

# Handbook for Substitute Teachers

*Fort Payne City Schools*



*"Providing child-centered learning so every student may  
pursue any dream."*

Fort Payne City Board of Education  
205 45<sup>th</sup> Street NE  
Fort Payne, Alabama 35967  
256-845-0915

Superintendent  
Mr. Brian Jett

# **Substitute Teacher Handbook**

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# I ~ Introduction

The Fort Payne City Schools' Substitute Teachers Handbook is designed to provide substitute teachers with the necessary information to successfully transition into the classroom and provide continuity in the education of students during the absence of the classroom teacher or aide. The substitute teacher must be prepared to accept the teaching responsibilities of the classroom teacher or aide without the loss of educational opportunities.

Substitute teaching is a challenge and must be tackled with a conscientious effort. Hopefully, this Handbook will be a tool to guide you down a successful path of substitute teaching. If you have questions not addressed in this, please contact one of the employees listed below.

Janet Williams, is the primary contact for substitutes in our school district. Mrs. Williams will gladly answer any questions about substitute teaching and give you initial training instructions on using Frontline/AESOP, our school systems sub-finder. Her contact information is listed below:

<b>Janet Williams</b>	<b>256-845-0915 ext. 7024</b>	<a href="mailto:jwilliams@fpcsk12.com">jwilliams@fpcsk12.com</a>
<b>Jennifer Cole</b>	<b>256-845-0915 ext. 7000</b>	<a href="mailto:jcole@fpcsk12.com">jcole@fpcsk12.com</a>
<b>Laura Garcia</b>	<b>256-845-0915 ext. 7030</b>	<a href="mailto:lgarcia@fpcsk12.com">lgarcia@fpcsk12.com</a>

Below is the contact person at each school:

<b>Scott Timmons</b>	<b>FPHS</b>	<b>256-845-0535</b>	<a href="mailto:stimmons@fpcsk12.com">stimmons@fpcsk12.com</a>
<b>Shane Byrd</b>	<b>FPMS</b>	<b>256-845-7501</b>	<a href="mailto:sbyrd@fpcsk12.com">sbyrd@fpcsk12.com</a>
<b>Jennifer List</b>	<b>LRIS</b>	<b>256-845-0626</b>	<a href="mailto:jlist@fpcsk12.com">jlist@fpcsk12.com</a>
<b>Jackie Jennings</b>	<b>WAS</b>	<b>256-845-0626</b>	<a href="mailto:jjennings@fpcsk12.com">jjennings@fpcsk12.com</a>
<b>Sally Wheat</b>	<b>WVES</b>	<b>256-845-3201</b>	<a href="mailto:swheat@fpcsk12.com">swheat@fpcsk12.com</a>

## **EQUAL EMPLOYMENT OPPORTUNITY**

The Fort Payne City Board of Education is an equal opportunity employer.

### **EEOC**

It is the official policy of the Fort Payne City School Board of Education that no person in the Fort Payne City School System shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied benefits, or be subjected to discrimination under any program, activity, or employment.

To that end, the Fort Payne City Board of Education will:

1. Recruit, hire, promote and transfer into all job classifications without regard to race, color, national origin, handicap, or age to the extent required by law.
2. Ensure that any form of harassment related to an employee's race, color, religion, sex, national origin, handicap, or age will be treated as a disciplinary matter that may result in termination.
3. Ensure that all personnel actions such as compensation, benefits, layoffs, recalls, and system-sponsored training and education programs will be administered without regard to race, color, religion, sex, national origin, handicap, or age to the extent required by law.
4. Establish and maintain effective working relationships with educational institutions, civic organizations, and government agencies concerned with promoting equal employment opportunities.
5. Provide prompt, fair, and impartial consideration of any discrimination complaints.

### **Harassment**

All employees of the Fort Payne City Board of Education are expected to treat their fellow employees with respect and courtesy and professionally perform their work with concern for the well-being of their fellow employees. Therefore, any form of harassment is forbidden. Specifically forbidden are derogatory remarks, gestures, or slurs of a sexual, racial, ethnic, or religious nature.

Sexual harassment is both against the law and contrary to our policy. Therefore, sexual harassment of the Fort Payne City Board of Education employees in any form is forbidden and will result in disciplinary action, which may include discharge. In addition, sexually harassing conduct in the workplace, whether committed by a supervisor or any other person, will not be tolerated.

### **Affirmative Action**

The Fort Payne City Board of Education is committed to the fundamental principle that all persons should be afforded equal access to positions in the school system limited only by their ability to do the job. Equal opportunity can best be affected through programmed affirmative action, where appropriate.

The Fort Payne City Board of Education will try to eliminate employment practices that could operate to disadvantage protected group members and exercise good faith efforts to seek out, employ, train, and promote protected group members where appropriate. The goal is to achieve equal opportunity employment opportunities in all job classifications.

## II.~ Fort Payne City School's Philosophy

Fort Payne City Schools is committed to programs that result in education excellence for each student. The School Board believes in providing each student with multiple opportunities to learn and experience success. Through these opportunities and experiences, we intend to assist each student in discovering and developing that student's unique talents and gifts.

At all times, our schools will strive to provide an atmosphere of effective teaching, learning, and growth.

We strongly believe:

- (1) All students are capable of attaining the instructional goals of the school;*
- (2) We in the schools, along with parents and community, share the responsibility of the success of the student;*
- (3) Success is enhanced by a positive self-concept which influences learning and behavior;*
- (4) Learning is enhanced when the curriculum is preplanned, organized around specific learning outcomes, and aligned to instruction;*
- (5) Learning conditions are enhanced in each school when the instructional staff is organized to provide for appropriate instructions;*
- (6) Learning is enhanced when a systematic process of instruction is used in all classrooms, engaging each student until appropriate learning outcomes are attained;*
- (7) Schools can maximize learning outcomes for all students;*
- (8) Success is enhanced when students exhibit self-control and respect for others;*
- (9) Success is enhanced when school programs assist students in the development of high moral and ethical standards along with good character and citizenship; and*
- (10) Success is enhanced when the Board of Education and all employees of the school's model appropriate moral and ethical standards, good character, and good citizenship.*

This is our commitment to parents and students of Fort Payne City Schools. Our students will develop into successful, mature, lifelong learners in cooperation with parents and the community.

### III. – General Information

#### A. Salary

Substitute pay depends on the following qualifications:

<u>Certified Substitutes – Classroom Teachers and Classroom Aides</u>	
High School Degree/ 1-3 Years College Transcript	\$100/day
4 Year College Degree	\$105/day
<u>Classified Substitutes -</u>	
Bus Drivers (\$40/route), custodian, clerical, CNP	\$80/day
Nurse Substitutes	\$100/day
Nurse Bus aides	\$40/route
SPED Bus aides	\$30/route

*Any substitute who holds a valid ALSDE Teaching Certificate and is asked to work as a long-term sub in a TEACHING position should contact the payroll manager for details about their pay. Long-term sub-jobs vary, and the circumstances factor into the pay rate. Long-term substitutes for AIDES do not receive higher payment.*

All employees, including substitutes, are asked to provide Direct Deposit information for payments.

Employees, including substitutes, of the Fort Payne City School System, are paid on the last working day of the month. The payroll clerk will check Frontline/AESOP on the morning of payday and send statements to the schools for subs who are working. All remaining statements will be mailed.

Frontline/AESOP is the program used to find substitutes for employee absences. This record should reflect all the work performed by a substitute, but for **pay purposes**, you should **ALWAYS** use the timekeeping system at the school you work to record your actual Work Times for pay.

Times to be worked will show on the Frontline/AESOP record for the job you accept. The work times vary by school, so look at the time listed in Frontline/AESOP for each job.

#### B. FORT PAYNE CITY SCHOOLS CERTIFICATION FOR SUBSTITUTE TEACHERS

1. The Frontline Certification courses are designed to acclimate the substitute teachers:
  - a. Skills in dealing with special students, disruptive students, and students with unique needs
  - b. Requirements of teachers based on grade level and age of the students
  - c. Development of lesson plans and availability of learning resources for temporary classroom instruction

2. The FPCS Substitute Teacher's Handbook is designed to acclimate the substitute teachers to be familiar with:
  - a. the facilities of the four schools
  - b. policies, procedures, and rules of the four schools and the school system
  - c. proper procedures and practices in dealing with emergencies
  - d. any other issues deemed appropriate by the Superintendent
3. Once a substitute teacher has completed 3 hours of Frontline courses and read the FPCS Sub Teacher's Handbook, they must bring the Frontline Completion certificates and the signed verification sheet from the Handbook to the payroll clerk. The sub will be classified as a certified substitute teacher and will be compensated as such for one school year.

**C. School Addresses and Grade Levels at each School**

Williams Avenue Pre-K Classrooms  
1700 Williams Avenue NE, Fort Payne, AL 35967

Wills Valley Elementary School – 1<sup>st</sup> through 2<sup>nd</sup> grade  
4111 Williams Avenue NE, Fort Payne, AL 35967

Little Ridge Intermediate School – 3<sup>rd</sup> through 5<sup>th</sup> grades  
Gault Avenue N, Fort Payne, AL 35967

Fort Payne Middle School - 6<sup>th</sup> through 8<sup>th</sup> grades  
4910 Martin Avenue NE, Fort Payne, AL 35967

Fort Payne High School – 9<sup>th</sup> through 12<sup>th</sup> grades  
201 45th Street NE, Fort Payne, AL 35967

Fort Payne Career Academy – located at the Williams Avenue Campus – grades 9-12th

**D. Frequently Asked Questions**

***Can I substitute at only certain schools or will I be required to substitute at all schools in the Fort Payne system?***

You may specify certain schools where you are willing to substitute. That may be one specific school or it may be all schools. Remember that you are likely to have more substitute assignments to choose from if you are willing to substitute at more schools.

***Once I have made a designation of which schools I will go to, can that be changed?***

Yes, call or email Janet Williams ([jwilliams@fpcsk12.com](mailto:jwilliams@fpcsk12.com)), Jennifer Cole ([jcole@fpcsk12.com](mailto:jcole@fpcsk12.com)) or Laura Garcia ([lgarcia@fpcsk12.com](mailto:lgarcia@fpcsk12.com)) and state which school you would like to add and/or delete.

***Do I have to be able to substitute every day of the week to be on the substitute list?***

No, you have complete control over your schedule. Some of our best substitutes are in school themselves only certain days of the week; some have other part-time jobs or family responsibilities on certain days. We are happy to have you substitute on whatever days fit your schedule. At a minimum, you must substitute **three days** per semester to remain an active sub.

***How will I find the classroom where I am assigned for a particular day? How will I find lesson plans?***

When you arrive at your assigned school, you should first go to the main office to sign in. Someone there will direct you to your assigned classroom or will ask someone to take you there. A substitute folder will either be given to you in the office or will be available in the classroom. If you have difficulty finding lesson plans or other materials, ask a nearby teacher for help or contact the main office for assistance.

***What should I do if I have a problem while substituting?***

If you have a minor problem with a student or notice something in the classroom that needs attention, leave a note for the teacher. If you have a problem that needs attention immediately, talk with the school principal or with another teacher who can give you advice about what to do.

***When should I send a student to the nurse?***

Oftentimes a student will request to go to the nurse when a sub is in the room. Use your best judgement in determining if the complaint is valid. If it is a minor complaint (i.e. hurt finger with no blood or bruising visible), encourage the student to stay in the room to avoid other students making the same request.

***What should I do if I need to take a restroom break and the students are in the classroom?***

Ask the teacher next door or across the hall to monitor the class for you.

***What do I do if I do not have enough copies of a test or worksheet left by the teacher to give students?***

Ask a nearby teacher to make copies, or note on the lesson plans that there were not enough copies for students and their names.

**Substitute Removal:** A principal may request for a substitute to be removed from access through AESOP to take jobs for his / her school. If a substitute receives TWO requests to be removed from schools, the issue will be reported to the Superintendent. At his discretion, a substitute receiving poor reviews may be blocked from working in FPCS. If this occurs, no re-application will be offered for the next school year and the sub will no longer be employed by FPCS.



## II AESOP/FRONTLINE Sub Finder Information

Fort Payne City Schools uses an automated system for managing and assigning substitutes; this system is called AESOP (operated by Frontline Education). This stands for "Automated Educational Substitute Operator." When you are initially hired and added to our substitute list, you will be given full instructions for using this system.

There are two ways for you to access the AESOP system. You can call a toll free telephone number – 1-800-942-3767, or you can access the website at [app.frontlineeducation.com](http://app.frontlineeducation.com) . In addition, AESOP will contact you by phone to ask if you are available for a specific substitute assignment.

Feedback from our substitutes tells us that they like this automated program for several reasons. One of the primary reasons is that you have a great deal of control. You can be proactive and find substitute assignments that you prefer rather than waiting to receive an offer by telephone call. All assignments, both past and future, are recorded by AESOP; you can access this information any time you would like. If your schedule changes and you are not available to substitute on certain days, you can let AESOP know so you won't be bothered with calls for those days. You can even tell AESOP to call you only at certain time of the day or not to call you at all.

***Disclaimer - Limiting your availability to accept calls from our district will be considered a declaration of not accepting work and may be considered a nonwork day for the purposes of employment verification.***

While AESOP is very easy to use, we know there will be times that you will have questions or need help. Call Janet Williams at 256-845-0915, and she will be happy to help you. We want you to be comfortable with AESOP/Frontline, and we will provide any help or assistance that you need!

What is **Jobulator**? **Jobulator** is a subscription service that provides automatic, continuous checking and notification of your job offers in Aesop, plus easy job acceptance.

With the **Jobulator mobile app**, you can be notified of and accept substitute jobs that are available in the Aesop system right from your iPhone, Android smartphone or tablet. FPCS cannot help you with this app, it is a product of Frontline, available to help subs find jobs.

## III Responsibilities of the Substitute Teacher

### A. Professionalism

- Substitute teachers should be willing to accept calls to work unless it is impossible to do so.
- Substitute teachers should cancel accepted assignments ONLY if it is absolutely necessary due to personal illness or other unavoidable situation. It is not appropriate to cancel one substitute assignment so that you can accept an assignment at another school or for another teacher. Don't take a job unless you intend to fulfill the duty.
- Substitute teachers are subject to the same rules and duties as classroom teachers.
- Substitute teachers should maintain the same ethical standards of confidentiality as classroom teachers.

- Substitute teachers should maintain a professional attitude toward students, faculty, and staff.
- Substitute teachers should maintain the same standards of dress as classroom teachers (your dress should distinguish you from the students).
- See page for appropriate Employee Apparel Guidelines.
- Substitute teachers should avoid using cell phones during the day while supervising students.
- If other teachers are absent and a substitute cannot be secured, you may be asked to assist with another class during the planning time for your assigned teacher. Do not leave school before the end of the day even if your assigned teacher has planning period at the end of the day since you may be needed for additional student supervision.
- Substitute teachers should never bring tobacco, alcohol, and weapons on campus. Smoking is prohibited on the entire campus of all Fort Payne City Schools facilities.
- Substitute teachers should not bring candies or other edible "treats" for the students.

#### **B. Arrival / Departure**

- Arrive on site at the time stated on the job posted in AESOP.
- The first item of business is ALWAYS to report to the front office. Sign in on the timesheet for the employee who you are filling in, on the right side of the correct date. PRINT your name and sign the time you are on duty.
- Upon receiving the substitute folder, report to your assigned class and review procedures for schedule, attendance, lesson plans, classroom management, and safety procedures (for safety procedures, review the section of the substitute handbook entitled "Emergency Procedures").
- Substitute teachers should remain on campus the entire day.
- At the end of the day, leave the room in a neat and orderly fashion. Be sure the classroom door is closed and locked.
- Leave a note for the regular teacher. Tell him/her about any parts of the lesson plan that you were not able to complete. Describe other activities that you included. List problems you encountered and students that were especially helpful.
- Before you leave for the day, go by the office to leave the substitute folder and sign out the time you are completing duties on the timesheet.
- If you were given classroom keys, keep them on your person at all times and return them to the office at the end of the day.
- **FRONTLINE TIME AND ATTENDANCE HAS REPLACED TIMESHEETS**

**There will be a designated iPad in the office at each school for use by substitutes for clocking IN/OUT when you work. Frontline has an app for substitutes per the company, but that is still under construction.**

**Your job assignment in AESOP should be verified by your Timeclock activity when you work. So, to be paid for working BE SURE you Clock IN and OUT at the iPad kiosk in the school office.**

You will use your phone and PIN ID given in your initial AESOP welcome letter.

This is the same as calling in for jobs, when it asks for your phone number and PIN.

Substitutes clock in for jobs assigned to them in Absence Management (AESOP).

Once clocked in, the sub can view the confirmation number and name of the employee for whom they are filling in there on the kiosk.

When you are ready to clock out follow the same steps as above.

When you work two jobs in one day you'll need to clock in/out each time

## Adhere to all items on this Substitute Agreement Form

### Substitute Agreement Form Fort Payne City Schools

To remain an active substitute for Fort Payne City Schools, I agree to the following guidelines:

1. Due to the privacy rights of students attending Alabama Public Schools, I will refrain from discussing personal student information with anyone who is not associated with the FPCS educational system, and then only for the well-being of the child.
2. Due to the privacy rights of students attending Alabama Public Schools, I will refrain from placing information regarding students on any form of Social Media, including but not limited to Facebook, Instagram and Snapchat.
3. I will refrain from placing information regarding any school system business on any form of Social Media, including but not limited to Facebook, Instagram and Snapchat unless it is directly related to my child.
4. No re-employment is presumed for Substitute Employees. Substitutes are considered temporary employees for the school year in which they are hired to work.
5. Applications to return for the following school year will be mailed out annually during the summer to substitutes who have a favorable work record with our system. To return as an Active Substitute Employee, this re-application must be returned prior to the beginning school date. Failure to return the re-application at that time will result in the sub being ineligible to work.
6. **There will be a Minimum Work Schedule Understanding.** An approved substitute employee must understand that if they work less than 3 days per semester they will be converted to Inactive Status and no longer employed by FPCS.

You will need need submit this page prior to activating your substitute record in Frontline.

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Substitute's Printed Name and Signature

## EMPLOYEE APPAREL GUIDELINES

The expectation of all Fort Payne City School employees requires good grooming and personal appearance. Employees are expected to dress in such a manner to ensure their health and safety. Grooming and dress must not constitute a distraction or interfere with the educational opportunity of students.

Unless otherwise specifically stated or addressed, rules and regulations contained in the Employee Apparel Guidelines apply to normal school hours; however, such guidelines may be enforced at any school function or activity where the wearing of such dress is not appropriate for the type activity or is determined to be potentially disruptive or dangerous.

Employees are expected to comply with the following guidelines:

1. Employees must be neatly dressed, clean, and well groomed.
2. Foot apparel must be worn.
3. Hair must be worn in such a way that it does not impair vision and is not considered unsafe or hazardous. Hair coloring should not be distracting to the educational environment.
4. Clothing must not include pictures, writings, symbols, etc. promoting, acknowledging, or suggesting drugs, tobacco products, alcohol, sexual activities, gangs, groups, individuals, or activities that would be considered dangerous, disruptive, or hazardous to others, or to the school environment.
5. Athletic shorts may be worn that are consistent with the intent of these guidelines by physical education teachers in physical education classes, but are not to be worn to other academic classes. If shorts are worn as professional attire they should meet the knee length requirement that is placed on student attire.
6. Mini-skirts, short shorts, athletic shorts, and sweat pants are not acceptable as regular classroom attire.
7. Appropriate dress for employees must be worn that does not reveal the body in an inappropriate manner, e.g., clothing must not be too tight, too short, too low cut, bare at the midriff or sides. Sundresses, off-the-shoulder tops, spaghetti strap tops, halter tops, sheer or see through clothing, and clothing with holes may not be worn.
8. Hats, caps, bandannas, and other head coverings are not to be worn in school. Sunglasses are not to be worn in the school. Physical Education Teachers, Coaches, Maintenance Department Personnel, and Bus Drivers are excluded.
9. With the approval of the Principal, employees in school-sponsored activities may dress in a manner that does not conform to the dress guidelines only for the purpose of the activity.
10. As employees of the Fort Payne City School System we are all publicly funded support and certified employees and we should dress accordingly, which means appropriate for our profession.

This apparel guideline applies to all employees, unless exceptions are granted due to an employee's disability, medical condition, or other exceptions approved by the Principal or immediate supervisor. The Principal or immediate supervisor or his/her designee has the authority to determine inappropriate dress and violations of the guidelines. Any employee violating the apparel guideline may be asked to return home for appropriate dress. If the problem persists the Superintendent will be notified by the Building Principal.

# Crisis Procedures

Review individual school emergency procedures in the event there are fluctuations from the information provided below. In all these cases it is imperative that you stay calm, aware and continue supervising the students. Practice drills may be held for these procedures. If a "Code" is announced it will be for a reason. This procedure could also be used in the case of a serious medical emergency on campus.

## Fire Drill

- Signal may vary according to building.
- During drill/alert everyone will exit the building to a predetermined area. Please refer to map posted by the exit door of each classroom.
- Take classroom roster with you to account for your students. Report a student absence to the closest administrator.
- Wait for signal to return to class.

## Tornado / Weather Drill

- Signal may vary according to building.
- During drill/alert everyone will exit the building to a predetermined area. Please refer to map posted by the exit door of each classroom.
- Take classroom roster with you to account for your students. Report a student absence to the closest administrator.
- Wait for signal to return to class.

## SPARC – Safety Planning and Response Card

### Communication

- How will I communicate in a crisis? (Cell phone, bull horn, radio, intercom, emails, texts, social media, APPs, Pad/pen, panic button/alarm, 911, etc.)

### Lockdown

- Alert Method
- Take action immediately – Escape, Hide/Barricade, and/or Defend (Protect)
- Once secure, follow communications plan and update officials
- Assume crisis is ongoing until notified by proper authorities
- Stay calm and aware

### Secure Perimeter

- Alert method
- Take action immediately – Limit movement, controlled entry/access, everyone inside
- Follow communicated directives
- Stay calm and aware

### Evacuate

- Alert method
- Follow communicated directives
- Gather necessary supplies (Go Bag, class list, etc.)
- Stay calm, together and aware

### Reunification

- Follow communicated directives
- Keep account of each person
- Assist as needed
- Stay calm, together and aware
- Follow release procedures

### Faculty Meeting

Unless you are told differently, whenever a "Code" announcement is made, a faculty meeting will automatically follow after school. The faculty meeting will be to discuss why a "Code" was used, to determine if there were any problems, and to help alleviate any rumors.

Practice drills may be held for this procedure. If a "Code" is announced, it will be for a reason. This procedure could also be used in case of a serious medical emergency.

## IV Classroom Management

*Fort Payne City Schools expects you to maintain an environment in which teaching and learning can occur.*

To achieve this environment:

- a. Be proactive. (Stay with students. Never teach from behind the desk).
- b. Move around the classroom and avoid long periods of sitting at the teacher desk.
- c. Require your students to pay attention, to behave respectfully, and to remain on task.
- d. Be alert and enthusiastic, interested, relaxed and pleasant.
- e. Have back-up activities on hand for appropriate grade level.

In order to maintain an orderly and disciplined classroom:

- a. Be fair, firm and consistent.
- b. Praise in public, criticize in private.
- c. Do not use sarcasm or other embarrassing methods.
- d. Avoid using "group punishment".
- e. Remain positive.
- f. Call attention to students exhibiting good behavior.

Remember that the policy of Fort Payne City Schools **prohibits the use of corporal punishment in any circumstances by substitute teachers.**

Ask for assistance from an administrator when needed, but do not be too quick to turn the situation over to someone else. You should maintain control of the students by providing good activities in a pleasant, organized and professional manner. To call for help from an administrator too soon sends a message to the students that you cannot manage the situation on your own.



## V Typical Scenarios and Effective Responses

### **The Disruptive Student:**

During a classroom discussion, while most students are raising their hands to speak, one girl talks out of turn and doesn't raise her hand, and becomes somewhat disruptive.

#### **Response:**

At first, don't respond to her. Look at the students who are raising their hands, choose one of them to call upon and say "Thank you for raising your hand!"

When you ask the next question continue to reinforce appropriate behaviors. You may move closer to the non-cooperative student but don't reinforce her inappropriate behavior by acknowledging.

On the third question, if the disruptive student raises her hand you may call on her this time, thereby reinforcing her positive behavior.

### **The Noisy Class:**

Although you have told the students the assignment is to be completed silently, they continue to talk.

#### **Response:**

First, ask yourself why the students are talking.

Are they confused by the assignment? You may need to re-teach or work through the first question as a class.

Did something happen earlier in the day that needs to be dealt with? You may have to deal with it before the students can settle down.

Then restate your expectations of the class as they work on the assignment. For example, "Here's what I expect. Your feet should be on the floor and you should be facing me. There is to be no talking. If you raise your hand I will come to your desk to help you one at a time." This would be a good time to state their consequences for failing to follow directions, such as "If you fail to follow these directions the consequences will be..."

## V Helpful Hints to all Substitutes

### Maintaining Classroom Discipline

Helping students govern their own behavior in ways that help them learn is a long standing goal of all teachers. Here are some ways that Substitute Teachers can promote good discipline in the classrooms:

1. **Introduce yourself to your students.** Write your name on the board to help them to remember.
2. **Promote good methods of classroom discipline** by modeling the behavior you expect from the students.
3. **Know the school guidelines** for discipline procedures.
4. **Be fair, positive and consistent.** Be the kind of person that young people can like, trust and respect – firm, friendly, courteous, enthusiastic and confident. Use positive reinforcement. Keep your sense of humor.
5. **Get to know the students.** Learn their names quickly and use them in and out of class. Show interest in what the students say.
6. **Don't act as though you expect trouble** or you will almost certainly encounter some.
7. **Keep the classroom orderly.** If you give the appearance of not being prepared or on task you will likely lose their attention and lose order in the classroom.
8. **Begin class on time** and in a businesslike manner. Follow the lesson plan.
9. **Praise good work,** good responses and good behavior.
10. **Do not threaten or use sarcasm with students. Never use threats** to enforce discipline. **Never humiliate a child.**
11. **Do not criticize the work of an absent teacher** or a school policy.
12. **Make sure that all students can easily see you** when you are presenting information.
13. **Avoid arguing with students.** Discussions about classwork are valuable but arguments with students are inappropriate.
14. **Leave plenty of room around student desks** for easy access to each student while you are monitoring individual work.
15. **Dress professionally.** Think about the image you would like to portray, the work environment and the age students you will be supervising.
16. **Be aware that your attire, voice, movements and body language** will be reflected in students' behaviors.
17. **Let the students know that you care.** Treat students with the same respect you expect from them. Set a positive and respectful tone.

# Handling Accidents, Illnesses and Injuries

Do not touch a student where he or she is bleeding, even if you are using gloves. Provide the student with tissue or paper towels instructing him or her to hold it on the wound. If appropriate, send the student to the office or school nurse for further care.

Do not administer medication of any kind to students ever. This includes aspirin, cough medications, prescription or non-prescription drugs.

If a Substitute or a student under the substitute's supervision is injured (no matter how significant the injury), **the injury must be reported to the administrator in charge immediately.**

## Bodily Fluids

**Blood, from cuts, abrasions, nosebleeds, menses, contaminated needles, etc.** Seek proper first aid procedures that are available in the nurse's office. If an injured student or staff member is able, have them wash or clean their own wound. Use disposable gloves when available. Remove gloves and place them in a plastic bag for disposal. Wash your hands with soap under running water for 15 seconds.

Dry hands with paper towels and dispose of towels.

If gloves are not available, wash your hands with soap under running water for 15 seconds.

Dry hands with paper towels and dispose of towels.

Do not use a needle to remove splinters.

No injections will be administered at school. If a student or staff member injects himself or herself, the student or staff member will properly dispose of the sharps. Be cautious if assisting a diabetic with a blood test and use disposable gloves. Do not recap the lancet. The student or staff member should properly dispose the used lancets.

### **Feces – Urine – Vomit**

Use disposable gloves. Remove gloves and place them in a plastic bag for disposal. Wash your hands with soap under running water for 15 seconds. Dry hands with paper towels and dispose of towels.

If gloves are not available, wash your hands with soap under running water for 15 seconds.

Dry hands with paper towels and dispose of towels.

### **Respiratory Secretions – Saliva, Nasal Discharge**

Use disposable gloves. Remove gloves and place them in a plastic bag for disposal. Wash your hands with soap under running water for 15 seconds. Dry hands with paper towels and dispose of towels.

If gloves are not available, wash your hands with soap under running water for 15 seconds.

Dry hands with paper towels and dispose of towels.

### **Follow Up**

Use disposable gloves. Dispose of gloves in a plastic bag. The custodian will dispose of plastic bags in a proper manner.

Rinse non-disposable items (towels) used to clean body fluid spills and place in a plastic bag.

Use disposable gloves when handling the non-disposable item(s). If pre-soaking is required to remove stains, use disposable gloves to rinse or soak item in cold water prior to bagging.

If it is necessary to change a child's clothing, the clothing containing body fluid should be placed in a sealed bag and sent home for laundering. Use disposable gloves for this procedure. Contaminated items (tissue, paper towels, etc.) should be handled with disposable gloves. Any non-disposable items contaminated by a body fluid spill should be cleaned with soap and water and disinfected.

Disinfectant should come from a custodian.

Countertops should be wiped with a bleach solution of 1 part bleach to 10 parts water or an approved disinfectant after dealing with any body fluid spill.

### **Accidents**

Report all accidents.

Accidents involving students in your care, whether on school property or off school property (field trip), must be reported to the school office and the proper paperwork completed, if needed. No student may be sent home because of illness or accident except by the principal and/or school nurse.

If a substitute teacher is injured while performing duty this must be reported to the school principal as soon as possible.

## **VI Alternate Substitute Activities**

### **Elementary Lessons**

- 1) The Alphabet Book
  - assign each student a page to make for the book.
  - students will write the letter in both upper and lower case at the top of the page.
  - then the students will draw and color a picture of an object that begins with the letter.
  - lastly, the students will write the word at the bottom of the page. \*You can also have students create a cover.
- 2) The Name Game
  - give each student a piece of paper and show him or her how to fold it into ten boxes.
  - have students put one letter from their names in each square. -have the students draw a picture in each square using the letter in the picture.
- 3) Name Poetry
  - students create a poem using the letters of their name as the first letter of the first word in each line of the poem.
  - students can also illustrate their poems and share them with the class.

### **Middle School Lessons**

- 1) Current Events -students discuss a current event and then write a journal entry about it.
- 2) Map Maker
  - students create a map of their classroom or school.
  - they must include a legend, compass and scale on their map. -students can create artwork on their map and color it to complete the assignment.
- 3) Create a story
  - divide the class into groups, each group will write a story.
  - place the first sentence of the story on the board.

- students will then pass the story around and each person will add one sentence.
- story should be passed around the group more than once to finish it.
- students can then illustrate their story (example: write about a UFO sighting).

## **High School Lessons**

- 1) Current Events
  - students discuss a current event and then write a journal entry about it.
- 2) Film Critic
  - students can work in pairs to create a review to a movie.
  - give students a limited amount of time to come up with a "thumbs up" or "thumbs down" review to present to the rest of the class.
  - students must give specific examples of what they liked or disliked about the movie.
  - when students are finished, they may present to the class.
- 3) Journal Writing
  - think of a creative journal idea and write the prompt on the board. -students then write to answer the prompt.

Substitute Legal Name: \_\_\_\_\_

*I hereby state that I have thoroughly read the Fort Payne City School's Substitute Handbook and use of the Frontline Time and Attendance method of recording my work.*

*I agree to abide by all the policies and procedures stated in this Handbook.*

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*Signature*

*Date*

*This page must be returned to the Superintendent's office, payroll department by emailing a picture or scan to*  
[\*jwilliams@fpcsk12.com\*](mailto:jwilliams@fpcsk12.com),  
[\*jcole@fpcsk12.com\*](mailto:jcole@fpcsk12.com),  
[\*lgarcia@fpcsk12.com\*](mailto:lgarcia@fpcsk12.com)

*or can be brought to*

*Fort Payne City Schools Central Office  
Attn: Payroll Department  
205 45<sup>th</sup> Street NE  
Fort Payne, AL 35967*