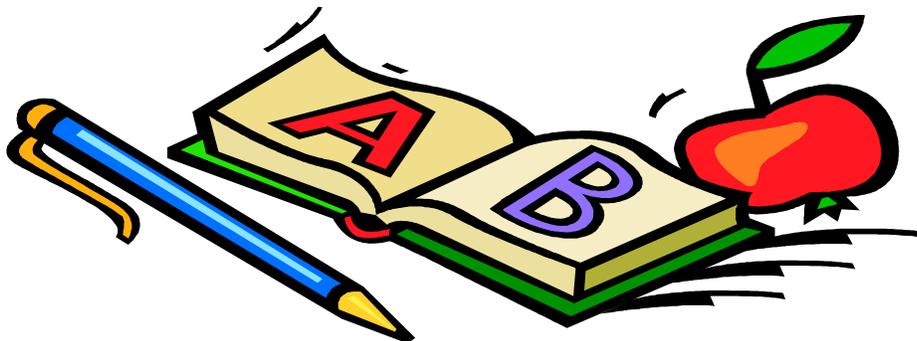


Polk County Schools

Substitute Teacher Handbook 2011 - 2013

BOARD APPROVED: October 25, 2011



**SUBSTITUTE TEACHERS
MAKE
THE
DIFFERENCE**

SCHOOL BOARD OF POLK COUNTY

P. O. BOX 391 • 1915 SOUTH FLORAL AVE. • BARTOW, FLORIDA 33831-0391

SWITCHBOARD (863) 534-0500
FAX (863) 534-0750

SHERRIE B NICKELL, Ed.D.
SUPERINTENDENT OF SCHOOLS

KAY FIELDS, BOARD CHAIR
DISTRICT 5

FRANK J. O'REILLY
DISTRICT 1

LORI CUNNINGHAM
DISTRICT 2

HAZEL SELLERS
DISTRICT 3

DICK MULLENAX
DISTRICT 4

DEBRA WRIGHT
DISTRICT 6

TIM HARRIS
DISTRICT 7

One day as I got out of bed,
So sick I could not hold up my head,
I called the school and quickly said,
I can't come in for I'm nearly dead.

A few minutes later I walked the way
To the Pearly Gates on a golden ray.
But Saint Peter said that I could not stay,
I must return without delay --
No sub for my class could be found today.

Written by: Joene Bedwell
Denison Middle School

Shared by: Betty Jean Woodard
Denison Middle School
May 23, 1995
School Board Work Session

Table of Contents

A Message from the Superintendent.....	5
Polk County Public Schools' Mission Statement.....	5
General Information	
I. Job Title	6
II. Basic Qualifications/Employment Paperwork.....	6
III. Substitute Classifications, Time and Salary.....	7
IV. Benefits	8
V. Responsibility of Substitute Teacher Placement Office	8
VI. Responsibility for Substitute Calls.....	8
VII. Remaining Active in the System.....	8
VIII. How to Establish Yourself as a Substitute Teacher	9
IX. Evaluation.....	9
X. General Liability of Substitute Teacher	9
Significant Incident Reports	11
Professional Responsibilities of Substitute Teachers	12
On-Site Responsibilities	
Substitute Teacher.....	14
Classroom Teacher.....	16
Survival Checklist.....	17
Appendix A	
Substitute Teacher Classifications and Descriptions	18
Appendix B	
Substitute Teacher Salary by Classification	20
Appendix C	
Social Security Alternative Plan	21
Appendix D	
Sample Letter with Aesop Access Information.....	22
Appendix E	
Responsibilities of Substitute Teacher to Aesop	23
Appendix F	
Substitute Teacher Request for Pre-arranged Leave of Absence from Aesop Office	24
Appendix G	
Registration Procedures on the Internet Scheduler.....	25
Appendix H	
Quality Performance Observation Instrument	26
Appendix I	
Substitute Teacher Significant Incident Report	27
Appendix J	
Secondary Substitute Teacher Informal Written Report.....	28
Appendix K	
Elementary Substitute Teacher Informal Written Report	29
Resources.....	30

A Message from the Superintendent

Dear Substitute Teacher:

Welcome to Polk County Public Schools! As a substitute teacher, you are an important staff member. You play a critical role in our organization by maintaining everyday operations in the classroom. We depend on substitute teachers to assist our students as they strive towards educational growth and achievement.

Thank you for your commitment to Polk County Public Schools. I hope you find your time spent serving our students rewarding. Your flexibility, dedication and professionalism make a difference in our schools.

Sincerely,

*Sherrie B Nickell, Ed.D.
Superintendent of Schools*

POLK COUNTY PUBLIC SCHOOLS MISSION STATEMENT

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

POLK COUNTY PUBLIC SCHOOLS EQUITY STATEMENT

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment. To file concerns, you may contact the Office of Equity & Compliance in the Human Resource Services Division at (863) 534-0781. If you require any type of accommodation to complete the application process due to a disability, please call the Human Resource Services Division at (863) 534-071. If you are deaf or hard of hearing, please contact the Polk County School District by calling Florida Relay Service at 1-800-955-8771.

GENERAL INFORMATION

I. Job Title: **Substitute Teacher**

The School Board authorizes the employment of individuals who meet Basic Qualifications/Employment Paperwork for Substitute Teaching to work in place of regular teachers on a day-to-day basis as the need arises and in accordance with the Collective Bargaining Agreement for Teachers.

Classification: While on duty, a substitute teacher is an instructional employee of the School Board.

II. Substitute Teacher Employment Procedures

Minimum Requirements:

- Applicants must be at least 18 years old
- Applicants must possess a high school diploma or equivalent
- Applicants must possess at least 30 semester hours college credit from either a regionally accredited or Florida Department of Education recognized post secondary institution.

NOTE: An official transcript must be provided to substantiate the credits/degree awarded. If you applied to the Department of Education and submitted a transcript, you may not be required to provide a transcript to the School Board.

Follow the Pre-employment steps below:

1. **Submit** [On-line Employment Application](#) (all applicants)
2. **Achieve** nomination as a substitute teacher candidate by the Substitute Teacher Office via one of the following methods:
 - Weekly reports of substitute applicants expressing interest in subbing
 - Request by applicant to review/update application status
 - Request from an administrator
3. **Complete** *Pre-employment Requirements* (Once nominated as a substitute teacher, the employment system will generate emails regarding the following *Pre-employment Requirements*):
 - *Pre-employment Paperwork* – A link to the paperwork is included in the email with instructions to print, complete and bring to District Substitute Office prior to the pre-screening appointment (W-4 will be given to candidate at the District Substitute Office)
 - *Payment* of the \$100 **non-refundable fee** by credit card at <https://pay.polk-fl.net/4310/4310.asp> or bring a money order to the District Substitute Office prior to the Pre-employment Screening appointment *payable* to the School Board of Polk County
 - *Pre-employment Screening* Appointment (If appointment must be rescheduled, please call (863) 534-0414.)
 - *New Employee Orientation (NEO)* – A link is included in the email
4. **Read** [Substitute Teacher Handbook](#)

5. **Complete** the on-line *Sub Hub Training (if applicable)*
 - When the candidate completes all *Pre-employment Requirements*, an email will be sent to the candidate with the Sub Hub access information. The substitute candidate will pay the \$20 fee. **Once the candidate completes the Sub Hub Training, he/she must provide this information to the Substitute Teacher Office.**
 - Candidates who hold or are eligible to hold a valid Florida Professional Certificate are *exempt* from the Sub-Hub training.
6. **Complete** the Pre-employment steps within 30 days of nomination or candidacy will be withdrawn.
7. **Receive** email notification that the candidate is cleared to begin work as a substitute teacher (When the candidate completes all of the above requirements, the candidate will receive an email with the following information):
 - Access ID and PIN number for the Aesop substitute calling system (You must keep your telephone number up-to-date by submitting the Sub Personal Data Change Form available on the Substitute web site.)
 - Instructions to access the District email system

III. Substitute Classifications, Salary and Time

Classifications

Substitute Teacher Classifications are in accordance with the Polk County School Board Salary Handbook [Appendix A].

Salary

The Salary for substitute teachers will be in accordance with the Polk County School Board Salary Handbook [Appendix B].

Time

Time is reported for substitute teachers during two pay periods each month. Time reported and approved for the 1st-15th of each month is paid at the end of the month. Time reported and approved for the 15th to the end of the month is paid on the 15th of the following month. Checks for substitute teachers are mailed from the District Payroll Office to the address provided on the W-4, so it is imperative the mailing address on file with the Human Resources office is accurate and up-to-date at all times. The Payroll Department recommends substitute teachers keep a detailed personal record of the days worked in a given period. Questions about salary payments should be directed to the Payroll Department immediately after receipt of the payment in question.

Substitute Teachers are scheduled to work 7.5 hours a day or less (depending upon the position vacancy). Any time worked over 7.5 hours a day will not be paid.

IV. Benefits

Social Security Alternative

Substitute teachers do not contribute to Social Security. Generally, they do not participate in the Florida State Retirement System nor are they eligible for insurance policies offered by the school system, however, as a substitute teacher, you will be a member of a Social Security Alternative Plan. The Plan Administrator sends detailed information to substitutes after they receive their first paycheck [Appendix C].

V. Responsibility of District Substitute Teacher Placement Office

Upon a candidate's successful completion of pre-employment requirements, the Placement Office will:

- Establish a personnel file
- Review and verify minimum educational requirements
- Check references
- Review and verify fingerprint report
- Review and verify drug test
- Create personnel records in both SAP and Aesop
- Email approval letter

VI. Responsibility for Substitute Calls

In order to be an active substitute teacher and be called for jobs, substitutes must be enrolled in the automated Aesop system. When you receive your approval letter, follow the instructions provided to register in Aesop [Appendices D, E and F].

VII. Remaining Active in the System

Maintaining Continuity

A substitute will remain active in the Aesop system unless he/she breaks employment continuity. To maintain continuity, a substitute **must work at least one day each ninety-day period or prearrange through the Aesop Office to be taken out of the system for a prescribed period of time** [Appendix F].

Any request for a "prearranged leave" that will extend into another school year will be considered on an individual basis. "Prearranged leaves" cannot be approved retroactively.

VIII. How to Establish Yourself as a Substitute Teacher in the Polk County Public Schools

Once you receive your letter of eligibility, we recommend you contact the person in charge of substitutes at the school(s) where you would like to work. It may either be the principal, assistant principal, dean or secretary. Get to know these people! See the District website for directions to schools, telephone numbers and school beginning and ending times.

Schedule your call or visit to the school after students are in class and before 11:00 a.m. The first and last half hours are hectic in any school. Request a copy of each school's substitute teacher handbook and become familiar with the rules and procedures outlined. If you have not taught before, we recommend you arrange a time with the school to observe different classroom situations. You may also consider making yourself a substitute teacher "survival kit". **There are training classes offered to all Polk County School Board Employees by the Florida Diagnostic and Learning Resources System (FDLRS) [Appendix G].**

IX. Evaluation

According to an amendment to Florida Statute 1012.35, districts are required to assess the quality of instruction delivered by substitute teachers who provide instruction for more than 30 days in a single classroom [Appendix H "QPOI-Quality Performance Observation Instrument"].

X. General Liability of Substitute Teacher

General liability of School Board instructional personnel for injuries suffered by students while in their care is a subject of concern for many employees. Substitute teachers have the same protection as regular teachers while employed and acting within the course and scope of their employment. While on duty, a substitute teacher is regarded as an instructional employee of the School Board. As "employees," substitute teachers comply with their supervisor's leadership and accept responsibility for knowing and following the School Board's policies and practices, including but not limited to the Code of Ethics and Principles of Professional Conduct for the Education Profession, Core Values, the Policy Manual, the Code of Student Conduct, etc.

Injuries to a student that result in liability are caused by: (1) the **intentional act** of an employee, or (2) the **negligent act** of an employee. For example, an **intentional act** would be using excessive force or hitting a student out of anger; a **negligent act** would be leaving a classroom temporarily unsupervised and a student becoming injured during the employee's absence. There is absolutely no protection from personal liability afforded an employee found to have stepped outside the course and scope of their employment and committed an intentional act resulting in injury.

Other ways employees may make their employer liable include: failing to report child abuse, neglect, bullying, or sexual harassment. The School Board is an equal employment agency and harassment or discrimination will not be tolerated among its students or employees on the basis of any protected class.

Frequently, our jobs require us to handle confidential, sensitive information that is protected by policy, state and federal laws, like the Family Education Right and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). Inappropriately releasing student records or medical information to third parties may subject you to civil and criminal penalties, and may also subject the School Board to liability and penalties. Poor judgment concerning confidential records and information may also constitute a lapse in ethics and professionalism.

**SIGNIFICANT INCIDENT REPORTS AND REQUESTS FROM PRINCIPALS TO
REMOVE A SUBSTITUTE TEACHER FROM A SCHOOL'S LIST OF APPROVED
SUBSTITUTE TEACHERS**

Incidents of a significant nature are reported to the District Office by the school Principal. Each significant incident is reviewed by District Staff to determine if the substitute should be permanently removed from the District's list of approved substitutes. The substitute teacher is notified in writing of the outcome.

Significant Incident Reports will be filed in the substitute teacher's personnel file at the District Office and may be a consideration for future employment as a regular teacher. A substitute teacher shall receive written notification of any report of Significant Incidence where disciplinary action is recommended [Appendix I].

The principal of each school has the authority to remove any substitute teacher from his/her list of approved substitutes, if the substitute teacher does not meet the Mission and Vision of the school (as determined by the school principal). Removal from a school's list based upon Mission and Vision does not constitute a Significant Incident; however, if three different schools request that a substitute teacher's name be removed based upon Mission and Vision during one school year, the substitute teacher will be permanently removed from the District's list of approved substitute teachers.

PROFESSIONAL RESPONSIBILITIES OF SUBSTITUTE TEACHERS

Substitutes must read and adhere to the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida. Substitute teachers comply with their supervisor's leadership and accept responsibility for knowing and following the School Board's policies and practices, including but not limited to the Core Values, the Policy Manual, the Code of Student Conduct, etc. The substitute will:

- Maintain a professional appearance at all times. A well-groomed instructor gives the student a sense of security and an example of neatness and composure. Dress appropriately for the job assignment.
- Observe the same hours and perform all duties of the teacher they are replacing.
- Teach students to the best of their ability under the supervision of the local school administration.
- Follow the regular teacher's lesson plans. When this is not possible, the areas not covered and the reason must be included in an informal written report for the classroom teacher [Appendices J and K].
- Have the authority to enforce all rules necessary for the proper management of their classes and the appropriate behavior of their students utilizing suitable action as outlined by the Code of Conduct and the local school administration. ***Important Note: There is absolutely no protection afforded an employee found to have committed an intentional act resulting in injury to a student. Refrain from any physical contact with students.**
- Keep such records with respect to attendance and other matters as prescribed by the local school administration.
- Consider all records confidential. ***Important Note:** Failure to adhere could result in dismissal and/or possible legal consequence.
- Be aware of their legal responsibility to take all reasonable action in quelling any situation that might arise on the school premises endangering student health, safety or education. This legal responsibility exists whether incidents arise in the classroom or elsewhere on campus. However, be reminded there is absolutely no protection afforded an employee found to have stepped outside the course and scope of their employment and committed an intentional act resulting in injury.
- Supervise their classes at all times. If it becomes necessary to leave the room, supervision arrangements must be made with the office or a neighboring teacher.
- Avoid discussing conditions in one school while serving another.
- Make no adverse comments pertaining to students, parents, teachers, or administrators particularly not in the lounge and never in the presence of students.

- Permit no students to make critical or uncomplimentary comments about another student, parent, administrator or teacher. Bullying is not permitted and shall be reported to administration for appropriate action. Courtesy and consideration of others are basic to good educational practices.
- Maintain a proper degree of formality (no first names) between teachers in professional matters, especially in the presence of students. Students are never to address a substitute teacher by his or her first name.
- Notify the office immediately regarding the nature and seriousness of the accident if a student is injured. Never send an extremely ill student to the office alone. Ask another student to accompany him/her to the office.
- Report to the office promptly any personal injuries sustained in the school building or on campus. An accident requiring the services of a physician must be reported to the District Office to initiate insurance and Workman's Compensation claims.
- Report to the office promptly any injuries sustained by students in the school building or on campus or threats of suicide. Students may require immediate 911 medical attention or the services of the school nurse or psychologist. Please check with your administrator for each particular case. For student injuries, an accident report should then be completed and faxed to our insurance carrier. Parents may need to be contacted as well. Also, be aware of students with special needs like diabetes, seizures, allergies, etc. Please consult with the school nurse and administrator to accommodate each student's special needs.
- Release no students from his/her supervision unless the student has been approved for release by the school office.
- Notify the District Office and each school they serve of address or telephone changes or in the event that they are no longer available for substitute teaching.
- Self-Reporting: Substitute Teachers shall self-report within forty-eight (48) hours to the Director of Employee Relations/Designee any arrest/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, criminal, administrative, judicial, investigatory or adjudicatory. In addition, substitute teachers 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, The Polk County School District shall comply with the confidentiality provisions of Florida Statutes.
- Any situations or questions not specifically covered within the District or local school handbooks should be addressed to the District Human Resource Services office or the school's administration, respectively.

ON-SITE RESPONSIBILITIES OF SUBSTITUTE TEACHER

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

- Report to school on time, sign in and report to the administrator responsible for substitutes to obtain access to the classroom.
- Check the regular teacher's mailbox for pertinent information.
- Review the regular teacher's lesson plans, teaching materials, general building routines and procedures, and disaster drill regulations.
- Consult the principal, assistant principal, secretary or an assigned teacher if there are questions about the day's activities.
- Serve bus duty, lunchroom duty, or any other duty assigned to the regular teacher.
- Explain lessons for the day so that students understand specific directions.
- Be responsible for the care of classrooms, furniture, equipment, textbooks, reference books and all other materials used in the classroom.
- Observe student health and safety procedures.
- Never release students from the building during school hours without permission from the office.
- Never release students from your classroom without a written pass or equivalent pass according to the school policy.
- Never leave students unattended in your classroom.
- Do not place yourself in situations outside the educational setting of the school where you could be alone with a student. This includes giving a student a ride in your car, taking a student home with you, taking a student to lunch.
- Any time you touch a student you place yourself at risk. Use common sense when you touch a student and avoid physical contact of any kind in a situation involving only you and the student, i.e., where there are no witnesses.
- Do not show any videos in your class unless you first understand the procedures required by the school. Check with administration to determine how videos are handled for the school.

Maintain effective classroom discipline:

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

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

- Classroom lighting
- Classroom temperature
- Classroom seating arrangement
- Report any problems for middle and secondary schools on the Secondary Substitute Teacher's Informal Written Report [Appendix L] and on the Elementary Substitute Teacher's Informal Written Report for Elementary Schools [Appendix M].

Secure the Classroom:

- Check teacher's procedures for collecting and grading written work assigned in the lesson plans.
- Monies collected should be deposited in the office with adequate records.
- Send all medications brought to school by students to the office at the beginning of the school day.
- Secondary Substitutes are requested to complete the Secondary Substitute Teacher's Informal Written Report [Appendix J].
- Elementary Substitutes are requested to complete the Elementary Substitute Teacher's Informal Written Report [Appendix K].

ON-SITE RESPONSIBILITIES OF CLASSROOM TEACHER

The classroom teacher will recognize the substitute teacher as an important factor in the educational program. The classroom teacher will do everything possible to provide well-planned instructions for the substitute teacher and to prepare students to work effectively with the substitute teacher. Such planning should emphasize helpfulness, respect, consideration, good manners, and behavior. The teacher will:

- Immediately inform the administrator in charge of any absence that will require a substitute teacher before school begins.
- Prepare in advance lesson plans, class rolls, seating charts, daily schedule, daily routines, and extracurricular duties.
- Provide a bell schedule, a schedule of classes, and any other schedules needed for the day.
- Provide all teaching materials needed.
- Identify classroom student monitors and helpers.
- Provide necessary forms such as attendance sheets, disciplinary referrals, or any other necessary forms with instructions.
- Maintain professionalism by avoiding unfavorable criticism of substitute teachers.
- Identify and provide procedures for handling special and at-risk students (medical, language deficient, physical, etc).
- Provide instructions for special school procedures, including emergency evacuation plans and medical emergencies.

SURVIVAL CHECKLIST

Preparation for Instruction

- Arrive early.
- Check for special instructions and discipline procedures.
- Check room conditions.
- Review and follow lesson plans.
- Locate and organize material.
- Report any problems prior to the school day and during the school day to the main office; however, do not leave your students without supervision by an adult.

Delivery of Instruction

- Begin promptly and keep students on task.
- Introduce subject according to the teacher plan/instructions.
- Implement lesson plan.
- Circulate and assist students.
- Summarize lesson after delivery.
- Check student comprehension of the lesson and instructions for the daily assignment.

Management of Student Conduct

- Have “eyes in the back of your head”.
- Be positive in your approach to the lesson and student responses.
- Catch them doing RIGHT–Praise the Positive!
- Show enthusiasm.
- Use appropriate body language; smiles/nods/eye contact/proximity.

Management of Inappropriate Behavior

- Avoid harsh tones and sarcasm.
- Avoid unkind or embarrassing comments.
- Circulate to the problem area.
- Redirect student to task or appropriate behavior with a positive tone.
- Do not ever physically handle students; call for assistance from regular teachers or administrative personnel.

APPENDIX A

SUBSTITUTE TEACHERS CLASSIFICATIONS AND DESCRIPTIONS

D2 Interim Substitute is hired to take the place of a teacher on a long- term basis due to an absence. The D2 Interim Substitute must be an approved Polk County School District Substitute and must have a Bachelor's degree. Also, the D2 Interim Substitute Teacher at a Title 1 school must be Certified, Qualified and Highly Qualified for the teaching assignment. This substitute works 7.5 hours a day. The D2 Interim Substitute is paid his/her regular daily rate of pay for the first 10 consecutive days, but on the 11th consecutive day, the daily rate of pay increases by \$10 a day. The D2 Interim receives only retirement benefits if he/she remains in the same position for more than six months, or if he/she is substituting in a vacant position. Holdback is not taken from the paychecks of the D2 Interim Substitute. The school must report time for the D2 Interim Substitute. D2 Interim Substitutes are paid twice a month.

D3 Pilot Substitute is a regular substitute assigned to work every day at the same school. Pilot Substitute positions must be allocated through the Assistant Superintendent of Human Resource Services. Before recommending an individual for a pilot position, approval must be granted. Pilot substitutes should not be assigned to long-term jobs. (Unlike the Interim Substitute who receives a pay increase on the 11th consecutive day of service, a D3 Pilot Substitute is not eligible for a pay increase after the 10th consecutive day.) This substitute works 7.5 hours a day. The D3 Pilot Substitute receives only retirement benefits. Holdback is not taken from the paychecks of the D3 Pilot Substitute. The school must report time for the D3 Pilot Substitute. D3 Pilot Substitutes are paid twice a month.

H2 Regular Substitute is a substitute who works on a day-to-day basis as needed. The H2 Regular Substitute works 7.5 hours a day. The H2 Regular Substitute does not receive any benefits. The school must report time for the H2 Regular Substitute. H2 Regular Substitutes are paid twice a month.

H2 Star Substitute is an individual who has less than 30 semester hours of college credit. The H2 Star Substitute teacher has completed special training to become eligible to work on a day-to-day basis as the need arises. Star substitutes are not approved for long-term substitute teaching assignments. Star Substitutes may not be prearranged. The H2 Star Substitute works 7.5 hours a day. The school must report time for the H2 Star Substitute. H2 Star Substitutes are paid twice a month. NOTE: This program is presently frozen and nominations are no longer being accepted for new Star Substitutes.

Related Information:

Definition of long-term jobs – Long-term jobs are defined as work in the same classroom for more than 10 consecutive days. If an Interim Substitute is absent one (1) day, the substitute will not revert to day-to-day status. If absent more than one (1) day, the school must submit an EPAF to transfer the substitute back to day-to-day status. The substitute must re-establish 10 consecutive days in the same classroom to be considered an interim substitute.

Substitute Teacher with Expired Temporary Certificate – Individuals whose temporary certificates have expired and are unable to document certification eligibility cannot be appointed as Teachers or Interim Substitutes. They are eligible to work only as day-to-day substitutes.

Substitute Teacher with Valid Three-Year Temporary Certificate – Individuals with valid three-year temporary certificates who have been released from their full-time teaching positions because of no passing score on the General Knowledge test cannot be appointed as Teachers or Interim Substitutes. They are eligible to work only as day-to-day substitutes.

**APPENDIX B
SUBSTITUTE SALARY CLASSIFICATIONS**

**Board Approved Date: December 14, 2004
Effective Date: January 3, 2005**

Employee Sub Group	Classification	Hours per Day	Hourly Rate of Pay	Daily Rate of Pay
D2	Interim < 6 months	7.50	\$12.00	\$ 90.00
D2	Interim > 6 months	7.50	\$12.00	\$ 90.00
D3	Pilot Substitute	7.50	\$10.67	\$ 80.00
H2	Regular	7.50	\$10.67	\$ 80.00
H2	Star	7.50	\$ 8.00	\$ 60.00

APPENDIX C

SOCIAL SECURITY ALTERNATIVE PLAN

As a substitute teacher you will be a member of a Social Security Alternative Plan. Soon after you receive your first paycheck, the plan administrator will send you more detailed information about your retirement plan. If you have questions in the meantime, please call the Retirement Specialist, 863-519-3978 or Payroll Director, 863-534-0554.

This plan has several advantages:

- You will not be required to contribute 6.2% of your pay to Social Security. Instead, 7.5% of your pay will be invested, on a pre-tax basis, into a retirement account specifically set up for you. Because this contribution is tax-sheltered, you will notice that your net pay is only slightly different from the amount that would have resulted from Social Security withholding.
- All of the funds which you contribute are invested in an account with a large insurance company. Your contributions, plus earnings, stay in your account and are yours to take with you if you retire or otherwise terminate employment.
- If you convert to full-time employment, you will become a member of the Florida Retirement System and will participate in Social Security. Consequently, you will make no further contributions to this Social Security Alternative Plan; however, the funds you have on deposit will not be distributed to you as long as you are an employee of the School Board. The funds must remain invested in the Plan or, alternatively, they can be transferred to another eligible plan, if you so choose.
- If you retire or otherwise terminate your employment, the funds in your account will be available to you. If you have less than \$3,500.00 on deposit, you will be paid the amount in your account in a lump sum unless you elect to transfer your funds to another eligible plan. If you have \$3,500.00 or more on deposit, you will have the option of leaving your funds in the plan or having them distributed to you under various options which will be explained to you by the plan administrator.
- In the event of your death, your account will be distributed to your designated beneficiary, or, if a beneficiary has not been designated, to your estate. (After your first paycheck, the plan administrator will mail you a beneficiary designation form.)
- Because your contributions will be going to this Social Security Alternative Plan instead of Social Security, your earnings with the School Board will not be considered when your Social Security benefits are calculated; however, research indicates that the benefits which accumulate under this plan are, in many cases, more advantageous than the benefits that would otherwise accrue from Social Security.

APPENDIX D
Sample Letter with Aesop Access Information

TO: Substitute Teacher's Name

Polk County School District, FL
Eligible to Substitute for a Teacher
SAP #

DATE

Dear First Name:

We have the pleasure of notifying you that Polk County School District, FL is using an automated service that greatly simplifies and streamlines the process of finding and managing substitute jobs in this district. This service, called Aesop, utilizes both the telephone and the Internet to assist you in locating jobs in this school district. The Aesop system is available 24 hours a day, 7 days a week. Aesop uses three methods to make jobs available to substitutes:

1. You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting Aesop on the internet at <http://www.aesopeducation.com>. If the employee has uploaded lesson plans on the Internet, you will be able to view them online once you take the job!
2. You may interact with the Aesop system by way of a toll-free, automated voice instruction menu at **1-800-942-3767**. Here, you can proactively search for jobs and manage existing jobs. We recommend calling in to check the computer recording of your name by pressing Option 4.
3. Aesop will also make phone calls to substitutes to offer jobs. The administrative office has selected the following hours as standard call times when the Aesop service may call for substitutes: 5:30:00 AM - 12:00:00 PM in the morning and 5:30:00 PM - 9:30:00 PM in the evening. The phone number we have on record for you is (863) 555-5555.

Important Notes:

*In order to access the Aesop system, you will need to enter your ID (current telephone number) and PIN numbers as follows: **ID Number Telephone number PIN Number System Generated**

*If you accept a job, Aesop will issue a confirmation number. **Please remember that your transaction is not complete until Aesop supplies you with a confirmation number.**

*Aesop will automatically make a recording of your name for Polk County School District, FL on the phone system. To review or change the recording of your name, call in to Aesop and select option 4.

Please view two training videos - Basic Training and Advanced Training. Please **print** the Quick Starter User Guide.

You must choose the schools you want to substitute at before you receive telephone calls from Aesop. **Click Preferred Schools and follow instructions to add schools.**

Future correspondence will be through the District's email system. **To access** your District email: www.polk-fl.net > click Webmail (quick links) > type full email address and password > click the Log on Button. Email: firstname.lastname@polk-fl.net Password: PCSB-last 4 digits of Social Security Number. You will need to change your password by going to <http://www.myschool.net/Default.aspx> and follow the instructions to change your password.

If your address and/or telephone number is **incorrect** go to <http://www.polk-fl.net/employment/substitutes.htm>, print the Sub Personal Data Change Form and fax it to (863) 534-0737. The ID number change will be reflected in Aesop within 24 hours. Please make note of the change.

Reminder: You must work 1 day within 90 days to remain on the current substitute list.

We are confident that you will find the Aesop experience beneficial and enjoyable.

Should you experience difficulty using the Aesop system in any way, please contact the Aesop Office by phone or email as listed below.

Aesop Administrator

APPENDIX E

SUBSTITUTE TEACHER RESPONSIBILITIES RELATING TO AESOP

- If you lose your Aesop access information, please call (863) 534-0781.
- Keep a record of past, present and future jobs.
- Call the system every night (except Fridays and Saturdays) to hear jobs that have been assigned to you and jobs that are ready to be accepted by you.
- When a cancellation is necessary, cancel the job in the system and call the school or teacher to inform them of cancellation. **THIS IS VERY IMPORTANT!**
- When changes need to be made to your personal data in the Aesop system, you must submit a Sub Personal Data Change Form to the District Substitute Teacher Office.

**APPENDIX F
SUBSTITUTE TEACHER
REQUEST FOR
PRE-ARRANGED LEAVE OF ABSENCE**

Date: _____

Return Completed form to:

**School Board of Polk County
Substitute Teacher Office
P.O. Box 391
Bartow, FL 33831**

Substitute Name: _____ SAP: _____

Request Leave from _____ to _____
Month-Day-Year Month-Day-Year

Reason: _____

Approved: _____
Date Lois Schuck, Coordinator Substitute
Teacher Placement

Denied: _____
Date Lois Schuck, Coordinator Substitute
Teacher Placement

APPENDIX G

Procedures for PCSB Professional Development and Registration on the Internet Scheduler

To register for Polk County School Board-sponsored classes, **Employees of Polk County School Board** must use the Professional Development System Scheduler found on the Internet. You must first know your SAP ID number located on the top right-hand corner of your paycheck. Go to www.hotmail.com to register for a free e-mail account.

1. Open the Internet.
2. Click on the address bar and type polk-fl.net then press the enter key.
3. Type in your SAP ID (upper right corner of paycheck 8 digits starting with 0) and the last 4 digits of your social security number then click on "login".
4. Click on the down arrow below category and select.
5. Click GO.
6. Click on the desired track (example: Technology, Instructional Strategies).
7. Click on the desired module to see specific class descriptions. If this description is not something you are interested in click on the back button on the top toolbar and click another module.
8. Click on "When and where can I take this class."
9. Click on "Register me for class."
10. You must fill in your e-mail address.
11. Click on "Process Registration."
12. Fill out non-employee database application.
13. A user ID and password will be assigned for future registration.

For **Non-Employees of Polk County School Board** to register for all Polk County School Board sponsored classes you must use the Professional Development System Scheduler found on the Internet. You will need to have an active e-mail account. You may obtain a free account by going to www.hotmail.com and registering for a free e-mail account.

1. Open the Internet.
2. Click on the address bar and type polk-fl.net then press the enter key.
3. Click on "Non-Employee Professional Development Information" (located mid page).
4. Scroll down and click on the Non-Employee In-service Database.
5. Fill in the information.
6. Be sure to print/write your user ID and password. Keep it safe. Note: By default your user ID will be your social security number unless you choose to have the computer assign you a random number.
7. Confirmation of application will be e-mailed to you with a wallet size card.
8. You must go to your e-mail address and confirm your ID number.
9. After confirming your ID number go to the Professional Development System Scheduler at polk-fl.net and login with the information you just received in your e-mail.
10. Follow the above directions starting with number 4.

Appendix H Quality Performance Observation Instrument

Polk County Public Schools

Substitute Teacher Assessment QPOL...2011-12

Date:

Last:	First:
SAP #:	School:
Substitute Teacher Signature	Observer Signature
LEARNING ENVIRONMENTS – Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.	
<input type="checkbox"/> Establishes smooth, efficient routines <input type="checkbox"/> Involves students in establishing standards for behavior <input type="checkbox"/> Applies rules and standards consistently and equitably <input type="checkbox"/> Shares learning environment management responsibilities with students <input type="checkbox"/> Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies <input type="checkbox"/> Applies strategies to engage the students who are off task <input type="checkbox"/> Uses learning time effectively <input type="checkbox"/> Uses appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic, and affective needs <input type="checkbox"/> Organizes instruction to include cooperative, student-directed groups <input type="checkbox"/> Monitors learning activities, providing feedback and reinforcement to students <input type="checkbox"/> Arranges and manages the physical environment to facilitate student learning outcomes <input type="checkbox"/> Provides a safe place for students to take risks <input type="checkbox"/> Provides clear directions for instructional activities and routines <input type="checkbox"/> Makes effective and efficient use of time required in the learning environment for administrative and organizational activities <input type="checkbox"/> Maintains academic focus of students by use of varied motivational devices <input type="checkbox"/> Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities	
DIVERSITY – Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.	
<input type="checkbox"/> Creates a learning environment in which all students are treated equitably <input type="checkbox"/> Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group and provides a range of activities to meet the various student learning styles and cultural and linguistic backgrounds <input type="checkbox"/> Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry <input type="checkbox"/> Selects and uses appropriate materials and resources that reflect multicultural contributors <input type="checkbox"/> Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities	
TECHNOLOGY – Uses appropriate technology in teaching and learning processes.	
<input type="checkbox"/> Utilizes appropriate learning media, computer applications, and other technology to address students’ needs and learning objectives <input type="checkbox"/> Utilizes instructional and other electronic networks to provide students with opportunities to gather and share information with others <input type="checkbox"/> Teaches students how to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest <input type="checkbox"/> Provides instruction to enable students to identify and use a variety of learning resources; to gather data and anecdotal information; to access computer data bank	
CRITICAL THINKING – Uses appropriate techniques and strategies to promote and enhance critical, creative, and evaluative thinking capabilities of students.	
<input type="checkbox"/> Applies varied teaching strategies, materials, and technologies to expand students’ thinking abilities <input type="checkbox"/> Assists students in selecting projects and assignments that involve the need to gather information and solve problems, and assists students in applying the rules of evidence that govern the acceptability of judgments and conclusions <input type="checkbox"/> Poses problems, dilemmas, and questions in lessons that involve value knowledge and that require evaluative thinking, and guides students in evaluating the plausibility of claims or interpretations in the field of study <input type="checkbox"/> Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs <input type="checkbox"/> Uses open-ended projects and other activities in which creative products and innovative solutions are the ultimate objectives	
COMMUNICATION – Uses effective communication techniques with students and all other stakeholders.	
<input type="checkbox"/> Establishes positive interaction in the learning environment that establishes high expectations for learning and encourages students’ desire to receive and accept constructive feedback on individual work/behavior <input type="checkbox"/> Communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students <input type="checkbox"/> Maintains standards of mutually respectful and positive interaction during individual work, cooperative learning, and whole group activities <input type="checkbox"/> Provides students with opportunities to learn from each other; motivates, encourages, and supports individual and group inquiry <input type="checkbox"/> Represents concepts through more than one method (such as analogies, metaphors, graphics, models, or concrete materials)	
KNOWLEDGE OF SUBJECT MATTER – Demonstrates knowledge and understanding of the subject matter.	
<input type="checkbox"/> Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner to enable every student to meet the performance standards required of students in Florida public schools <input type="checkbox"/> Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view <input type="checkbox"/> Uses the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner	
HUMAN DEVELOPMENT AND LEARNING – Uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.	
<input type="checkbox"/> Stimulates student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas. <input type="checkbox"/> Makes provisions for individual students based on their learning styles and developmental levels. <input type="checkbox"/> Provides learning situations that will enable the student to practice skills and knowledge needed for success as an adult. <input type="checkbox"/> Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.	

APPENDIX I

**POLK COUNTY PUBLIC SCHOOLS
SUBSTITUTE TEACHER
SIGNIFICANT INCIDENT REPORT**

Substitute Teacher: _____

SAP Number: _____

Date Incident Occurred: _____

Before submitting this report to the District Office, the Principal must first discuss the incident with the Substitute Teacher.

Description of Significant Incident - (Note who was involved, what happened, when it happened, where it happened and why it was a significant incident. Attach a separate sheet if necessary)

Based upon this incident, I am requesting that this substitute teacher be permanently removed from the District's List of Approved Substitute Teachers. I discussed this incident and my recommendation with the Substitute Teacher on _____.

Additional Comments/Recommendations: _____

Principal's Signature

Date

School

APPENDIX J
POLK COUNTY SCHOOL BOARD
SECONDARY SUBSTITUTE TEACHER INFORMAL WRITTEN REPORT

Teacher _____ Substitute _____

Please complete and leave with substitute teacher contact. Date: _____

CLASS PERIOD CLASSROOM BEHAVIOR LESSON COMPLETED OTHER CONCERNS

CLASS PERIOD	CLASSROOM BEHAVIOR	LESSON COMPLETED	OTHER CONCERNS

**APPENDIX K
POLK COUNTY SCHOOL BOARD
ELEMENTARY SUBSTITUTE TEACHER
INFORMAL WRITTEN REPORT**

CLASSROOM BEHAVIOR

Teacher _____ Substitute _____

Please complete and leave with substitute teacher contact. Date: _____

LESSONS COMPLETED

OTHER COMMENTS/CONCERNS

RESOURCES

Educational Websites for Teachers

www.polk-fl.net

Polk County Public Schools

www.fdlrssunrise.com

Florida Diagnostic Learning Resource System (FDLRS)

www.theteacherscorner.com

www.lessonplansearch.com

www.learningpage.com

www.bookadventure.com

www.theideabox.com

www.discoveryschool.com

www.atozteacherstuff.com

www.schooexpress.com

www.lessonplanz.com

www.teacher.com

www.atozkidsstuff.com

www.theteachersguide.com

www.crayola.com

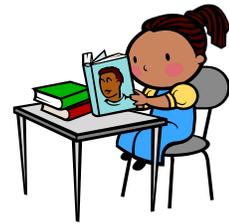
Tips for Keeping Your Classroom Positive

- ☺ Smile.
- ☺ Address students by name.
- ☺ Whisper instead of embarrass.
- ☺ Offer handshakes, high fives, or other appropriate touch.
- ☺ Encourage strengths and personal interests.
- ☺ Offer empathy when things go wrong.
- ☺ Listen actively (Stop, Look, and Think).
- ☺ Use “please” and “thank you”.
- ☺ Admit mistakes, they are learning points.
- ☺ Use humor and laugh with students.
- ☺ Avoid put-downs, sarcasm, and arguing.
- ☺ Allow choices and consequences.
- ☺ Set limits in firm but kind, enforceable statements.
- ☺ Don’t use threats.

*They Don't Care How Much You Know
Until They Know How Much You Care*

Activities for Elementary School Students

1. Create a story about things that interest them.
2. Write spelling words in ABC order.
3. Complete ten math problems you place on the board.
4. Draw and describe a new invention.
5. Practice handwriting by copying spelling words.
6. Write poems.
7. Listen to stories read by you.
8. Listen to tapes found in the media center.
9. Do reinforcement math from the back of the math book.
10. Draw a creature.
11. Think of an imaginative ending for incomplete sentences.
12. Make and decorate a calendar.
13. Use their spelling words in a story.
14. Calculate mental math problems read by you. (ex. $8 + 7$ pause $- 2$ pause $+ 6$)
15. Unscramble their spelling words. (ex. balet = table)
16. Calculate math word problems.
17. Use wall/book map for geography review.
18. View appropriate videos from media center.



Activities for Middle School Students

1. Create a story about an assigned topic.
2. Draw and describe a new invention.
3. Write poems. (Books available on types of poems)
4. Listen as you read literature, and then summarize it.
5. Write a newspaper article. (Give a choice of topics)
6. Draw a map of their school/city/state.
7. Write about the best teacher they've had.
8. Correct sentences and stories that you write on the board.
9. Create/solve a word puzzle.
10. Do reinforcement math from the back of their math book.
11. Write about the future.
12. Listen to tapes found in the media center.
13. Think of imaginative endings for incomplete sentences.
14. Express in pantomime different ways to do things.
15. Write compositions on items you have brought to class.
16. Design a travel poster for their favorite vacation spot.
17. Form 2 teams and compete to answer geography questions. (State capitals, state abbreviations, mountain ranges, etc.)
18. List as many words as they can from letters in the school name.



Activities for High School Students

1. Write stories about something that has had significance in their lives.
2. Read the newspaper and analyze what they have read.
3. Draw and describe a new invention
4. Create a crossword puzzle from vocabulary words.
5. Write an essay on a place they have visited or would like to visit.
6. Finish a poem that you have started.
7. Draw posters to illustrate what they are learning.
8. Listen to tapes found in the media center.
9. Think of imaginative endings for incomplete sentences.
10. Create an educational brochure or booklet on a range of topics.
11. Express in pantomime different ways to do things.
12. Answer questions about geographical details using maps.
13. Try to answer trivia questions.
14. Listen and analyze a selection read by you.
15. Complete analogies.
16. Complete various sequences. (1, 5, 2, 10, 31, ___)
17. Create a time-line of their life including major events.
18. Create an advertisement for a designated product.

