



Where Excellence and Creativity Merge

Fayette County Public Schools Substitute Manual



2024-2025

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Welcome

Welcome to a new school year as a substitute for Fayette County Public Schools! You join a team of outstanding professionals dedicated to providing excellent education to students in all of our schools. We believe that you have the knowledge, skills and abilities to assist our school system in meeting our goal of ensuring that students educated in Fayette County Public Schools are educated at the highest level. Whether you are substituting as a classroom teacher, a paraprofessional, or a school nurse, we appreciate your willingness to support our students when called upon.

This handbook has been prepared to summarize Fayette County Board of Education policies and regulations and provide general guidance designed to ensure that you are successful while working in our classrooms. Please spend some time reading and familiarizing yourself with the information provided. The suggestions and procedures in this handbook are not intended to be inclusive, but they do serve as an excellent foundation.

Members of the school administration and office staff at the schools are always available to answer any questions you may have on the job. If you ever have further questions or concerns, please do not hesitate to call the Substitute Services Help Desk at 770-460-3923 Monday through Friday, 6:00am - 3:00pm or email me at robichaux.cindy@fcboe.org.

We look forward to a great school year here at Fayette County Public Schools. Thank you for being a part of our team!

Sincerely,



Substitute Services Specialist

Vision, Mission, and Belief Statements

Our Vision

The vision of Fayette County Public Schools is to instill a passion for learning, a standard of excellence, and a drive for success.

Our Mission

The mission of Fayette County Public Schools is to teach and learn by:

- Inspiring individual potential
- Developing critical thinking
- Nurturing responsible citizens

Our Beliefs

- Public education is the foundation of a free society.
- Schools exist to promote the intellectual, social, and personal development of all students.
- All children can learn in a safe, supportive, and nurturing environment.
- Education is a partnership among students, families, schools, and the community.
- Students should be prepared as independent, productive problem solvers to successfully meet the challenges of the future.

Online Accounts for Substitute Staff

Substitutes will have user accounts for three separate online services. It is the expectation that all usernames and passwords are kept confidential and never shared with anyone. Links to log in to these accounts are located in the Sub Hub on our website.



Google Account for Employees

All staff are assigned an employee Google account. The format for the username is usually lastname.firstname@fcboe.org. This account will be used to conduct employee communications. You will use [2-factor authentication](#) to secure this account.

With this account you can access employee email, Google tools and ClassLink.



Absence & Substitute

Teachers and paraprofessionals will use Absence & Substitute to request substitute services. All substitute staff will have an Absence & Substitute account so that they can accept available jobs.

The username and password for this account is separate from other accounts.



ESS - Employee Self Service Portal

All employees will have an ESS portal account. In ESS, employees can view W-2 and other financial information related to their employment. This account will be accessible even after you end your employment with Fayette County Public Schools.

The username and password for this account is separate from other accounts.

If you are a parent of a student in Fayette County Public Schools, your primary email address in Infinite Campus will be your FCBOE email. This change gives you access to employee resources for sub teaching. You can choose which email address will receive communications from your child's teacher by updating the Contact Preferences in Infinite Campus.

**** Substitute teachers do not need to log in to the employee Intranet. ****

Finding Substitute Jobs

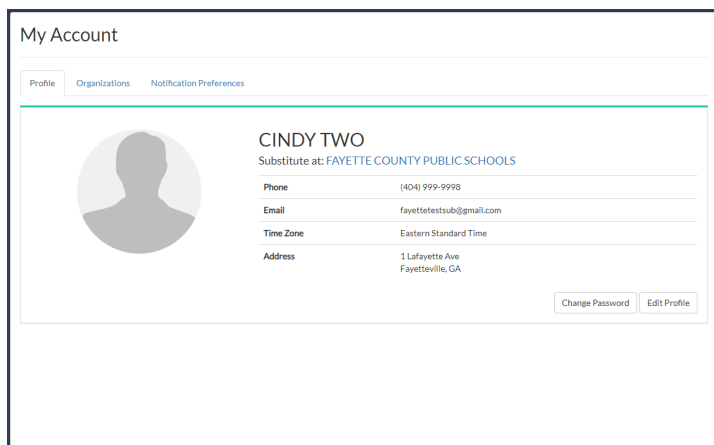
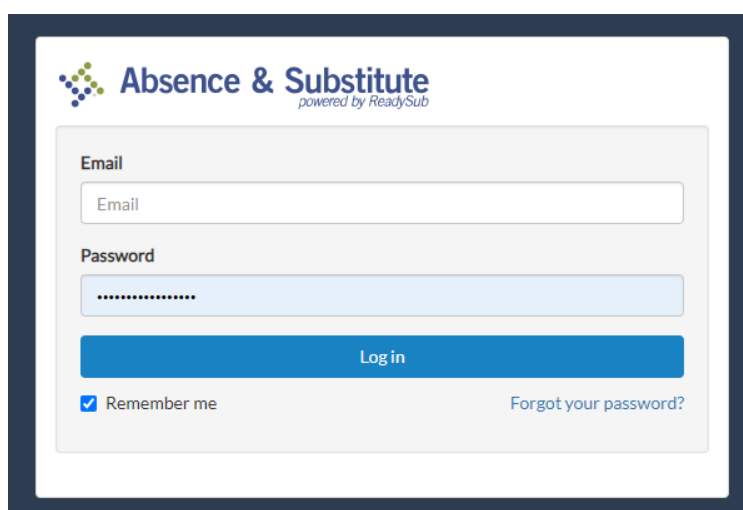


Tyler Absence & Substitute (also known as ReadySub) is an automated employee absence management and substitute placement system. As a substitute, you can review jobs, accept jobs, add your availability, and be requested for jobs. You can also track your work history, review job notes and lesson plans, and receive announcements from administrators.

Logging In

Once your account is activated, you will receive a welcome email with a temporary password. Upon your first login, you can update your password.

To log in, enter app.readysub.com into your browser and enter your employee email address and password to login.



Your Profile

To access your Absence & Substitute profile, hover over your name and select the Account tab towards the top right corner of your screen. Towards the middle of the page, you will see tabs for Profile, Organizations and Notification Preferences. Access the Profile tab to update your profile information and change your password.

Notification Preferences

To access your notification preferences, hover over your name and select Account followed by the Notifications Preferences tab. You will initially be set up to receive email notifications for all of the reasons listed. You can opt to receive text notifications for any of those actions.

To update your notification preferences, select Edit Notification Preferences and check or uncheck the corresponding boxes as needed. Click the green save button when finished.

Event	Email Alert	Text Message Alert
New Job Available	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I'm Requested for a Job	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job Updated	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job Assigned	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job Released	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job Cancelled	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Email Notifications

Email notifications will come from “Absence & Substitute Job Notification” to your employee email address (lastname.firstname@fcboe.org). To access a request via email, open the email notification and click on the Job ID link. If you are already logged into A&S, you will be taken to the Job Details page for that specific job. If you are not logged in, you will be sent to the A&S login page. From the details page, you can accept the job if it is still available. If the job is no longer available, you will see a “Job No Longer Available” page with a link to your Dashboard.

Text Notifications

When you receive a text notification about an available job or a job for which you have been requested, the message will contain a link to take you to where you can view and accept the job in A&S.

Accepting a Job

The substitute dashboard offers access to your existing jobs in a weekly calendar or a list of your scheduled jobs under the “My Jobs” tab. You can view available jobs by viewing the list under the “Available Jobs” tab. Before accepting a job, you will be able to view all details of the potential job, including notes and attachments, by clicking “Details”.

Dashboard

Week of July 1, 2024

Mon 7/1	Tue 7/2	Wed 7/3	Thu 7/4	Fri 7/5	Sat 7/6	Sun 7/7

Week Hours: 0.0

Available Jobs (1) | My Jobs

Filters: Preference: I'm requested (0), I declined

Date Range: 07/08/2024

Employee: ANNAISEE LAFAYETTE

Organization: FAYETTE COUNTY PUBLIC SCHOOLS

Site: FAYETTE COUNTY HIGH SCHOOL

Position: TEACHER- 9-12 -MATH

Starts in 3 days (1 day + 1 remaining)

Buttons: Accept, Details, Decline

To accept a job, simply click “Accept”. The job will then appear on your calendar and under the “My Jobs” tab.

If you would like to decline a job, click “Decline”. The job will be removed from the list under “Available Jobs”.

Under “Filters” you can filter available jobs to show only the jobs you have been requested for as well view jobs that you previously declined.

Releasing a Job

In the event that you are no longer able to work one of your scheduled jobs, you can release the job up until two (2) hours of the start of the job. Please keep in mind that last minute cancellations are discouraged unless they are due to circumstances beyond your control such as illness. If a last minute cancellation is necessary, please communicate with the school staff if possible.

To release a job, click the “My Jobs” tab followed by the “Release” button or click “Release” from the job details page which can be accessed from calendar or “My Jobs” tab.

Once released, A&S will notify the employee and administrator at the location and the job will automatically be posted back to the pool of available substitutes.

Calendar

The substitute Calendar offers a monthly view of your jobs (green), any leave you have entered (purple) and the days of the week you have limited or no availability (yellow/red), all of which can be edited from this page.

◀ July 2024 ▶

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
↻ Set Availability	↻ Set Availability	↻ Set Availability	↻ Set Availability	↻ Set Availability	↻ Set Availability	↻ Set Availability
1 Not Available	2	3	4	5	6	7
8 Not Available	9	10 All Day Leave	11 FAYETTE COUNTY HIGH... 8:00am - 4:00pm	12	13	14

To access your Calendar, click the “Calendar” button at the top of the screen. You can navigate between months using the corresponding arrows. Click on any scheduled job (green) to view details of the job.

Setting Leave on Individual Dates

The “Set Leave” function allows you to select specific dates when you are unavailable. Once set, you will not receive notifications about jobs on those dates. School administrators will also see that you are not available to work.

To add leave, hover over the date and select “Set Leave”. Once selected, you will see a purple rectangle denoting that you are On Leave for that date.

To remove leave, hover over the selected date and click “Remove Leave”. The leave will be removed and you will be able to view and accept jobs on that date.

Edit Your Daily Availability

The “Daily Availability” function allows you to set recurring availability for any day of the week.

To update your daily availability, navigate to Calendar and click “Set Availability” just below the day of the week.

Update your availability to Full, Partial, or No Availability. If partial, specify the start/end time that you are able to work on that day of the week. Once saved, you will not be notified about available jobs on that day of the week.

Pay Procedures

Payroll Schedule

Each pay period runs from approximately the middle of the month through the middle of the next month with payday being the last working day of the month. The Monthly Payroll Schedule is also posted on the Sub Hub on the FCBOE website at fcboe.org/subhub.

MONTHLY PAYROLL SCHEDULE 2024-2025

Pay Period Begins	Pay Period Ends	Payday
06/10/24	07/12/24	07/31/24
07/15/24	08/09/24	08/30/24
08/12/24	09/13/24	09/30/24
09/16/24	10/11/24	10/31/24
10/14/24	11/08/24	11/22/24
11/11/24	12/06/24	12/20/24
12/09/24	01/10/25	01/31/25
01/13/25	02/07/25	02/28/25
02/10/25	03/07/25	03/31/25
03/10/25	04/11/25	04/30/25
04/14/25	05/09/25	05/28/25
05/12/25	06/13/25	06/30/25

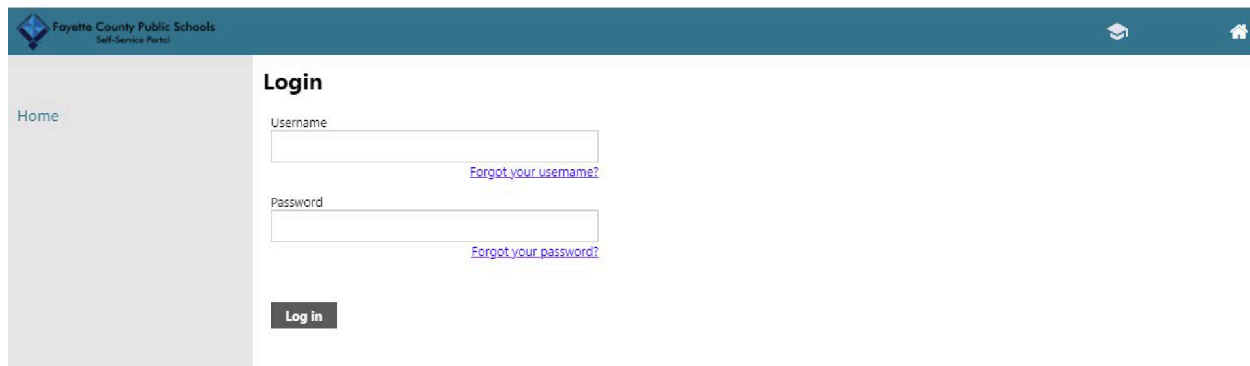
This schedule is subject to change. For assistance, contact Cindy Robichaux at 770.460.3923

Your pay as a substitute is directly uploaded into our payroll system from Absence & Substitute. As long as your time is correct in A&S, your pay should be correct. You will not be required to fill out a timesheet.

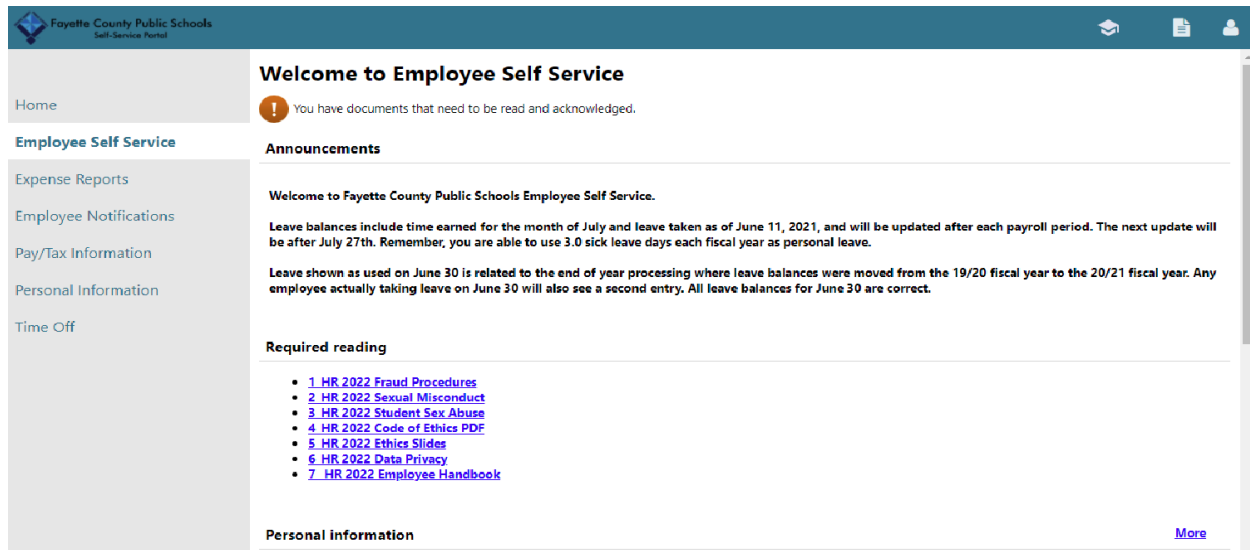
If your paycheck is incorrect, call the school to verify the error. The school will contact Human Resources. Changes will be made following notification by the school and appropriate verification. In most cases, the correction will be made in the following month's paycheck.

If you find that not enough money is being taken out of your paycheck or your filing status changes, you may change your withholdings by logging in to Employee Self Service (ESS) on the FCBOE website. Go to the Sub Hub and click on the ESS - Employee Self Service Portal icon.

Your ESS username is your last name plus your FCBOE employee ID number. Your initial password is the last four digits of your Social Security Number. If you have forgotten your password, all communications to change it will go to your personal email address. If this is your first login, you will be prompted to change your password.



You now have access to update and view information by selecting the various tabs on the left side of the screen. Click on the graduation cap in the upper right corner if you need assistance with navigating the software.



Direct Deposit Q & A

What happens if I do not authorize the school district to directly deposit my pay into my checking account?

You will not be required to authorize a direct deposit into your checking account. Substitutes who do not set up Direct Deposit may pick up paper paychecks at the front desk of the BOE at 205 LaFayette Avenue, Building A on payday. You will be asked to show your photo ID. Any checks not picked up on payday will be mailed the following business day.

What are the benefits of Direct Deposit?

- There are no checks to be lost or stolen.
- Payments reach your account the day they are issued even if you are out of town, sick or unable to get to your financial institution.
- It can save you trips to the bank and help you avoid long lines at tellers or ATMs.
- Direct Deposit gives you access to your money earlier than check deposits. There is no waiting for checks to clear.
- Direct Deposit is confidential. Money is transferred electronically and passes through fewer hands than a check.

Substitute Pay Scale

<u>Requirements for Substitute Teachers</u>	<u>Daily Compensation</u>
Valid Teaching Certificate (Any State)	\$ 120.00
Expired Teaching Certificate (Any State)	\$ 110.00
Any Amount of College or at Least 1 Year Relevant Experience	\$ 110.00
Former Parapros of Fayette County Schools w/Para Certificate	\$ 110.00

<u>Requirements for Paraprofessional/ Substitutes</u>	<u>Daily Compensation</u>
Valid Teaching Certificate (Any State)	\$ 90.00
Expired Teaching Certificate (Any State)	\$ 90.00
Any Amount of College or at Least 1 Year Relevant Experience	\$ 90.00
Former Parapros of Fayette County Schools w/Para Certificate	\$ 90.00
Parapro in Self-Contained Special Education Class	\$100.00

Requirements for Long Term Substitute Teachers Daily Compensation
(Long term substitute teachers work 10 or more consecutive days in the classroom. A long term substitute teacher agreement is required.)

Valid Teaching Certificate (Any State) or	\$150.00
Retired Teaching Certificate – may work up to 45 days in same job	\$150.00
Expired Teaching Certificate (Any State)	\$130.00
Four Year College Degree (GaPSC Clearance Certificate Required)	\$130.00

Requirements for Long Term Substitute Paraprofessionals Daily Compensation
(Long term substitute paraprofessionals work 10 or more consecutive days in the classroom. A long term substitute paraprofessional agreement is required.)

Valid Teaching Certificate (Any State)	\$110.00
Expired Teaching Certificate (Any State)	\$110.00
Any Amount of College or at Least 1 Year Relevant Experience	\$110.00
Former Parapros of Fayette County Schools w/Para Certificate	\$110.00
Long Term Sub Parapro in Self-Contained Special Education Class	\$120.00

Critical Pay for Long Term Substitutes Daily Compensation
(Contingent upon approval by the Director of Human Resources for selected subjects/fields)

Mathematics, Science (Middle and High School)	\$170.00
Self-Contained Special Education	\$170.00
Teacher of Record in Vacant Positions for One Semester or More	\$170.00

Requirements for Substitute School Nurses Daily Compensation

Practical or Registered Nurse	\$120.00
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Requirements for Long Term Substitute School Nurses Daily Compensation
(Long term substitute nurses work 10 or more consecutive days in a school clinic. A long term substitute nurse agreement is required.)

Practical or Registered Nurse	\$150.00
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NOTE: All posted pay rates increase by \$20/day after a substitute has worked a total of twenty (20) days in the school year.

Minimum Work Requirements

Substitutes are required to work at least six (6) days per semester in order to remain on the substitute list. If this requirement is not met, your name will be automatically removed from the substitute list, and you will be considered to have voluntarily resigned from the position. If there are extenuating circumstances that prevent you from meeting this requirement, please contact the Substitute Services Specialist so that they may be taken into consideration.

Mileage Reimbursement

Some teachers work at multiple sites in the school system. If you substitute for an itinerant teacher and must travel to more than one school, you may claim mileage reimbursement for travel between schools. Transportation reimbursement for mileage shall be for the shortest reasonable route to and from a location. At the time of this publication, the reimbursement rate is 62.5 ¢ per mile. Mileage reimbursement may be requested by logging in to ESS (Employee Self Service).

End of Year Procedures

In June of each year, you will receive an email asking if you would like to substitute for the following school year. Your response must be received by the due date in order to remain active on the substitute list. Failure to meet the minimum 6 day requirement AND complete the response form as indicated will be considered a voluntary resignation.

Responsibilities of a Substitute

A substitute teacher has three main responsibilities and priorities:

- Assurance of student safety
- Maintenance of order
- Implementation of instruction

The primary job of a substitute teacher is instruction. An equally important primary responsibility is the assurance of student safety. Rules and plans for classroom management and discipline must be established and put into practice in order to increase students' safety and to provide an environment where instruction and learning can take place.

Student Safety

Learn the name of the principal, assistant principal, lead teacher or department head and the location of their offices and classrooms. Know who your main contact should be if you have problems, concerns, or questions. The school should provide you with their building's specific safety plan when you check in.

Know the types of situations that should be handled by administrators or other full-time staff. Examples of such situations are:

- Fights
- Threats
- Direct defiance of authority
- Weapons
- Suspected drugs
- Accidents; illness (send student to the clinic if possible)
- Permission for a student to leave school grounds
- Permission for an adult who is not a faculty member to talk to a student outside the classroom
- Keeping a student after school hours
- Writing notes home to parents regarding a student's behavior

Check to see if any of the students in the class(es) in which you will be substitute teaching have any known medical problems (e.g. diabetes, seizures, hemophilia, peanut allergies, etc.) or accommodations for learning and behavior.

Establishing and Maintaining Order

A substitute teacher should have a plan and procedure for handling behavior and maintaining discipline before he/she ever enters the classroom. Specific schools have local policies and procedures concerning discipline. Ask for information on discipline procedures. Whatever system or strategies you employ, discuss the rules and consequences with your students at the beginning of class.

Be sure that:

- You have clearly defined rules;
- You let your students know what your rules are; (e.g., “In this room we will be respectful of people’s person, property and feelings.”);
- You explain the consequences for disobeying/breaking the rules;
- You follow through by implementing the consequences that you establish.

Avoid the use of:

- Sarcasm
- Profanity
- Physical punishment

Remember what it’s like to be on the student’s side of the desk. Your attitude will positively or negatively affect your students’ level of motivation and behavior.

Implementation of Instruction

Giving advance thought and planning to these areas will put you at a distinct advantage when you receive the “last minute” call to serve as a substitute for a teacher.

- Confine your instruction to carrying out the teacher’s lesson plans and/or review of prior learning. You should only teach new materials if you are employed as a long-term substitute.
- Use a variety of instructional activities including games, motor activities, and simulations.
- Use examples to help students understand the main points of the lesson. Try to get examples from the students.
- Present information both visually and verbally, whenever possible.
- Remember the three keys that help unlock student interest:
 - **Relevance** of the materials;
 - **Personalization** of the instruction;
 - Opportunity for individual/small group **participation** in classroom activities.
- At the end of the lesson, summarize the main points.
- Give homework assignments, if appropriate.
- Have students complete necessary housekeeping chores.

- As students leave your room, say something pleasant to each student.

Tips for a Successful “Sub Life”

Make a Survival Kit

Preparing a substitute survival “tool kit” can make a world of difference in determining how successful you are in your role as a substitute teacher. You may want to consider including:

- A kitchen timer which can help you keep track of time for competitive activities, free time rewards, indoor recess, etc.
- Masking tape to use for making circles on the floor for games, determining seating areas on the floor, attaching paper name tags to students’ desks, or serving as name tags to be placed on students and/or their desks.
- A supply of pencils, paper, and erasers to prevent excuses from students as to why they cannot complete certain assignments. It is a good idea to wrap a piece of colored tape around the top of your pencils so you can identify and retrieve them easily at the end of the lesson or at the end of the day.
- A 5” x 8” file box and cards to help you plan for the future. Make a separate card for each class you teach. Then list on the card such information as the books you may have read aloud, activities you implemented, games, rewards used, characteristics of the group and any other pertinent points you might find helpful to remember if you “sub” in that class in the future. Write this information either at the end of the class period or at the end of the day. This information may be helpful to you not only if you are called on to substitute teach in that classroom again but also if you are called on to teach a similar class in another school.
- File folders that contain ideas and strategies for instruction, recreation and behavior management. Organize a set of folders for different topics and subdivide for different grade levels. As you visit different teachers’ classrooms, you will have the opportunity to pick up new and different ideas. Other sources for ideas can be found in the teacher’s edition of the textbooks being used by students. As you have increased opportunities to substitute teach, your files will grow.
- A list of ways to reward or reinforce good behavior can save you time and trouble. Good citizen awards, notes, free time, a special treat or exemption from certain assignments are all items that may be appropriate for specific groups, depending upon their ages and levels of development.

Arrival Procedures

- Arrive early. Plan to be at school at least 30 minutes before the students are scheduled to arrive. Keep in mind that traffic will be heavier than normal during the morning arrival times.
- Check in at the office. Substitutes are not issued permanent ID badges, so you will need to be prepared to scan your driver's license at the kiosk located at the front desk. Your ID sticker for that day will be printed. It will show your photo, name and the name of the employee you are subbing for. The secretary may also issue a plastic generic substitute badge with a lanyard for your convenience. You may want to attach your ID sticker to that.
- Be sure to get the answers to any questions you might have including:
 - ✓ Who are your contact people for instructional concerns, discipline, and procedural questions?
 - ✓ Is there a regular schedule or special program for the day? What are the substitute's responsibilities during special programs?
 - ✓ How is attendance reported?
 - ✓ What is the procedure for collecting lunch money?
 - ✓ Do bathrooms need to be monitored?
 - ✓ Are hall passes used?
 - ✓ Where can lesson plans be found?
- Get a floor plan of the school. Locate your classroom(s), the office, the media center, cafeteria, playground area, and teacher's lounge.
- Locate the teacher's substitute folder and review instructions for the day. Immediately contact the office if you are unable to locate the folder or lesson plans.
- Locate the teacher's seating chart. Not all teachers make seating charts, but they can be very helpful to you in establishing discipline and maintaining order.

In the Classroom

- Log in to classroom technology using your FCBOE username and password. Do not allow another staff member to log in for you using their credentials. Be prepared to start the morning announcements. Refrain from using the classroom computer/smart board for personal use. Failure to adhere to this directive can result in termination. Substitutes who access inappropriate websites on school premises will be immediately terminated.
- Personal cell phone use while supervising students is strictly prohibited. Set a good example!
- Be in the classroom before your students begin to arrive. Greet students as they arrive.
- Stand front and center. Get your students' attention with a statement such as, "*Let me have your attention, please.*"
- Put your name on the board and introduce yourself.

- Take attendance. This can be done in a variety of ways. Follow the school's procedures for reporting attendance to the office.
Examples:
 - ✓ Call out each student's name.
 - ✓ Use the seating chart if the teacher has left one for you.
 - ✓ Pass a sign-in sheet around the room.
 - ✓ Count heads, compare with total number on class roll, and ask the class to identify who is absent.
- Explain your rules and behavior expectations to your class. Explain the reason for your rules. Help the students understand that rules are not designed to be punishment but to help you keep order and to make it easier for them to do their work.
- Explain the assignment or activity you want the students to complete.
Make sure your students know:
 - ✓ What they are to do;
 - ✓ How to do it;
 - ✓ What they are to do when they finish.
- Call the students by name whenever possible. Move around the room. Maintain eye contact with the students. Your close proximity and attention helps students stay on task and increases positive interactions with the students. Being proactive is important in preventing unwanted behavior.
- Follow the classroom procedures and agenda. Use the lesson plans provided by the teacher. The substitute is expected to carry out the work of the teacher to ensure continuity of instruction.
- Write assignments on the board. Orally review the assignments.
- Use a variety of ways to reinforce instruction. Studies have shown that students benefit from diverse instructional delivery models. Intersperse lecture with reading as well as opportunities to perform tasks or simulations.
- Have a variety of follow-up class work or activity options for students to consider when their work is finished. Allow some choices such as reading, playing a game quietly, going to an activity center in the classroom or sitting quietly without bothering other classmates.

End of the Day Tasks

At the end of the instructional day, leave a report or summary of the day's activities for the teacher when he/she returns. You will also receive an email after each job asking you to leave feedback. Some items you might want to address in your feedback include:

- ✓ Activities that were implemented;
- ✓ Specific areas that gave students difficulty;
- ✓ Questions that you were unable to answer or need to be addressed by the teacher;

- ✓ Problems that occurred that you feel the teacher should be made aware of;
- ✓ Name and/or description of any students who were behavior problems;
- ✓ Names of students who were particularly helpful;
- ✓ What, if anything, you did regarding grading student work.

Prepare the classroom for the next day:

- ✓ Stack papers or workbooks in: (1) alphabetical order or (2) by periods or (3) by subject area for the regular teacher to look over and return to the students at a later date;
- ✓ Tidy up the room;
- ✓ Return the class roll and teacher lesson plans to the place where you found them or to the designated staff member in charge of substitute teachers in the school;
- ✓ Put away supplies and materials;
- ✓ Return any borrowed equipment to the media center;
- ✓ Return keys, fobs, ID badge, and any other items that were obtained from the office.

Being a substitute teacher is not an easy job but it can be a rewarding one. Being prepared, organized and caring can make your experience as a substitute teacher a positive one, both for you and the students you teach.

Sponge Activities

Teachers often find themselves with five or ten minutes of extra time because a class completes an assignment early or they have to wait for dismissal. To prevent discipline problems and use instructional time wisely, teachers use “sponge activities.” They may be used in the following ways:

1. **Warm-up activity:** Before the students arrive, write a question on the board which applies to the lesson for that day. This will allow you time to check roll while the students work quietly in their seats. Be careful not to give them a question or activity that is too involved. This could interfere with carrying out the teacher’s lesson plans.
2. **Review or practice:** There may be occasions when you arrive on a moment’s notice and walk in to face a classroom of students. In checking the notebook of a reliable student, you may be able to determine the material or chapter currently being covered. This information may enable you to write your own sponge question on the board. If you are on a long term assignment, take a question from the content you are covering for an appropriate sponge activity.

We encourage you to use these ideas only in situations when students are not engaged in instruction. The ideas presented may require modification for use with different groups. “Sponge” activities should not be given in lieu of the work assigned by the absent teacher.

Grades K – 12



Quick Fillers: These lists may be created orally or written down. You may have the students brainstorm as a class, or have them create individual lists. Choose lists according to the age of students.

1. How many different languages can you name?
2. Make a list of the 10 largest animals you can think of.
3. List all the breakfast cereals you can.
4. List as many states and capitals you can.
5. Write down all the different flavors of ice-cream you can.
6. Name as many countries in the world you can.
7. List all the forms of transportation you can think of.
8. Name as many teachers in the school you can.
9. Name all the states that have the letter “e” in them.
10. Name all the musical instruments you can.
11. Name all the baseball teams you can.
12. List all the cartoon characters you can think of.
13. Think of animals that live on a farm, in the jungle, in water, etc.
14. Name famous people in a given category
15. Name as many breeds of dogs as you can.
16. List all the TV game shows you can think of.
17. Name as many parts of a car as you know.

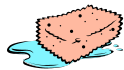
Grades K – 3



Details: Display a large picture for students to examine closely for two minutes. Remove the picture and ask questions that will determine the details observed and the accuracy of students’ observations.



Board Stories: Write short sentences or stories on the chalkboard for children to read or write a group experience story as children dictate sentences.



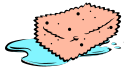
Writing/Drawing Activities:

1. Draw a picture of your family.
2. Write a sentence using six words that start with the letter B.
3. Say numbers, days of the week, months. Have the students tell or write what comes next.
4. Have a word written on the board. Ask the students to make a list of words that rhyme.
5. List things you can touch; things you can smell; big things; small things; etc.
6. Write down things that start with the same letter as your first name.

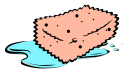
Grades 3 – 8



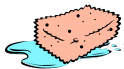
Around the World: Have students sit in a circle on the floor. Ask one student to stand behind a child in the circle. State a math problem aloud or display a flash card with a math problem on it and ask both students to figure out the answer. The first student who calls out the correct answer moves to stand behind the next child in the circle. The object of the game is to see how far one student can “travel” without making any mistakes. Before beginning, be sure to state the following rules: Only two students are eligible to call out an answer each time. Anyone who calls out an answer when it is not his/her turn is out of the game. Students have a predetermined amount of time to solve the problem. If one student calls out an incorrect answer during that time, the other student gets an additional 5 seconds to answer correctly. If neither student answers correctly in the allotted time, both sit down and two new students are chosen.



Sparkle: This game serves as good practice for spelling words for the week or previous week. Arrange students in a line or a circle. The game leader calls out the first word. The first person in line calls out the first letter in that word. The second person calls out the second letter. The third person calls out the third letter and so on. The person who says the last letter in the word must turn to the next person in the sequence and say *sparkle*. The person who is “sparkled” must return to his or her seat. If a word is misspelled, the person to say the first wrong letter must sit down and the spelling of that word continues. After a student is sparkled, the leader calls out a new word. The game continues until only one student remains standing.



Chain Reaction: You can easily adapt this game to many age levels. The teacher writes a category on the chalkboard -- foods, for example. Each student writes the letters A to Z on a sheet of paper. The students have five minutes to create an alphabetical list of as many foods as they can think of. Then the game begins. The first student must tell the name of a food. The second person must give the name of a food that begins with the *last* letter of the food given by the first person. The third person must name a food that begins with the last letter of the second person's food and so on. One at a time, students are eliminated.



Word Wizards: Divide the class into groups of four and explain that you are going to give them a word or phrase and they need to make as many words as they can using only the letters in the word. Write the word on the board and set the timer. After the timer goes off collect each group's paper. Give a prize or privilege to the group with the most correct words.

Other possible categories for this game are: cities; songs; things in nature (for older students, animal names or plant names); people's first names (for older students, famous people's last names or, more specifically, authors' names).



Writing Topics:

Have students write a brief paragraph on:

My vacation plans;
My most exciting school experience;
My favorite class (why);
My favorite teacher (why).

Have students write imagined effects resulting from outlandish causes.

What If . . . you grew to be ten feet tall?
What If . . . you could read other peoples' minds?
What If . . . everyone looked and dressed alike?
What If . . . you won a million dollars?
What if . . . you could do anything for one day, what would it be?



Open-ended Stories: Have students write stories or descriptions based upon a story setting provided on the chalkboard. Example: One morning Pete was riding his bicycle over a path on the riverbank. He suddenly screeched to a stop and stared ahead for he saw something crossing the path in the distance. What did he see? Describe what he saw. Explain what he thought as he watched it. Describe his feelings.

Grades 3 – 12



Who Am I? Ask the students to write a brief description of themselves, omitting their names. Later read the papers aloud and let the class help you guess who they are about. This is another good way for a substitute to learn names.



Who Has It? Who Doesn't? Teacher chooses an observable object such as hair ribbons, watch, white shirt, and says, "Ann has it, James doesn't." when someone thinks he/she knows the answer, he/she will raise his/her hand and guess. Each student may make only one guess per object until everyone has had a chance, or until the given time limit has passed.

With younger students, the students who "have it" line up on one wall and the ones who don't "have it" line up on the other wall, so they can have visual clues to the criteria or concept.

Dismissal Sponges

1. "I Spy" who can find something in the room that starts with M, P, etc.
2. Who can find something in the room that has the sound of a short a, long a, etc.?
3. Number rows or tables. Teacher signals number of table with fingers, children leave accordingly.
4. Those students who have all crayons put away may line up now.
5. Those with freckles (buckled shoes, new front teeth, etc.) may line up.

6. Count in order or by 2's, 5's, etc.
7. Say the days of the week, the months of the year.
8. What day is it, what month is it, what is the date, what is the year, how many months in a year, how many days in a week, etc?
9. Use flashcards. A correct answer earns a place in line.
10. To review the four basic shapes, each child names an object in the room either in the shape of a triangle, circle, square, etc.
11. Say a word that begins or ends with certain consonants, blends, etc.
12. Line up by color of eyes, color of hair, clothing, type or color of shoes, month of birthday, season of birthday, beginning letter of first name, beginning letter of last name.

Professional Conduct and Ethics

All members of the education team must have high standards of personal conduct and professionalism. Because we are role models for young people, our actions and attitudes must be exemplary. Jokes, sarcasm or the use of profanity are inappropriate with students. Do not eat in class, chew gum, or model any behavior that is inappropriate for students.

Fayette County students represent a diverse array of ethnic groups and religions. The best substitutes are careful not to make insensitive remarks concerning the customs, practices, or beliefs of diverse cultural groups.

Outstanding substitute teachers maintain high standards. They are careful to ensure that whatever they do or say will help the school, the teachers, and the students. Their goal is to be positive, optimistic, and supportive. Comments or discussions concerning controversial issues such as politics, religious values, and social issues should be avoided.

Exemplary substitute teachers carry only positive things from one school to another. They never repeat gossip about students, teachers, or staff members. They emphasize the positive activities taking place in the schools as they communicate with members in the community.

Exceptional substitute teachers avoid making unfair comparisons between schools. Recognizing that each school has its own strengths, effective substitute teachers talk about those strengths. They feel a sense of belonging to every school they serve because they have an investment there.

Professional substitute teachers never criticize a teacher, especially in the presence of students. To do so would be unprofessional. They always support the absent teacher.

Substitutes must maintain an appropriate teacher-student relationship. Students should look up to and respect the teacher. Never should this relationship be weakened by contact with students that can reasonably be construed to be too close or personal or

otherwise inappropriate. Substitutes should avoid any type of unnecessary physical contact with students (nudging, touching, etc.). After school association with students is prohibited unless an activity is conducted in conjunction with another teacher or with the express approval of the parents.

Be careful when leaving notes to the absent teacher about student behavior. Was the whole class really terrible? Did they really act like animals? Are you sure that Johnny caused everyone else to misbehave? Be as specific as possible in your notes/remarks and stick to the facts. Notes of this nature are unprofessional and really do not help the teacher or the students. Whatever you leave the teacher ought to be designed to help the teacher meet the needs of his/her students. Notes should never show anger and frustration.

Dress appropriately. Authority is communicated through dress. The manner in which you dress is a contributing factor in setting the proper tone for the day. Keep in mind that students will react to the model you present. More formal dress will usually help establish an environment that warrants the student's respect and an expectation of appropriate behavior. Jeans are approved attire only on days designated by the principal.

Classroom Computer Use

Computers in the classroom are to be used for **instructional purposes only**. If the lesson plans do not call for their use, computers should not be turned on or used. Surfing the net, online shopping, emailing, playing games, etc. should be reserved for your home computer. **Your services as a substitute will be terminated for a violation of this requirement.**

Long term substitutes may be given access to student records, such as attendance and grades. The confidentiality of this information is of the utmost importance.

It is important to log in to school computers using your own username and password. It is not appropriate to allow another staff member to log in with their credentials.

Collecting Money

Occasionally during the year, you may be called upon to collect money from students. This may be in connection with the sale of pictures, the rental of equipment, or the sale of fundraising products.

You should always count money and write receipts accurately. Follow the guidelines left by the absent teacher. Ask the department head or a neighboring teacher for guidance if you are not sure of procedures. A good rule to follow is to allow only one student at your desk at a time while collecting money.

Dependability

The absence of a teacher can cause some problems for the school. When the substitute teacher responds enthusiastically when called, arrives early and prepared to begin the day, and carries out the lesson plans, these problems can be eliminated.

Problems are made worse when the substitute is late or does not follow school policies and the lesson plans. No principal likes to be told, “I just can’t come in for that teacher” or “I don’t like to substitute in that subject area.” It’s important to remain flexible. Occasionally, assignment changes become necessary during the day due to unforeseen circumstances.

Discipline

Refer all disciplinary matters to the principal. Under no circumstances may a substitute engage in a physical altercation with students or use physical endurance measures to discipline students.

Following Policies

Since you serve in place of the absent teacher, you should be conscientious in supporting school district policies and school and classroom procedures. Educators do not all agree on all issues. But to selectively support the policies and procedures we like, while disregarding those we don’t like, would cause confusion and disorder.

The best substitutes learn the policies of the system, the school, and the absent teacher. They try to support policies consistently.

Finally, be a team member. Principals highly value the regular staff members and substitutes who are willing to pitch-in and help when problems arise. Such persons are considered assets to the school.

Leaving Students Unattended

Under no circumstances should a substitute teacher leave any student unattended in a classroom or on any other school property. If you must leave for some reason, the assistance of a paraprofessional, teacher, or administrator should be secured before you leave the students.

Moment of Silent Reflection

Georgia law requires that a moment of silent reflection be observed in each public school classroom in the state. In most schools, a school wide announcement is made each morning concerning the observation of a moment of reflection/silence. If a substitute teacher has a question concerning this activity, an administrator should be consulted.

Reporting Suspected Child Abuse

If a substitute teacher has reasonable cause to suspect that a student has been the victim of child abuse, the law requires that this be reported to a school administrator immediately.

Sexual Harassment

Sexual harassment is unlawful under federal law and is specifically prohibited by the Fayette County Board of Education. Such behavior will not be tolerated.

Examples of prohibited conduct include, but are not limited to: offensive or unwelcomed intentional touching of intimate body areas; verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual or his/her physical attributes; the display of sexually suggestive objects, pictures, cards or letters; lewd or suggestive comments or gestures; off-color language or jokes of a sexual nature.

Use of Non-Approved Materials

No videotapes, books, or other non-approved materials should be used in the classroom. The approval of the principal must be secured before using any of these materials.

Use of Tobacco and Alcohol

Fayette County Board of Education policy prohibits the use of tobacco and alcohol on any property belonging to the school district.

Responsible Use of Technology

It is the belief of the Fayette County Board of Education that the use of technology is an important part of preparing all students to live and work effectively, responsibly, and productively in a global environment. The Board further believes that a technology-rich classroom can significantly enhance teaching and learning. Due to the complex nature of rapidly changing technologies and systems and the magnitude of information available

via the Internet, the Fayette County Board of Education believes guidelines regarding responsible use are warranted in order to serve the educational needs of all students.

Technology resources are provided for educational purposes that promote and are consistent with the instructional goals of the Fayette County School System. Use of devices and technology resources outside the scope of this educational purpose is strictly prohibited and must comply with District policies and guidelines. Except for any privilege or confidentiality recognized by law, individuals have no legitimate expectation of privacy in the use of technology resources. The district reserves the right to monitor, intercept, access, copy, and disclose the contents of any user's files, activities, or communications without prior notice to the individual.

In our commitment to ensuring a safe and secure online learning environment for all stakeholders, the District has implemented rigorous cybersecurity measures to protect the integrity of our network, both digital and physical, and the confidentiality of all data. Users must not tamper with or attempt to access any device or physical networking equipment, such as routers, switches, or servers, without proper authorization. It is the responsibility of every user to adhere to our guidelines for internet usage, which are designed to prevent unauthorized access, safeguard sensitive information, and maintain the stability of our systems. Users must not disclose login credentials, use unauthorized resources, inappropriately share confidential information, access restricted areas, or engage in any activity that could compromise the security of our network and data. By diligently following these guidelines, we can collectively contribute to a robust and secure digital and physical ecosystem that upholds the privacy and safety of our students, staff, and community.

With respect to any technology devices belonging to the district and having access to the Internet, it shall be the policy of the Fayette County Board of Education that the school system shall have in continuous operation:

1. A qualifying technology protection measure, as that term is defined in Section 1703(b)(1) of the Children Internet Protection Act of 2000; and
2. Procedures or guidelines developed by the superintendent, administrators, and/or other appropriate personnel which provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are (i) obscene, (ii) child pornography, or (iii) harmful to minors, as those terms are defined in Section 1703(b)(1), and (2) of the Children Internet Protection Act of 2000. Such procedures or guidelines shall be designed to:

- a. provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web;
- b. educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response as required by the Children's Internet Protection Act.
- c. prevent unauthorized access, including so-called "hacking," and other unauthorized activities by minors,
- d. prevent the unauthorized disclosure, use, and dissemination of personal identification information regarding minors online, and Board Policy Manual Fayette County Public Schools Policy Reference Disclaimer:
- e. restrict minor's access to materials "harmful to minors" as that term is defined in Section 1703(b)(2) of the Children's Internet Protection Act of 2000.

It must also be understood that the Internet is a global, fluid community, which remains largely unregulated. While it is an extremely valuable tool for educational research, there are sections that are not commensurate with community, school, or family standards. It is the belief of the Board that the Internet's advantages far outweigh its disadvantages. The Fayette County Board of Education will, through its administrative staff, provide an Internet screening and filtering system which blocks access to a large percentage of inappropriate sites. It should not be assumed, however, that users are completely prevented from accessing inappropriate communications or from sending or receiving objectionable communications.

Additionally, access to the Internet and computer resources is a privilege, not a right. Therefore, users violating the Fayette County Board of Education's acceptable use policy shall be subject to revocation of these privileges and disciplinary action.