

# Walton County School District



SHIP

Substitute Handbook & Information Program

A Product of the FloridaLearns Academy  
at the  
Panhandle Area Educational Consortium  
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# SHIP

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# SHIP

## (Substitute Handbook & Information Program)

### **Introduction**

Substitute teaching can be a wonderful professional experience. It provides you with flexibility that few other jobs can offer in that you can take your pick of grade levels while reserving the right to “pass” when you do not want to work. At each grade level, elementary, middle and high, there are rewards and challenges to be considered. It is often wise to pick two or three schools where you would like to substitute and concentrate on getting to know their faculty, staff and “way of work.”

The Panhandle Area Educational Consortium (PAEC) provides this document to assist you in becoming a substitute teacher and to provide you with some general knowledge as to what is expected from as a substitute. Each individual school and district will have additional information and regulations to share with prospective substitutes.

Before you start substitute teaching, it is wise to ask yourself:

- What age level (elementary, middle school, or high school) do I prefer?
- Are there subjects that I am particularly qualified to teach?
- Are there subjects that I do not feel confident about my ability to teach?

Once you answer those questions, you will be able to help a school system or school place you in a position where you will be more comfortable and most useful. However you respond to the questions, if you become a substitute, you will be in a position of authority and influence over children and you will be responsible for using this authority and influence in a proper and positive manner.

Each district has unique rules and regulations regarding what procedures to follow to become a substitute teacher in addition to the regulations set forth by the state. Each school also has its own policies and procedures. If you are interested in substituting at a particular school, get a copy of the district policies as well as a copy of the school’s policies and procedures. Pay particular attention to the sections on dress code and student behavior in the district policy manuals.





## Essential Information

*If you are called to substitute, obtain as much of this information as possible before going to the school.*

Contact Person's name and phone number:

Name of school:

Address of school:

(If you don't know how to reach the school, ask for directions!)

Phone number of school:

Who you will be substituting for:

What you will be teaching:

When your work day begins/ends:

When school begins/ends:

Where you should park:

Where you "check in":

Who you contact when you "check in":

Where your classes are located:

Where needed materials and classroom lessons are located:

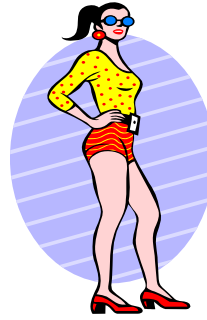
Way to contact help if needed in the classroom:



## Attire



NO  
NO



NO  
NO



YES



YES



YES



YES

A teacher's attire is generally in-between casual and semi formal dress. For example, jeans and a t-shirt may be appropriate for the student, but not the teacher, unless there is a pre-authorized "special jeans day". On the other hand, a three piece suit is probably too formal. Some school systems don't allow capri pants, sleeveless shirts and sandals, so be sure to know the school policy. Shorts are generally considered inappropriate unless you are teaching physical education. Overall, use your best judgment in selecting the clothes you will wear. When in doubt, **dress conservatively**.

## Arriving at School



## **Be an Early Bird**

Although you may receive an emergency call to substitute an ill teacher, you will often have advance notice of your assignment. If you are given advance notice, you should arrive at school in plenty of time to gather the information in this document. If school starts for students at 8:00 AM, **do not** wait until 7:50 AM to get to the school yourself. Arrive early enough to give yourself time to become familiar with your surroundings and to have time to talk to the teacher or administrator who will be providing you with the information you need for the day. Rushing in at the last minute will not only make a poor impression, but it will cause you to have to rush through important information that you will need during your work day.

## **Park in Appropriate Location**

If you drive yourself to the school, be sure that you park in an appropriate spot. (It would be sad to finish the work day and exit the building only to find that your vehicle had been towed to an impound lot because it was parked in a no parking zone or in a school employee's spot!)

## **Meet and Greet**

Take a few minutes before the students begin to arrive to introduce yourself to your teaching neighbors. Teachers are usually very friendly and will be glad to help a newcomer if you let them know you are there. Meeting and interacting with other teachers at the school can be a great way to get new substituting assignments. If teachers and administrators see that you arrive promptly, dress appropriately and conduct yourself in a professional manner, you will most likely be called to substitute again.

## **Last Minute Calls**

If you are called to substitute due to an emergency, you may not have the luxury of obtaining all of the information you need prior to the time classes begin. If not, get the information during your planning/break or lunch time if at all possible. Again, your neighboring teachers are great sources of information and assistance.



## Need to Know Information

Upon arriving at the school, there are several things that you will need to know before you begin in the classroom. It is a good idea to write this information down so that you have it handy should you need it. Even if the teacher has written out where to go and what to do once you get in the classroom, having the information on the form below filled in can be very helpful.

Name of teacher you are substituting for: \_\_\_\_\_

Teacher's room number: \_\_\_\_\_ Subject(s)/Grade(s) taught: \_\_\_\_\_

Special duties or assignments of teacher you are substituting for: \_\_\_\_\_

Phone and extension number (if phone in classroom): \_\_\_\_\_

**If no phone in classroom, ask how you are to make emergency contacts. Often, the school will have an intercom system set-up for use in emergencies.**

## Important Locations

If you are not very familiar with the school campus, it is beneficial to have a school map. If one is not provided, **ask for a map of the campus**. If a map is not available, make sure that you know the way to the locations listed below.

Student  
restrooms: \_\_\_\_\_

Teacher  
restrooms: \_\_\_\_\_

Teacher  
workroom: \_\_\_\_\_

Cafeteria: \_\_\_\_\_

Main Office: \_\_\_\_\_

Library: \_\_\_\_\_



## Emergency Contacts

Although you will probably not have an emergency, you do need to have access to emergency contact numbers or a way to contact other school personnel in case of an emergency. Before you begin your teaching day, make sure you know how to quickly contact the school employees on the list below.

Neighboring teacher

name/number: \_\_\_\_\_

Nurse/Health room

name/number: \_\_\_\_\_

School Resource Officer

name/number: \_\_\_\_\_

Administrator

name/number: \_\_\_\_\_

Other:

\_\_\_\_\_

## Emergency Drills

You may be substituting on a day when an emergency drill occurs. There should be a map posted in the classroom that shows you the route to take in case of such a drill. **Ask if a map is posted. If a map is not posted, ask for the emergency evacuation route you should take in case of a fire drill.** Be sure to have students take their purses and valuables with them should there be such a drill.

A copy of the “Crisis Management Plan” document should have been provided by the district when you became a substitute, if not, there should be one available at the school site. It is an excellent idea to become familiar with this plan so that you will know the procedures to follow.



# Classroom Management

Before you head to the classroom, be sure that you have discussed the major class rules with the teacher or administrator in charge. Students will always ask to go to the restroom, get a drink of water, etc. You should be aware of if and when “hall passes” are issued. These things and other “good to know” facts such as the teacher’s “quiet signal”, location of referral slips, where student rewards are located, etc. are helpful to know.

Restroom policies: \_\_\_\_\_

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Water policies: \_\_\_\_\_

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Quiet signal: \_\_\_\_\_

Location of rewards or reward forms: \_\_\_\_\_

Location of referral forms: \_\_\_\_\_

Location of seating chart(s) if not in materials provided by teacher: \_\_\_\_\_

Location of lesson plans: \_\_\_\_\_

How students are dismissed and bus line up procedures for primary grades: \_\_\_\_\_

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Where to leave materials at the end of the day: \_\_\_\_\_



## Routine Reports

Each day attendance reports and in some cases, lunch reports must be completed. The teacher or administrator in charge should provide information as to which forms you should complete and where you should send or put them once they are completed. (often, teachers have pockets attached to their doors where such forms are placed when completed.) Be sure you know where to find and send the necessary reports before you begin.

### Attendance Report(s)

Where to find: \_\_\_\_\_

Where to send or place: \_\_\_\_\_

When to send or provide: \_\_\_\_\_

### Lunch Count Forms

Where to find: \_\_\_\_\_

Where to send or place: \_\_\_\_\_

When to send or provide: \_\_\_\_\_

### Other Forms

What: \_\_\_\_\_

Where to find: \_\_\_\_\_

When to send or provide: \_\_\_\_\_



There are a few items that you will need with you no matter who you substitute for. Although teachers have these items, the teacher you are substituting for probably locked them in his/her desk before leaving.

**Must haves:**

- **Red pen (grading papers, making hall pass)**
- **Pencil (marking electronic attendance, making notes)**
- **Blue pen (recording information for regular teacher)**
- **Writing tablet or paper (keeping notes for self and regular teacher)**

**Nice to haves:**

- **Rubber bands (for organizing papers turned in by students)**
- **Paper clips**
- **Index cards ( if no hall pass is provided these are useful)**
- **Something extra that is fun for students to do when (and only when) their work is done**

## **In the Classroom**



There are two major tasks that a substitute is expected to perform. The first is to maintain a neat, orderly and safe environment for students. The second is to help students learn.

When you provide a safe and orderly environment for student learning, you are also taking steps to protect yourself from liability. For example, if someone in the classroom spilled liquid and later another student slipped on the liquid and hurt himself, you could be considered liable due to negligence.

Negligence is a concept of common law that holds a party liable for the injury to a second party by the unintentional conduct of the first party. The unintentional, improper conduct constituting negligence is an act that a reasonable and prudent person would not do or when a person fails to do something that a reasonable and prudent person would do under similar circumstances. The comparison of a reasonable and prudent person involves one of comparable education, training and skills.

The following tips may help you prevent injuries, keep students safe and avoid any potential legal problems.

- **Never leave students unattended.**
  - ❖ Know the school procedure for getting help if you need it.
    - Use the intercom to call the office.
    - Use the telephone to call the office.
    - Send a trust worthy student to the teacher next door for help.
  - ❖ Do not ask a disruptive student to leave unsupervised.
    - Do not sit a student outside the room.
    - Do not send a student to the office unless you follow the school's procedure.



- ❖ Keep student in the classroom. This is not as easy as it sounds! Students will ask to go numerous places the most common requests are listed below.
  - Students will ask to use the phone.
  - Students will ask to go to the media center or library.
  - Students will ask to go to the clinic or nurses office.
  - Students will ask to visit another class.
  - Students will ask to go to their locker.
  - Students will ask to go to the bathroom. (This request can get touchy. If the request is made at the very beginning of class the student to wait until instructions for the lesson are given. Often, those who really do not need to use the restroom will not return after instructions and ask to go again. If a student still must go, only allow one student to go at a time and follow any procedures regarding hall passes in place at the school.
  
- ❖ At recess, stay in a position where you can observe all students.
- ❖ Follow school procedure when sending or taking students to lunch.
- ❖ When students change classes, stand in the doorway the entire time.
- ❖ Follow the school procedure for dismissal.
  - Often, you will be required to escort elementary students to the bus loading center or parent pick-up spot.
- ❖ Do not leave student teachers or interns in the classroom alone with students. You have been hired to take the place of the teacher whose duty it is to remain in the classroom and supervise the students.
  
- Report accidents or injuries to the office **immediately**.
  - ❖ This will enable the administration to carry out emergency procedures if necessary. It is important for the administration to handle this.
  - ❖ Provide first aid, if trained to do so.
  - ❖ Follow the rules for blood borne pathogens.
  - ❖ Fill out the required accident forms and submit to the administration.



- Find out what the appropriate discipline procedures are and what you are expected to do, if anything as far as punishing students for inappropriate behavior
  - ❖ **Never use corporal punishment.** (Examples: Hitting, spanking, pushing, forcing a student to do physical exercise such as push-ups or running laps or using any type of physical force.)
  - ❖ Do not keep students after school.
  - ❖ Do not give academic assignments as punishment. (Examples: Assign an essay, tell students to write a sentence 100 times, tell students to complete 50 math problems for behaving poorly.)
  - ❖ It is best to allow the teacher to punish a misbehaving student the next day when he/she returns rather than you having to decide what is appropriate. If the teacher is not returning the next day, seek advice from the administration.
  
- **At the end of the day, leave the teacher's room and materials neat and organized.**
  - ❖ Group papers by period or subject.
  - ❖ Pick up any papers or trash left about the room.
  - ❖ Write the teacher a short note about how the day went.
  - ❖ Place papers/records/notes in a secure place where they can be found by teacher (teacher will usually tell you where he wants materials/student work left.)
  
- Other important items to remember are listed below.
  - ❖ Never give medication of any kind to a student (not even aspirin or Tylenol).
  - ❖ Don't give students permission to leave campus.
  - ❖ Do not allow anyone from outside the school to talk to, question or interview a student without administrator permission.
  - ❖ Do not touch students.
  - ❖ Avoid being alone with a student for extended periods of time.



- ❖ Obtain permission from the administration before sending notes or other communication home to parents.
- ❖ Do not conduct any business other than school business on campus.
- ❖ Do not advertise products or services or announce public meetings in class.
- ❖ Avoid expressing your personal opinion about controversial subjects.
- ❖ Do not socialize with or date students.
- ❖ Safeguard property from misuse, abuse and theft.
- ❖ It is illegal to use tobacco products on campus.
- ❖ Do not have visitors or take personal calls while working unless it is an extreme emergency.
- ❖ Use correct grammar at all times.
- ❖ Remain on campus unless you notify and have the permission of the site administrator.
- ❖ **FOLLOW THE LESSON PLANS LEFT BY THE TEACHER.**



## Additional Tips

- Establishing Rapport
  - ❖ Be yourself (even young people dislike phonies).
  - ❖ Be professional, but human.
  - ❖ As much as possible, call on students by their names.
  - ❖ Smile.
  - ❖ Whenever possible, assist students with their work. They are much more cooperative with teachers who care about their progress than they are with those who sit at the teacher's desk reading *Sports Illustrated* or knitting.
  - ❖ Be firm, but fair.
  - ❖ Have a sense of humor.
  - ❖ Admit your mistakes.
  - ❖ Maintain proper hygiene. Bathe, deodorize, brush and gargle.
  - ❖ Be consistent, especially when disciplining students.
- Avoid Discipline Problems
  - ❖ Look the part. Dress as an adult and dress for your role as a teacher. (No flip flops, shorts, tank tops, etc.) Appearances **do** count in making first impressions and if you look like a professional, the students are more likely to treat you as one.
  - ❖ Act the part. The students do not need a buddy. (There are classrooms full of potential buddies.) What they need is a teacher they can respect and who will provide a suitable learning environment.
  - ❖ Sound the part. Do not refer to students as “You guys” or “Y’all”. Address them as “class” or use another appropriate term.
  - ❖ Introduce yourself as “Mr./Mrs./Ms \_\_\_\_\_.” Using your first name will instantly undermine your authority with students.



- ❖ Remember that the first ten minutes set the pace for the entire class period.
- ❖ Be organized and project and “in charge” image. Some students will take advantage of you if you appear unsure.
- ❖ Keep students busy. If students are occupied with their assignments, they won’t be as apt to get into trouble.
- ❖ Do not introduce rules that are not enforced by the school or teacher. For example, if a teacher allows students to wear caps indoors, don’t tell students that they can not wear hats indoors because you feel it is rude.
- ❖ Do not lose your temper with students.
  - Losing control of your temper indicates to the students that you have lost control of the situation.
  - Do not argue with students.
  - Avoid confrontations with students. Rather than back down, most students will try to “save face” with their peers.
- ❖ Do not make empty threats. When you can not do what you threaten to do (for example, getting a student suspended) you lose credibility.
- ❖ If a student is misbehaving, remind him of the rule for conduct as well as the penalty. If he persists, apply the penalty.
- ❖ Talk loudly enough to be heard but don’t yell over noise. If the students are too noisy, ask them to give you their attention, pause until they are quiet, then speak.
- ❖ Do not ignore the rest of the class while you attend to one student. If a student requires your attention for disciplinary or other reasons, give the class something to do while you take care of the student’s problem.



## Code of Ethics

The following are codes of ethics and conduct that are expected and required of teachers and substitute teachers by the state of Florida. Please read them carefully. As a substitute, it is your responsibility to uphold the Code of Ethics and abide by the Code of Conduct.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

## Principles of Professional Conduct

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate or other penalties as provided by law.
3. Obligation to the student requires that the individual:
  - A. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
  - B. Shall not unreasonably restrain a student from independent action in pursuit of learning.
  - C. Shall not unreasonably deny a student access to diverse points of view.
  - D. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
  - E. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.



- F. Shall not intentionally violate or deny a student's legal rights.
- G. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
- H. Shall not exploit a relationship with a student for personal gain or advantage.
- I. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

4. Obligation to the public requires that the individual:

- A. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- B. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
- C. Shall not use institutional privileges for personal gain or advantage.
- D. Shall accept no gratuity, gift or favor that might influence professional judgment.
- E. Shall offer no gratuity, gift or favor to obtain special advantages.

5. Obligation to the profession of education requires that the individual:

- A. Shall maintain honesty in all professional dealings.
- B. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organizations.



- C. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- D. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- E. Shall not make malicious or intentionally false statements about a colleague.
- F. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
- G. Shall not misrepresent one's own professional qualifications.
- H. Shall not submit fraudulent information on any document in connection with professional activities.
- I. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- J. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- K. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- L. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- M. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4) (C) and 943.059(4)(C), Florida Statutes.



- N. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Sections 1012.79, 1012.795, 1012.796, Florida Statutes
- O. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Sections 1012.79, 1012.795, 1012.796, Florida Statutes.
- P. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- Q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in the monitoring of the probation of a subordinate.

Specific Authority 1001.02. Law Implemented 1012.79. History-New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98

