



Substitute Handbook 2022-23 School Year

Vision

Every student will graduate with college and career readiness skills.

Mission

Francis Howell School District is dedicated to preparing students today for success tomorrow.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating a safe learning environment for all students
- Recruiting and retaining a high-quality staff
- Promoting parent, community, student and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

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Section 1: Substitute Requirements and Expectations

Certification

The Department of Elementary and Secondary Education (DESE) requires substitute teachers to have a substitute certificate or an active Missouri teaching certificate. It is the responsibility of the substitute to keep their certification up to date. Sixty days prior to your certificate expiration, you will be notified via the email address on file with Aesop that your certificate will be expiring.

Job Availability

Teachers will report their absences into Frontline as soon as possible when the need arises to miss a day of work. These jobs are immediately available for you to view on Frontline.

If a job remains unfilled 2 days prior to the start of the assignment, Frontline will begin making phone calls. District call times are 5:15 am and 12:00 pm for the current day, and 5:00 pm and 10:00 pm for jobs the next day. You may customize your call times on your Frontline profile under 'preferences.'

Occasionally, Frontline may call you in an emergency allowing you an insufficient amount of time to report to school. For example, you may be called at 7:15 am for a position that starts at 8:00 am. If you accept this position and can arrive at school in a reasonable amount of time, please contact the building secretary with your arrival time. Contact information for building secretaries can be found in your new hire folder you received during your onboarding and orientation.

Substitute Availability

Substitutes are expected to fill at least 10-15 assignments per semester (an average of 2 -3 per month). You are encouraged to be proactive in finding assignments. Available jobs are listed immediately on your Frontline account, or you may call Frontline at 1-800-942-3767 to hear a list of jobs. If a job is still available 2 days prior to the start of the assignment, Frontline will begin calling substitutes. If you are having difficulty finding assignments or if there are extenuating circumstances that prevent you from working, please contact the substitute office.

Canceling Jobs

If it becomes necessary to cancel a job you signed up for, please do so at the earliest possible opportunity. If you are cancelling the day of the job, it is best to cancel the job in the system followed by a courtesy call to the building or to the substitute office. If the job has already started, it will be impossible to cancel in the system and you must call the building. Once a job has been accepted, it is critical that the substitute fulfills that commitment or cancel the job in a timely manner; failure to do so could result in a building excluding that substitute from working on their campus.

Reporting to School

You must report to the school office when you arrive for a position. The staff attendance secretary will direct you to the classroom and give you any further information you may need. Job start and end times listed in Frontline allow for arriving at the school before the bell rings. **Please plan to arrive at least twenty minutes prior to the start of classes to allow time to check in, get to the classroom, and review the lesson plans before the students arrive.**

Nametags

When substitutes check in with the school office at the start of each job, they will be issued a temporary nametag. While on campus, substitutes must wear or display this nametag at all times, be prepared to identify themselves as substitute teachers, and provide the name of the full-time teacher whose place they are taking. At the end of their assignment each day, substitutes must return the nametag that was issued to them when they checked in.

Plan Period

All substitutes will work a 7-hour school day, which will include both an unpaid lunch break and a paid plan period, each according to the teacher's schedule. Substitutes are expected to work through the teacher's plan period preparing for the remainder of the school day, writing notes to the teacher, completing tasks assigned by the office, or covering in a position that went unfilled that day. Substitutes are expected to demonstrate flexibility and cooperation with the school administration and its attempts to meet the instructional and safety needs of the students.

Leaving Campus

The care and supervision of the students assigned to the substitute is of paramount importance. At no time during the school day should a substitute leave campus unless authorized to do so.

At the end of the day, substitutes may leave after the buses have departed; this is generally 5 -10 minutes after school is dismissed. Before leaving, substitutes should ensure the classroom is left in good order, the substitute report is completed, and their temporary nametag is returned to the main office.

Payment

A list of pay period dates for this school year can be found at FHSDschools.org in the substitute section of the Human Resources tab.

A full day for a substitute teacher is considered any time over 4 hours; time worked is recorded in Frontline. When substituting as a para educator, however, you will need to fill out a timesheet provided by the school office because these positions are paid at an hourly rate.

It is important to check your pay stub to determine that you have been paid correctly. You can view your job history in Frontline under the Past Jobs section.

Check stubs and W-2 information can be viewed in the payroll system, Skyward. The link to log in to Skyward is in the Employee Links section in the District tab on FHSDschools.org

Retiree Subs

PEERS Retirees – limited to working a maximum of 550 hours per school year. Each retiree should be tracking their total hours worked to ensure they do not exceed their limits.

PSRS Retirees

- Working in *Certificated Positions*:
 - Limited to no more than 550 hours in a school year *and*
 - Cannot earn more than 50% of what the individual could have earned, based on education and experience, employed full-time in that position with that employer
- Working in *Non-Certificated Positions*:
 - If a PSRS retiree is hired and works in a position that does not require a teaching certificate, the individual is limited to earning a maximum of \$15,000 per school year.
 - Limits for tracking PSRS Retiree earnings for Certificated positions are totaled separately from PSRS Retiree earnings for Non-Certificated positions. See the below tables for an example of how each retiree should be tracking their hours. It is the responsibility of each retiree to track their hours and earnings to ensure that they do not exceed their limits.

Each full teaching day should be tracked as 7 hours and a half day at 3.5 hours.

PSRS Retiree working in Certified Position <i>*Hour limit of 550 AND 50% Earnings Limit*</i>		
<i>Date</i>	<i>Hours</i>	<i>Earnings</i>
10/18/2021	7	\$ 100.00
10/19/2021	7	\$ 100.00
10/26/2021	3.5	\$ 50.00
10/27/2021	7	\$ 100.00
Totals	24.5	\$ 350.00

PSRS Retiree working in Non-Certified Position <i>*Earnings limit of \$15,000. NO hours limit*</i>	
<i>Date</i>	<i>Earnings</i>
10/25/2021	\$ 95.00
10/28/2021	\$ 47.50
Total	\$ 142.50

If you have questions about the information in this section, please contact the Benefits Office at 636-851-4030.

Tax Shelter Annuity/Mutual Fund Custodial Accounts

All employees of the District, including substitutes, are eligible to participate in our tax-deferred investment accounts (403-B tax-deferred annuities and 403-B7 mutual fund custodial accounts). These accounts allow you to invest on a pretax basis in a variety of funds available through the School District. For additional information regarding this benefit, please contact the Benefits Office at 636-851-4030.

Section 2: District Policies and Practices

Liability

Actions that are not defensible that could have legal implications and that could result in losing your position are as follows:

- Leaving a class or individual students unattended
- Allowing a stranger to enter or attend your class
- Allowing a student to leave the building
- Allowing disruptive or violent behavior in the classroom
- Physically touching or punishing a student
- Giving verbal abuse or using profanity
- Promoting or allowing sexual innuendoes, conversation, or actions
- Releasing a child to a parent or anyone without going through the office
- Transporting a student in a personal vehicle
- Keeping a student after school without parent/guardian permission
- In elementary grades, not escorting students to designated areas (e.g. art, music, physical education) or not escorting them back to the classroom from these areas. Students are also escorted to the bus loading area
- In secondary grades, not being at a duty station before, after, and between classes
- Not following up when a student is overdue in returning to the classroom
- Taking pictures of a student or class with a camera/video/cell phone

The district provides liability insurance for substitutes, however, if you place yourself in a position that is not defensible, it may be a problem for everyone.

Corporal Punishment

THERE IS NO CORPORAL PUNISHMENT OF ANY KIND ALLOWED AT ANY GRADE LEVEL and one should never touch a student as a means of discipline.

You should not place any students in the hallway, embarrass anyone, or leave the room unattended. If you need any assistance, you may send a student to the office or use the call button if one is available.

Substance Use

The district has a no-smoking policy for all buildings and on school property, including E-cigarettes and chewing tobacco.

If you suspect substance abuse on the part of a student, contact a building administrator. **Do not** confront students involved with such infractions.

Snow Days

If school is canceled due to inclement weather, please do not report to the school. School closings are reported over local TV stations and listed on FHSDschools.org. While every attempt will be made to put the school closing on Frontline, it is the substitute's responsibility to be aware of school closings.

Emergency Situations

At your substitute orientation, you should have received a sheet with an overview of emergency procedures in your new hire folder. Please review these policies to be followed in the event of an emergency. In some cases, you may be subbing in a school when a drill is conducted for one of the emergency situations. It is your responsibility to know and carry out these procedures.

When you arrive to a substitute job, locate the emergency information in each classroom to familiarize yourself with the emergency procedures. This information should be posted near the doorway. Each classroom is also provided with an emergency binder, which is located near the teacher's desk.

Child Abuse

Be alert to any signs or symptoms that indicate possible abuse. Contact a building administrator or counselor if you have a concern about a student.

Workplace Injuries

The Francis Howell School District has a procedure in place regarding on-the-job injury. If you should become injured while substituting, report immediately to the principal and/or school nurse. Please refer to the workers' compensation procedures available on the district website. Always call the Benefits Office at 636-851-4030 if you are injured at any time on district property.

Evaluation Procedures

Substitutes may be asked to fill out an evaluation form provided in the substitute folder and leave it in the office at the end of the day. Use of this form provides the substitute an opportunity to explain any circumstances that may have affected performance.

If a questionable situation arises during the school day, every effort will be made by the administration to speak with the substitute regarding the concern. If a report is made after the job has ended, someone from administration or the substitute office will contact the substitute for further information. Depending on the situation, the substitute may be restricted from a specific classroom, a specific building, or the District.

Removal from Service

Training: Each summer, mandatory training is required to remain on the active substitute list for the upcoming school year. In May, a letter will be emailed to you with instructions on completing this training. Failure to complete the mandatory training by the beginning of the school year will result in removal from the substitute list.

Inactivity: A substitute who does not actively sub during the school year may be removed from the active substitute list in an effort to maintain an accurate list of working substitutes.

Resignations: If at any time you are no longer interested in or available to substitute, please contact the substitute office.

Removal: A substitute may be removed from service on a particular campus or in the District if the school administration and the human resources administrator conclude it is in the best interest of the District to do so. Misconduct that is determined severe will result in immediate removal from the substitute position.

Section 3: Successful Substitute Teaching Strategies

Job Descriptions

Become familiar with the various jobs available to you as a substitute at Francis Howell. Below are descriptions of substitute roles and classes that substitutes frequently ask for more information on:

Paraprofessional: Under the direction of a certified teacher, performs a variety of classroom, general, and clerical duties related to assisting a student.

Spectra – Gifted - Spectra classes support our students identified as gifted. The classes use a project-based curriculum that is designed to challenge students. The class schedule is designed around grade level needs and will vary by building.

Resource - Special education resource teachers provide instruction in a variety of content and skills areas including math, reading, writing, and social skills. Students in these classes are working primarily on grade level content with accommodations and modifications. Resource teachers work with students in small groups in a special education setting and/or push in to regular education classes. Secondary resource teachers tend to focus on one or two areas of instruction while elementary teachers may provide instruction based upon skill or grade range.

Essential Skills/Low Incidence - Special education essential skills teachers provide content, social skills, and life skill instruction. Students have a significant level of cognitive and/or language delays. Most students in essential skills classes participate in general education for at least a portion of their day. Paraprofessionals often provide support to the classroom at least part of the day.

Dress Code

The way you dress is an important factor for a substitute teacher. Studies have shown that how substitutes are perceived is, in part, relative to how they dress. The more professional you look, the better you will be able to command the respect you deserve.

Duties and Responsibilities

The role of a substitute teacher is to provide continuity of the instructional program as planned by the regular teacher. Effective learning activities and a positive working relationship with the students are imperative. As a substitute, you will be asked to assume duties as the principal directs and may be asked to cover another teacher's classroom in an emergency. You are subject to the same policies and must assume responsibility for students under your supervision and maintain a positive, orderly environment at all times.

Professional Ethics

In your role as a substitute, situations may arise involving students, teachers, and parents that must remain confidential. Refrain from speaking about such situations and the individuals involved; sharing confidential information about students, teachers, and parents is harmful. Furthermore, avoid conversations with students that disclose personal information about yourself or them. Never discuss another student with a parent, even in an informal way.

Additionally, you may have access to student records and reports. Many records you may encounter in your work are confidential and maintained to provide child development information to professional staff; these should be handled with extreme care and treated as confidential.

Professional Conduct

You should become as knowledgeable about the procedures and policies of Francis Howell School District as possible. District policies may be reviewed at FHSDschools.org

All adults will be expected to conduct themselves in a manner reflective of a positive role model for children. Behavior contrary to this expectation will result in disciplinary action, including being restricted from subbing in certain classrooms or buildings. Substitutes who receive multiple classroom or building restrictions will be removed from the substitute list and will not be allowed to substitute in the Francis Howell School District. Misconduct that is determined severe will result in immediate removal from the substitute position.

Classroom Management

Exercising control of the situation from the very beginning is the key to successful substituting. Be at the door greeting students as they come in. Immediately after the bell rings or morning announcements are completed, introduce yourself and write your name on the board. Announce that you will be following the plans left by their regular teacher and that you will be leaving a summary of the day for the teacher to review on his/her return.

Being positive and giving encouragement is the best way to manage a classroom. If available, follow the discipline procedures used daily by the teacher. If no procedures are evident, briefly outline your rules and expectations for them, including consequences for misbehavior. Follow through on these in a consistent and fair manner. Do not make threats of punishments that you cannot enforce to individuals or to the group. If necessary, consult with an administrator to see what alternatives are available for coping with behavior problems.

Please note: Substitutes must supervise students in the hall between classes and in the classroom throughout the school day.

Maintaining a Positive Environment

- Be sure the students know your name and try to use theirs when possible
- Avoid sarcasm, ridicule or negative comments; a positive respect for all is essential
- If you appear enthusiastic and pleased to be there, the students will respond accordingly
- Limit the amount of talking you do and maintain a quiet, assertive tone at all times
- Review the existing rules about talking, getting out of their seats and leaving the classroom. If you are unaware of the classroom rules, establish them yourself. The rules should be simple to follow and reasonable
- Be sure the students are supervised at all times, including in the halls between classes
- Deal with misbehavior in a quiet, calm, matter-of-fact manner without embarrassing the student
- Keep the teacher's desk and confidential material secure
- Treat students in a firm, fair, and consistent manner. Refrain from showing favoritism and from accepting jobs in your child or grandchild's classroom

Elementary School: Expectations and Tips

For ease in identifying students, a useful practice is to ask the students to write their names on a card and tape it to the front of their desks. If a seating chart is not available at the elementary level, calling roll is acceptable for attendance.

Write the daily schedule on the board and review it throughout the day so the students know what work to do without having to ask numerous questions.

The first priority is to complete the lesson plans for the day in an effective manner. However, even the best plans sometimes fall short, leaving extra time to fill. Having a “bag of tricks” available will be helpful in elementary classrooms: a collection of games, stories, art projects, puzzles, riddles, etc. to use as fillers will help you maintain a controlled environment.

A summary of the day’s activities should be left for the teacher on his/her desk.

This communication is essential for the classroom teacher. Strive to include the following:

- What was accomplished by subject area; i.e. reading, math, language arts, etc.
- A list of students who left the class, the time they left, and where they went. For example, students may leave for special education classes, gifted classes, band, the nurse or the office
- A list of students who were very helpful or those who caused problems, and how they were helpful or problematic
- Graded papers if requested by the teacher

Secondary School: Expectations and Tips

Before students arrive, write the assignment on the board; this will make for a smoother transition, reduce confusion, and encourage students to stay on track with the class goals. Get the students working on the day's assignment before taking attendance. An updated seating chart should be available, but if there are discrepancies, please make a note to the teacher.

After taking attendance, circulate throughout the class while students are working to answer questions or assist as necessary. Explain to students that they have three options when their work is completed: 1) continue with other work for the class, 2) work on an assignment from another class; however, they are not allowed to go to their locker if they do not have the materials with them, or 3) sit quietly.

Ensure that any student you release from the classroom has a hall pass; this includes when you allow a student to go to the restroom, another class, an administrator, the nurse, or the office. These are the only reasons a student should be permitted to leave the classroom; students may not leave the classroom to go to their locker. If a student becomes persistent that they be allowed to leave the room under other circumstances, give him/her the choice of going to the office to ask permission or returning to his/her seat.

A summary of the day's activities should be left for the teacher on his/her desk.

This communication is essential for the classroom teacher. Strive to include the following:

- What was accomplished during each class period
- A list of any students who left the class, the time they left, and where they went
- A list of students who were tardy
- A list of any students who were very helpful or those who caused problems and how they were helpful or problematic
- Graded papers if requested by the teacher

Seeking Help

As a substitute, you should never hesitate to seek help when needed. Everyone in the school system wants you to be successful. Key personnel are always available to assist the substitute with instructional questions or classroom management concerns. These personnel include neighboring teachers, office staff and administration. Do not hesitate to contact the substitute office at 636-851-4003 if you have any questions or need assistance.

Thank you for serving the Francis Howell School District as a substitute!