Substitute Handbook

2020 - 2021

Amy Collinsworth
District Substitute Coordinator
520-696-8824
amy.collinsworth@fwusd.org

Absence Management: 1-800-942-3767
Welcome!

Thank you for choosing to be a Substitute in the Flowing Wells School District. This handbook is provided to assist you in being a successful Substitute. Please read and understand the contents. The contents are arranged to help you find answers to situations which you may encounter as you work in Flowing Wells.

It is also intended that the handbook will serve to encourage consistency in substituting within the district. The procedures and techniques mentioned should assist you, and make your work more satisfying for you and the students you work with.

If at any time you have questions or concerns, please call Amy Collinsworth, Substitute Coordinator, at 520-696-8824 or speak to the Administrative Assistant at the school.

We are here to support you and we want you to be a successful Substitute in FW!
Vision
Potential Finds Opportunity

Mission
Exceptional educational opportunities and high expectations for achievement are the hallmarks of Flowing Wells Schools.

Core Values

Students. We base all decisions on the question, “Is this in the best interest of the students?”

Integrity. We are fair, ethical and honest. In all situations, we do what we say and we say what we do.

Quality. We believe that if something is worth doing, it is worth doing well.

Balance. We support and respect each other as we fulfill our commitments to work, family, and community.

Opportunity. We pursue diverse learning opportunities that inspire and challenge students to realize their full potential.
Administration

Dr. David Baker
Superintendent

Dr. Kevin Stoltzfus
Associate Superintendent

Dr. Kim Parkinson
Assistant Superintendent

Stacy Trueblood
Director of Business Services

Patricia Gutierrez
Director of Staff Development
Equal Opportunity in Flowing Wells School District

Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 carry the notice requirement requiring the Flowing Wells School District (FWSD) policy of nondiscrimination.

FWSD is committed to a policy of nondiscrimination in relation to race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Questions, complaints, or requests for additional information regarding the Americans with Disabilities Act (ADA) and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

**Dr. Kim Parkinson**
1556 W Prince Rd
Tucson, AZ 85705
(520) 696-8822
Monday through Friday
8:00 am to 5:00 pm

*This notice is available from the ADA and Section 504 compliance coordinator in larger print and on audio tape.*
Professional Ethics

Confidentiality
Many school and student records are of a confidential nature. They are maintained in order to provide information on child growth and development for the professional staff. It is important that you keep all information confidential and never give student information to anyone not employed or retained by the district so as to safeguard students’ rights.

Understanding
Substituting provides a unique opportunity to experience, from the inside, the day-to-day operation of schools, and as a result, gain confidential information about teachers/staff. Therefore, it is important that you are cautious about:

- Criticizing teachers
- Finding fault with schools in which you work
- Making uncomplimentary comparisons between schools
- Discussing the grades or class work of students you work with, except when it may be complimentary or when asking for professional assistance

Responsibility
Substitutes are expected to maintain the same ethical standards as other members of the Flowing Wells Faculty. For example, as members of the educational profession, teachers are expected to be honest and to use their specialized knowledge, gained through years of higher learning, to help students to become working and effective citizens.
Please Note

Placement on the Flowing Wells Unified School District Substitute list does not ensure or guarantee job assignments. Substitute assignments are offered on an “as-needed” basis.

Certified Substitutes are responsible for maintaining a current Substitute Certificate with the Arizona Department of Education and a Fingerprint Clearance Card. An expired certificate or card will result in lost job assignments.

Substitutes who have not accepted a job assignment for the duration of a school semester may be considered inactive. The Substitute Coordinator will make all reasonable attempts to contact the Substitute and confirm that they do not want to continue employment with Flowing Wells. It is a Substitute’s responsibility to update availability in Absence Management and communicate scheduling changes with the Substitute Coordinator. Substitutes who have become inactive and wish to return to work with the district will need to be rehired and complete all necessary paperwork, training, and orientation.

Flowing Wells Unified School District reserves the right to dismiss a Substitute.
Certified Substitute Teacher
$100.00 per day / half day $50.00
(3.5 hour or less is considered a half day)

$115.00 per day for FWSD retired teachers

$120.00 per day after 20 assignments per school year
(Support staff positions, with the exception of TA II, are not included in the 20 days)

$130.00 per day for long term assignments
(defined as a position that involves lesson planning and grading)

Tuition Based Preschool and FWHS JROTC
$115.00 per day

$145.00 per day after 20 assignments per school year

$145.00 per day for FWSD retired teachers

$130.00 per day for FWSD retired teacher TA

$160.00 per day for long term assignments

Support Staff Substitute

$12.00 per hour
Special Education T.A. I, Special Education Early Childhood TA, Instructional Assistants, Health Office Assistants, Library Technicians and Front Office Staff

$13.00 per hour
Special Education T.A. II

*Support assignments exceeding 20 days are not eligible for increased long term pay
** FWSD retired teachers receive certified pay ($115/day) for all support positions
Paychecks

Paychecks are issued bi-weekly and direct deposit is mandatory. No hardcopy payroll checks will be issued. If you choose not to have your pay deposited at your financial institution, it will be deposited on a Bank of America card that will be issued to you.

PLEASE NOTE: Paychecks will no longer be sent in email notification. In an effort to increase cyber security and protect the personal information of FW employees, beginning in January 2020, the Business Office will no longer email paycheck notifications with password protected links to employees. However, employees are always able to see the image of their paychecks in Employee Self Service (ESS) by logging in and clicking on “Pay/Tax Information” on the left side of the screen.

Note: Substitutes are subject to payroll deductions required by law: Federal/State income taxes and social security withholding.

Employee Self Service (ESS)

Employee Self Service (ESS) is located under Quick Links on the Flowing Wells website: www.flowingwellsschools.org

If you cannot log in, call Payroll at 520-696-8817 to have your password reset.

Your log in is your first initial and last name (example: wdisney).
Your password is the last four digits of your social security number.

ESS is where you can:

- View and print copies of your paycheck and W-2 forms
- Request sick leave payments
- View and update your personal information including changing your address
- Find your employee ID number under Employee Profile
- Change your federal and state tax withholdings

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Discrepancies on paychecks
If you have identified a possible discrepancy on your paycheck, contact the Substitute Coordinator so that they can help you look into it further.
If you believe you were not paid for a day worked, please start by checking the payroll calendar. Confirm that the date fell within the pay period.

Sick Leave
In accordance with labor laws, for every 30 hours you work, you will earn one hour of sick leave. Once a minimum of one hour is earned, substitutes can request to be paid sick leave on any school day in which they did not work in the Flowing Wells District. Requests for sick leave pay can be made in Employee Self Service.

Once logged in, click on TIME OFF, then click on REQUEST TIME OFF.

Select the date and amount of hours that you would like to use.
Do not request hours on a day that you worked if your worked hours and sick time hours will equal more than 8 hours.

After confirming the date and amount of hours, click MAKE REQUEST
Arizona State Retirement

As a Substitute, you do not qualify for membership in the Arizona State Retirement System, so no funds are withheld from your paycheck.

Exception: If you work 20 hours per week for 20 weeks in a fiscal year, you will qualify for membership in the Arizona State Retirement System.

Retired teachers returning to work

VERY IMPORTANT: To avoid affecting your pension, you must work under 20 hours a week for the first 365 days after retirement. The Flowing Wells District does not monitor this for you; it is your responsibility to ensure that you are not working over 20 hours a week.

All ASRS retirees MUST fill out the return to work form before your first day as a substitute in the Flowing Wells School District.
You can find more info here: www.azasrs.gov/content/return-work

Please Note: Beginning July 1, 2019, the Alternate Contribution Rate (ACR) is 10.41% for all retirees returning to work. By Arizona state law, the ACR will be applied to the compensation or gross salary of an ASRS retiree who returns to work for Flowing Wells School District in any capacity and for any number of hours. The ACR applies to all ASRS retirees regardless of when they retire, when they return to work, or how long they wait before returning to work. The ACR rate is determined by ASRS on an annual basis. The Flowing Wells School district will cover this contribution.
**Long Term Substitutes**

A long term certified position is defined as a position where the Substitute assumes most of the responsibilities of the classroom teacher. This may include planning, grading, attending faculty meetings, etc. If you are in a long term assignment, check with the principal about the duties associated with your assignment.

Long term pay rates are outlined in the “Compensation Rates” sheet provided in this handbook.

*Please note: There is no available overtime pay for long term Substitute Teachers. The increased daily rate accounts for the additional responsibilities associated with the position.*

**Training**

**Public School Works - mandatory every year for ALL employees**

All employees of the Flowing Wells School district are required to complete training through Public School Works every year.

After being hired, Substitutes have ONE MONTH to complete the online training. Failure to complete the training will result in being removed from the active substitute list. An email will be sent from publicschoolworks.com to the email address that you provided on your employment application. You will be provided with a username and password.

*REMINDER: you have 30 days to complete the training*

At the beginning of each school year, you will receive an email prompting you to complete training. This IS the same training that you completed after being hired. It must be redone every year.
Classroom Management for Guest Teachers- mandatory for CERTIFIED positions
All CERTIFIED Substitutes are required to complete a Classroom Management Workshop in their first year of employment. The workshop is facilitated by the Flowing Wells Professional Development Center and participants are paid for a half-day of work. Workshops are scheduled through the Substitute Coordinator and are usually held seasonally.

Classroom Management for Guest Teachers
Instructor: Megan Larson
This half-day, 3.5 hour workshop is intended for Flowing Wells substitutes who will fill certified teacher vacancies. Participants will explore skills and attitudes of effective managers in a guest teaching capacity. Topics include:

- Culture and demographics of Flowing Wells;
- Establishing relationships and rapport;
- Strategies for balancing dominance and cooperation;
- Cueing systems for proactive management; and
- Methods for creating a safe learning environment.

Note: Participants will be paid half-day substitute rate for full participation in the workshop.

Health Office Orientation and CPR/First Aid - required for Health Office Assistant positions
In order to be eligible to work as a substitute Health Office Assistant, you must complete an orientation facilitated by Babs Greenbaum R.N., Health Services Coordinator. You must also maintain current CPR and First Aid certification. Flowing Wells School District will arrange and pay for trainings when 5 or more people are interested in CPR/First Aid training.
Contact the Substitute Coordinator for more information.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone</th>
<th>Principal</th>
<th>Assistant Principal(S)</th>
<th>Assistant Principal(S)</th>
<th>Assistant Principal(S)</th>
<th>Assistant Principal(S)</th>
<th>Admin Assist</th>
<th>Assistant Admin Assist</th>
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<tbody>
<tr>
<td>Centennial Elementary</td>
<td>2200 W Wetmore Rd</td>
<td>696-8201</td>
<td>Kristy Dale</td>
<td>Judy Lopez</td>
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<tr>
<td>Emily Meschter Early Learning</td>
<td>4605 N La Cholla Blvd</td>
<td>696-8909</td>
<td>Dr. Susan Shinn</td>
<td>Leticia Granados</td>
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<tr>
<td>Flowing Wells High School</td>
<td>3725 N Flowing Wells Rd</td>
<td>696-8001</td>
<td>Jim Brunenkant</td>
<td>Rebecca Hurst</td>
<td>Frank Thomas</td>
<td>Alberto Ranjel</td>
<td></td>
<td>Jocelyn Clark</td>
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<tr>
<td>Flowing Wells Junior High</td>
<td>4545 N La Cholla Blvd</td>
<td>696-8552</td>
<td>Chad Miller</td>
<td>Erin Kearney</td>
<td>Chris Hitchings</td>
<td></td>
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<td>Debbie Stiltner</td>
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<tr>
<td>Homer Davis Elementary</td>
<td>4250 N Romero Rd</td>
<td>696-8251</td>
<td>Daxton Valles</td>
<td>Stephanie Schorey</td>
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<td>J. Robert Hendricks Elementary</td>
<td>3400 W Orange Grove Rd</td>
<td>696-8401</td>
<td>Tabetha Finchum</td>
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<tr>
<td>Laguna Elementary</td>
<td>5001 N Shannon Rd</td>
<td>696-8451</td>
<td>Alan Schmidt</td>
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<tr>
<td>Richardson Elementary</td>
<td>6901 N Camino de la Tierra</td>
<td>696-8501</td>
<td>Henry Linker</td>
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<tr>
<td>Sentinel Peak High School</td>
<td>4125 W Aerie Dr</td>
<td>696-8900</td>
<td>Chris Nogami</td>
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<tr>
<td>Walter Douglas Elementary</td>
<td>3302 N Flowing Wells Rd</td>
<td>696-8301</td>
<td>Tamára McAllister</td>
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Maps and directions to schools can be found in the Absence Management job listing. Just click this icon:
# School Schedules

<table>
<thead>
<tr>
<th>School</th>
<th>Report Time</th>
<th>Classes Begin</th>
<th>Classes End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Meschter Early Learning Center</td>
<td>8:00 am</td>
<td>8:30 am</td>
<td>3:30 pm</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>7:30 am</td>
<td>8:00 am</td>
<td>2:10 pm</td>
</tr>
<tr>
<td>Junior High</td>
<td>7:45 am</td>
<td>8:15 am</td>
<td>3:05 pm</td>
</tr>
<tr>
<td>High School</td>
<td>8:15 am</td>
<td>8:45 am</td>
<td>3:30 pm</td>
</tr>
<tr>
<td>Sentinel Peak Alternative High School</td>
<td>8:00 am</td>
<td>8:30 am</td>
<td>3:40 pm</td>
</tr>
</tbody>
</table>
Substitute Responsibilities & Expectations

Morning of: running late, stuck in traffic, woke up sick, etc.
Should you become unable to report to work unexpectedly or just running late, please call the Substitute Coordinator at 696-8824 as soon as possible. The Administrative Assistant at the school will be notified so they can find classroom coverage or another substitute can be arranged.

Job Cancellations/late arrivals
FWUSD requires a 24 hour cancellation notice for both Substitutes and schools.
The “24 hour” time period is the time between dismissal of the previous school day and the start time of the day of the assignment.
While it is understandable that circumstance outside of your control, like illness or family emergencies may arise, canceling jobs at the last minute is very detrimental. Schools will lose “lead time” in filling the positions. Lead time is the period of time that the Absence Management system has to call and email potential Substitutes. Due to the fact that the majority of Substitutes plan their schedules in advance and many FW Substitutes also work in other districts, last minute openings are difficult to fill. Canceling a position could leave a school without a staff member.
Note: If you do cancel in Absence Management, you need to call or email the Substitute Coordinator a brief explanation.
While no immediate disciplinary action will be taken, if you cancel a job with less than 24 hours notice, a note will be made in your record. If a large number of cancelations are noted in a school year, the district reserves the right to ask a Substitute to not return.
Note: Substitutes are not permitted to cancel a job with less than 24 hours notice and then accept a different job for the same day.

If a school cancels a job with less than 24 hours notice, or the school neglects to cancel the job and does not need a Substitute who arrives at the school, the school will be liable for paying the substitute for a half day or work. Either the Substitute or the Administrative assistant need to contact the Substitute Coordinator to arrange this payment.

Arriving to jobs late is unacceptable. If a Substitute arrives later than the time listed in Absence Management, the Substitute Coordinator will be informed. While no immediate disciplinary action will be taken, if you are late, a note will be made in your record. If a large number of late arrivals are noted in a school year, the district reserves the right to ask a Substitute to not return.
Arriving at the school site

Arrive at the school site **30 minutes** prior to the first class. Your scheduled job in Absence Management has added this time into the start time. When accepting a job, pay extra attention to the start and ends times, as not all positions follow the general school schedules.

Upon arrival at the school, you are to report to the office to obtain details about the assignment. This information is given by the Administrative Assistant. The necessary information will be given to you concerning lesson plans, general procedures, playground duties, lunchroom duties, students’ restrooms, staff lounge/restrooms and procedures to be followed in case of an emergency. You will obtain the necessary keys, student absence folder, a schedule of classes, and a map of the campus. In addition, you will be notified about any departures from the usual daily schedule.

If you arrive at a school and were switched to another classroom, please be flexible. This doesn’t happen often but it does happen. The school administration and Substitute Coordinator are trying to do what is best for students and may feel switching substitutes around may be a better fit.

**Note:** If you are a Support Substitute that does not have a Teaching Certificate, you CANNOT accept a certified teaching position.

Introduce yourself to the staff and neighboring teacher who can help you during the day. They will be important allies for you. If you have any questions, the principal and administrative assistant will be happy to help you. We want your experience to be a good one.

**Dress Code**

Keep in mind that students will react to the model you present. This will establish a mood of respect and discipline among the students. **Dress neatly and appropriately** for the working day. Please no blue jeans, yoga pants, sweat pants, short skirts or crop tops. Straps need to be 2in wide.

**P.E.:** please dress in sport clothes and bring water and sunscreen. It is a good idea to bring more formal clothing with you, in case the school needs to switch you into a classroom assignment for the day.

**Special Education classroom:** please dress comfortably because the classroom may be physically demanding.

**Preschool:** please dress comfortably and bring water and sunscreen. There is a lot of outside play.
Time Clock

The time clock is generally located in the teacher’s lounge. Ask the Administrative Assistant if you cannot find, or are having difficulty with, the time clock.

You must clock in and out. Accurate time clock entries are important because your pay check is calculated by balancing the time clock with Absence Management. You will not be paid for time that is not entered in the time clock.

Certified (teaching) positions are paid by the day. Clock in when you arrive in the morning and out at the end of the day. Classified (support) positions are hourly. Clock in when you arrive in the morning, clock out for lunch, clock in after lunch, and clock out at the end of the day.

Clocking In

1. Enter your employee ID number and choose “Clock In”

2. Enter your PIN (last 4 digits of your social security number) and click “Log On”

3. Confirm that your name is at the top of the screen and click “Continue”
4. The next screen is a list of all of the substitute job types and locations in the district.

Select your location and position for the day and click “Continue”.

It is VERY important that you select the **correct location** and **correct position type**.

*Teaching positions are CERTIFIED.*

*Support positions are CLASSIFIED.*  **Note:** If you are a TA II, you MUST clock in as “Classified SPED 2” or you will not be paid the extra $1.00 per hour.

5. Be sure you see the “Clock in operation successful” message.

**Clocking Out**

1. Log in using your employee ID number and PIN. Choose “Clock Out”.
2. Be sure you see the “Clock out operation successful” message.

**Note:** The Substitute Coordinator does not have access to time clock and is not able to correct your punches. If you miss a punch, you need to speak to the Administrative Assistant at the school where you worked.
Cell Phones

Please do not use your cell phone for outside business during instructional time.
Outside business includes personal email and social media. Use your phone for these
tasks during passing periods and at lunch.
Acceptable classroom cell phone use includes checking the time or setting timers for
classroom activities.

Excessive cell phone use during class time could result in being removed from the
substitute list.

Some teachers allow students to use their cell phones as calculators or to do research.
You will know if a student is playing games and talking to other students. DO NOT TAKE A
STUDENT’S PHONE. If you do, then you are responsible for the phone. If you have given
several warnings, call security or the principal to handle the situation.

Lunch

At lunch time you are invited to purchase your lunch in the school cafeteria. The cost is
$3.75, or you may bring food from home and join the rest of the faculty in the staff dining
room. This is a great time for you to introduce yourself and pick-up future guest teaching
assignments.

Note: The Preschool does not have a cafeteria. You will need to bring lunch.

Computers

Computers in the classrooms must be used only to conduct official school business and to
further the district’s educational goals.
Discipline

CORPORAL PUNISHMENT WILL NOT BE USED. NEVER USE PHYSICAL FORCE.

Discipline problems are less likely to surface if the students are kept busy and if you are well prepared. The principal or neighboring teacher is available as a resource to you if needed in cases of serious discipline problems.
At the High School and Junior High, call security if you need to have a student removed.
At the elementary level, give students three warnings and then call the front office to have someone escort the student to the principal’s office.

Emergencies

AT NO TIME ARE YOU TO LEAVE THE SCHOOL CAMPUS

If an emergency should arise, you must check with the principal prior to leaving the campus!

Accidents

While in the normal course of duties as a Substitute you become injured, report immediately to the health office. This is done in order to establish a record of the injury and where to receive medical treatment. If medical treatment is necessary an injury report must be completed by the health office/Principal.

Emergency Procedures

Be prepared to handle emergencies at any time with minimum confusion. Procedures are consistent throughout the district. To safeguard students and staff, regard all body fluids as potentially infectious. Avoid direct contact if possible, wear gloves, wash hands thoroughly and report injuries to the nurse immediately.

At various times throughout the year, fire and other emergency drills may be conducted. Such drills are preceded by a siren or announcement over the school intercom. When such a drill is announced you should:

- Remain calm
- Inform the students of the drill, while demanding their silence and cooperation
- Lead your class to the evacuation point in an orderly manner
In the classroom: Teachers

It is important to maintain as much as possible, the established routines and procedures of the assigned school and classroom. Follow all policies, and rules to which teachers are subject and make the well-being of students your number one priority.

Lesson Plans
The information you need to carry on the regular classroom, is usually kept in one place by the regular teacher. This information should be in a “Substitute Folder”. Check with the administrative assistant/neighboring teacher for the following if not present on the teacher’s desk: lesson plans, seating charts, schedule for specials such as library, computer lab, music, P.E., a list of reading lab students, student helpers, recess schedule, discipline procedures, special seating for assemblies, fire drill instructions, etc.
At no time are you expected to “wing it”. Every classroom will have a lesson plan to follow. If you do not find a lesson plan, notify the front office immediately. You are responsible for upholding school rules, classroom work assignments, extra duties and maintaining attendance records.

Rapport
When the students arrive, introduce yourself, write your name on the board, and smile!
Rapport with the students should be established quickly. A pleasing, genuine, but firm approach and adherence to the established routine of the classroom will help ensure a relationship of shared respect with the students.

Supervision
Students should be under an adult’s supervision at all times.

Seating Chart
If there is no seating chart, you will want to make one! This way you can familiarize yourself with the students by name and will help to prevent discipline problems from developing.
Mail
Read all notices on the office bulletin board, check the regular teacher’s mailbox to pick up district messages or announcements. Mail addressed to the teacher should be left in the box.

Classroom Activities
Classroom materials and supplies should be used with discretion. All teaching materials, library materials, audio-visual aids, etc., should be properly cared for and left in an orderly fashion.

Money
All money that is collected for any purpose should be turned over to the administrative assistant at the end of the day, along with an accurate report of who paid and what they are paying for.

Student Teachers
If you are assigned to a classroom in which a student teacher is scheduled to teach, you are to remain on duty in the classroom and assist the student teacher.

Loss of Planning Periods and Class Coverage
Certified Substitutes are paid a daily rate. If a Substitute is assigned to cover another class during the regular classroom teacher’s planning period, no additional compensation is provided.
Attendance

Attendance is recorded on the computer in a program called PowerSchool. **Do not send the attendance to the front office on a piece of paper.**

When you first meet the Administrative Assistant at the beginning of the day, they will give you log in information for the computer and PowerSchool program.

If you have trouble, please call the front office or ask your neighboring teacher for help.

Emily Meschter Early Learning Center classrooms do not have computers. Your Teaching Assistants will take attendance and report it to the Health Office Assistant, who will then enter it in PowerSchool. Students are also signed in and out from preschool classrooms. The Teaching Assistants will help with this as well as taking students to and from the buses. **Elementary School** Substitutes should take attendance in the morning and after lunch. **Junior High and High School** Substitutes take attendance at the start of each class period.

You should be able to find PowerSchool and/or PowerTeacher - Substitutes in the computer’s start menu.

On the sign in page, select your school and teacher from the drop down menus.

Enter the password that was given to you by the Administrative Assistant/front office and click Sign In.
You will see a list of all of the teacher’s class periods. Find the correct class/period. Click the icon that shows a chair for a list of student names or the chair in front of a grid to see a class list that includes student names and pictures.

If the student is present, no action is needed. **You only need to record absent and tardy.** Once you have recorded attendance, be sure to click **Submit**.
Releasing a Student

UNDER NO CIRCUMSTANCES SHOULD A CHILD BE RELEASED WITHOUT PERMISSION OF THE OFFICE (PRINCIPAL/ADMINISTRATIVE ASSISTANT)

If a person not connected with the school seeks information about a child, or permission to take the child from the room, refer that person to the school office.

Be sure that you clarify the dismissal process with either the front office or neighbor teacher. Dismissal at the elementary level is where confusion can escalate.

This information should be included in the substitute folder, but changes can happen before and at the end of the day. With clarification, everyone goes home happy.

**DO NOT RELEASE STUDENTS EARLY AND DO NOT KEEP STUDENTS AFTER SCHOOL HOURS.**

Before leaving for the day

The arrival and departure times for teachers vary from school to school and you will be expected to observe the rules of the district and the school at which you are guest teaching regarding the length of your day.

Before leaving school, you should return the keys (after closing and locking the doors). Turn in any school materials which have been given to you during your assignment. You may want to leave a note to let the teacher know that you enjoyed subbing for them and if they need a sub again, you would like to be called.

The classroom and the students desks should be left in good order.
**Substitute Feedback**

**Very Important!** At the end of your assignment, be sure to fill out the substitute feedback form for the regular employee. This report should indicate work that you covered, the homework that was assigned, discipline problems, outstanding students, etc.

Feedback should be left online through Absence Management (instructions below) or if the school has a paper form, you may use that.

The communication you leave for regular employees is as important to them as the guidelines and lesson plans that they leave for you.

Teachers and school staff are asked to evaluate Substitutes. Schools and individual teachers have the right to exclude a Substitute from working at their campus.

**Leaving Feedback**

Click Feedback to view a list of all absences from the past 14 days that are waiting for your response. To leave feedback about your experience, click the Leave Feedback button for the individual absence.

Clicking Leave Feedback displays a page whereby you can apply an overall score and input text information in response to specific fields, applicable to how your job went.

First, by clicking on the stars, you can apply an overall rating. There are a total of 5 stars. One star represents the poorest possible rating, while five stars represents the best possible rating. Click on the number of stars you feel are representative of an overall score. As shown in the following image, a rating of four stars has been given, therefore, four stars are highlighted.
Beneath the stars are a series of fields that can be answered by typing free-form text in their corresponding text boxes. Fields may have been customized by your district. Therefore, the fields shown in the following image may differ from those on your web page. If any fields are marked with a double asterisk (**), the district requires that you enter information before you can submit your feedback.
Note: After you submit your feedback, you are NOT able to go back and edit it. Therefore, only after you have marked your star rating, inputted information for each field and double-checked your entries should you then save your entries.

Click Submit.
Classroom Management

Please note: All Certified Substitutes are required to complete a Classroom Management Workshop in their first year of employment. The workshop is facilitated by the Flowing Wells Professional Development Center and participants are paid for a half-day of work. Workshops are scheduled through the Substitute Coordinator and are usually held seasonally.

Harry Wong, in *The First Days of School*, writes that “effective teachers manage their classrooms while ineffective teachers discipline their classrooms.” (p.82) The same can be said for substitutes. Those who manage their class take a proactive approach to helping students make good choices and focus on academic work while those who discipline take a reactive approach. They wait for students to make poor decisions and then assign a consequence.

Proactive behavior management consists of:

- Clear communication of expectations and instructions
- Consistency of expectations and follow-through
- Feedback and actions that encourage success for all students
- Predictable and reasonable consequences to students’ behavior

Research completed by Robert Marzano shows that when students are in classrooms where effective behavior management techniques are employed they have achievement scores that are more than 20 percentile points higher than students in classes where effective management techniques are not employed. This impact on achievement and success is true during a day of substitute teaching as well. To accomplish your goal of helping all students learn you will need to be able to manage the class.

Behavior problems occur for many reasons; however understanding some of the main reasons helps you avoid them.

Students may have behavior problems in the classroom when:

- They are bored with the academic work
- They are frustrated with the academic work
- They see no relevance for the academic work
- They do not understand the behavioral expectations
- They are experiencing external problems
- The teacher lacks external awareness
Five of the six reasons for student behavior problems can be attributed directly to the teacher in the classroom. Only one of the six reasons is attributable beyond the influence of a skilled educational professional. As a substitute one has more control over student behavior than he/she may want to admit. To decrease disruptive student behavior there are three things that need to happen:

- Building personal relationships
- Communicating expectations
- Effectively using time and space

So what can an individual do to accomplish these three goals of building personal relationships, communicating expectations, and using time and space effectively in the short space of a substitute day? Refer to the following lists of selected strategies as a guide for proactive management.

**Build Personal Relationships**
- Greet students at the door
- Use students’ names
- Write your name on the board
- Tell them about yourself (be brief and not overly personal)
- Connect to the permanent classroom teacher (“Mr. Jones will love to hear that…”)
- Smile

**Communicate Expectations**
- Establish a signal to gather attention at the start of the day/period
- Give time limits for tasks and countdowns to readiness
- Verbalize the voice level expected during activities (whisper, silence, conversation, etc.)
- Let students know how you will communicate their efforts to their teacher
- Utilize daily classroom rules, procedures, and language when possible
- Tell students how you would like them to respond, ask for help, move in the room, etc.

**Use Time and Space Effectively**
- Engage all students in active participation through command words:
  - Overt (observable) commands: “write on your slate,” “tell your partner,” “show me thumbs up or down – yes or no,” etc.
  - Covert (internal process) commands: “think of the answer to #2,” “read the page silently,” “watch the clip,” etc.
- NOTE: Try to provide command statements for tasks every 3-5 minutes
- Walk around the room to monitor student work and behavior
- Shorten activities if needed
- Consider extra tasks if students finish early
- Verbalize the objectives or expected outcomes for lessons
Suggestions for Dealing with Predictable Events

“That is not how our teacher does it”

- This is so common that you may want to pre-correct:
  “Today, I will try to do some things like your teacher, but some things will be different. I hope you will be patient about this.”

When students are trying to be helpful:

- Thank them for their assistance.
- Use some of their suggestions, if possible.
- When you don’t want to use a suggestion, say something like: “Thanks, but I think we will do it this way.”

When students seem to be playing games:

- Don’t confront them. Simply say: “Thanks, but today we are going to do it this way.”
- If someone insists, try humor: “I think I will start making notes on all of these helpful reminders.”

Changing seats:

- Let students know that you will be following the seating chart.
- If there is not a seating chart, make one.
- When you are not sure, ask a neighboring teacher to verify the accuracy of the seating chart.

Class Clown:

- Don’t compete or get into a power struggle with the student.
- Use humor, do not humiliate or alienate the student.
- Get the student on your side. Ask him/her to help you with a task.
- Keep notes if the problem continues.
Substitutes are an important part of the Flowing Wells School District community and we appreciate the time that you dedicate to the schools and students.

**As a substitute, you are a role model!** You are the leader in the classroom. You are the adult who has been hired to care for and help every student in your classroom. Students will pay attention to what you do, what you say, what you wear, and your tone of voice. Most importantly, your interaction with our students shape how they view adults in the world.

Thank you!