card in your Emergency Book if all students are accounted for and everyone is okay
 - Hold up the Red Card in your Emergency Book if someone is missing, injured, or there are others with you
- Check in using the Raptor Emergency App
- Keep your students calm and quiet
 - Ask them to contact their parents via SMS Text only every five minutes to let them know they are okay.
- Wait for further instructions from the Administration



Evacuation: From outside your classroom

- Stay Calm!
- Do not go back to your room to retrieve items

Teacher Emergency Responses

- Look, Listen, and Feel – check your surroundings and determine the safest route to your evacuation point.
- Once at a safe evacuation point take roll of your students
- Check in using the Raptor Emergency App
- Keep the students calm and quiet
 - Ask them to contact their parents via SMS Text only every five minutes to let them know they are okay.
- Wait for further instructions from the Administration

SHELTER IN PLACE/WEATHER: From inside your classroom

- When calling for a shelter in place, the Administration will notify you of the type of emergency.
- Stay Calm!
- Make sure to have your phone, keys, and Emergency Book
- Ask the students to leave their belongings
- Look, Listen, and Feel – check for danger before opening the door and going out into the hallway
- As you leave the classroom look around for anything that is out of place or strange
 - Do not turn your lights on or off, leave them how they were when the emergency was declared.
 - Count your students
 - Close the Door!
- Take a safe route to your designated Shelter location
- Once the Shelter location point take roll of your students
 - Hold up the Green Card in your Emergency Book if all students are accounted for and everyone is okay
 - Hold up the Red Card in your Emergency Book if someone is missing, injured, or there are others with you
- Check in using the Raptor Emergency App
- Keep your students calm and quiet
 - Ask them to contact their parents via SMS Text only every five minutes to let them know they are okay.
- Wait for further instructions from the Administration

SHELTER IN PLACE/WEATHER: From outside your classroom

- When calling for a shelter in place, the Administration will notify you of the type of emergency.
- Stay Calm!
- Do Not go back to your classroom to retrieve items
- Ask your students to leave their belongings
- Look, Listen, and Feel – check for danger determine the safest route to your shelter location,
- Take a safe route to your designated Shelter location
- Once the Shelter location point take roll of your students
- Check in using the Raptor Emergency App
- Keep your students calm and quiet
 - Ask them to contact their parents via SMS Text only every five minutes to let them know they are okay.
- Wait for further instructions from the Administration

SECURED PERIMETER/SECURE

- When calling for a Secured Perimeter, the Administration will notify you of the type of emergency.
- Stay Calm!
- A Secured Perimeter is called when there is a threat outside the school grounds
- All outside activities should come inside immediately
- School goes on as normal
- Administration will notify you if there will be class change

HOLD

- When calling for hold, the Administration will notify what areas of the campus are affected.
- Stay Calm! This may just be for a clean up
- School goes on as normal however no one is to be released from the classroom.
- Administration will notify via intercom and the Raptor Emergency App when the Hold is over

Chapter XIII – Summer Procedures

A. Sub Central

Sub Central and the automated Absence Management system are closed during the summer break for annual maintenance.

Substitutes who are interested in substitute teaching during the summer school session should contact the schools directly and let the Administration know of their interest in substitute teaching. During this time period **ONLY** the schools contact substitutes directly.

At the end of the school year, all active substitutes who worked at least **10 full days** (7.5 hours daily) the preceding year are put in an inactive status. Each year, in May/June, there will be an informational letter mailed to all substitutes who worked their 10 days. The letter will inform you where and when to pick up your new Substitute ID badge for the new school year. If you are unable to pick up your badge during the specified locations, times and dates in the letter, you can come into Sub Central after the start of the new school year to pick up your new Substitute ID badge between the hours of 8:00am and 12:00noon. You will be activated at that time.

B. Unemployment

Florida Statute 443.091 defines eligibility conditions for unemployment compensation. Under the Statute, no public school employee is entitled to benefits for regularly scheduled vacations, holidays, or breaks between school terms if they have a reasonable expectation of employment when the next term commences. This includes substitutes.