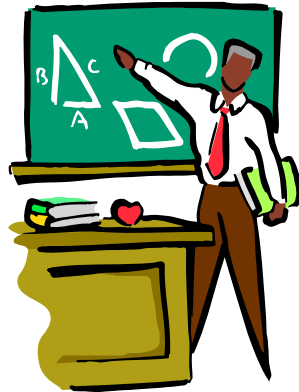
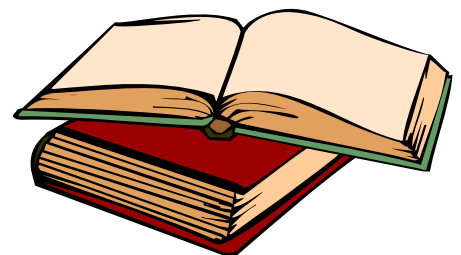


GUIDE FOR SUBSTITUTE TEACHERS



**Office of Human Resources
Jackson Public Schools
Jackson, Mississippi**

An Equal Opportunity Employer



INTRODUCTION

Welcome to the 2008-2009 school year! As a substitute teacher, the service you provide to the district is invaluable. The opportunities for students to learn must continue, regardless of the reason(s) the teacher is absent. The services of dependable, well-prepared substitute teachers are essential to Jackson Public Schools as we meet the educational needs of our students. The information contained in this handbook is provided to assist you in your important role.

The school district depends on you to be available to substitute during the time you have indicated to us that you will be able to serve. Therefore, if you become unavailable for a period of time, please contact the Sub Office at 960-8752. If you refuse work for three consecutive calls, your name will be removed from our active list and placed on the probation sub list. Refusing to sub five times in a given month will result in your name being removed from the list.

In order for the Sub Office to do a good job of filling vacancies, please adhere to the following:

Do not sign up to be a substitute unless you will be available to work. A substitute is required to be available to accept jobs at the time of employment.

Please accept the jobs that are offered to you. As often as possible, we will give you several options from which to choose. However, sometimes no choices are available and children are in need of a teacher in the classroom.

Do not accept a job unless you can work the entire job. For example, do not accept a full day's job if you can work only half the day.

Sometimes we may call you after school has already started. In that case, the teacher who must be absent probably had an emergency and your services are needed. As often as we can, we will let you know about an assignment at least one day prior to the assignment.

If you become ill while on the job, notify the school administrator immediately. If you become ill and cannot report for a job, please contact the Sub Office immediately.

If you move or change your telephone number, please contact the Sub Office with your new information.

Thank you for your willingness to serve the students of Jackson Public Schools. May the 2008-2009 school year be one that is deeply rewarding!

Substitute Teacher Qualifications

- Official transcript in a sealed envelope from a four-year college showing an Associate or Bachelor's degree and date degree conferred
- Two forms of identification (Driver's license or picture I.D. and Social Security card, etc.)

Application Process

Applications are taken online at www.jackson.k12.ms.us.

Question call 601-960-8752 ask for Ms. JoAnne Shelton, Personnel Specialist. The Substitute Office is open daily from 8:00 a.m. to 2:00 p.m.

Applicants must complete the following documents before becoming eligible to serve:

1. Substitute Teaching Application online (classified)
2. Two (2) Reference Evaluations (Forms are to be completed by former employer, teacher, principal, or someone who is not related to applicant) online.
3. Employee Withholding State Exemption Tax Form
4. Employee Withholding Federal Allowances Tax Form
5. Form I-9 Employment Eligibility Verification
6. Background Check Authorization Form
7. Child Abuse Registry Authorization Form
8. Official Transcript in a Sealed Envelope

Once the application process has been completed, eligible applicants will attend a mandatory workshop and be fingerprinted; the cost is \$32 for fingerprinting. This workshop includes a video, sub handbook, and other pertinent information needed to be an effective sub teacher.

Note: *Jackson Public Schools is interested in substitute teachers who want to work on a regular basis. **Therefore, the names of substitute teachers who refuse three job offers within a given month will be placed on probation. Subs that refuse to sub five consecutive times will be terminated from the sub list.***

Hours of Instruction

Under ordinary circumstances, the substitute teacher should work the following hours:

Elementary Schools..... 7:25 to 2:30
Middle Schools..... 7:30 to 3:00
High Schools..... 7:45 to 3:30

HOURS FOR HALF DAYS

(A.M. SUBSTITUTE)

Elementary Schools..... 7:25 to 11:30
Middle Schools..... 7:30 to 11:30
High Schools..... 7:45 to 11:30

(P.M. SUBSTITUTE)

Elementary Schools..... 11:30 to 2:30
Middle Schools..... 11:30 to 3:00
High Schools..... 11:30 to 3:30



Successful Substitute Teachers Always

- ✓ Dress professionally.
- ✓ Avoid extremes in clothing, grooming, make-up.
- ✓ Are clean and well groomed.
- ✓ Are courteous when speaking to school officials over the pt person.
- ✓ Allow ample time to commute to the school in which they will be substituting.

There will be times when the permanent teacher, cannot provide lessons plans, plans that are available are impossible to decipher, or the plans are too short for the time available. Please contact the front office for an administrator to let them know, how you should handle the class that day.



Checklist for Substitute Teachers

The following represents a tracking system to employ when fulfilling the responsibilities of a substitute teacher.

1.	Report to the school's main administrative office upon arrival.
2.	Obtain materials, information, room key, etc. from school officials in the main administrative office.
3.	Sign in at the school's administrative office.
4.	Become familiar with the school's daily schedule and routine for both the school and the class by obtaining the necessary documents and talking with the school's administrators and/or teachers.
5.	Prepare all materials needed for the day's lessons.
6.	Secure all media materials needed for the day's lessons.
7.	If possible, arrive at the classroom prior to the first student and prepare it for the day's activities.
8.	Secure the teacher's substitute teaching kit at the administrative office or from the teacher's desk.
9.	Write your name on the chalkboard.
10.	Introduce yourself to neighboring teachers.
11.	Check roll in each class.
12.	Complete the various forms associated with attendance, tardies, cafeteria, academics, etc.
13.	Start class on time.
14.	Follow the regular teacher's lesson plans.
15.	Fulfill the regular classroom teacher's extra duties.
16.	Try to involve all students in the lesson.
17.	Be enthusiastic.
18.	Act professionally.
19.	Leave the classroom in order with all materials and equipment stored in their appropriate places.
20.	Check assignments turned in by your students.
21.	Close windows, turn off lights, turn off media equipment, and so forth.
22.	Complete any reports that are due at the end of the school day.
23.	Avoid criticism of the regular classroom teacher.
24.	Return keys and other items to the school administrative office.
25.	Write notes pertaining to the day's lessons, student management problems or positive student behavior, etc. and leave them in the substitute teacher kit.
26.	Check with the school administrator or office manager to see if you will be needed the next day.

Procedure for Payment of Substitute/Limited Service Teachers

A regular substitute teacher is defined as one who works on a daily basis for various teachers or one who works for the same teacher fewer than twenty-one consecutive days. A regular substitute teacher will be paid \$65.00 for a full day of service or \$35.00 for a half day of service.

A limited service teacher is defined as a regular substitute teacher who works twenty-one or more consecutive days for the same teacher and who has been recommended by the principal to receive limited service pay of \$85.00 per day. He/she will be paid an additional \$20.00 per day for the twenty days already worked in that same position. *(Retired teachers need to see a Human Resources Representative to inquire about limited service pay)* **Only substitute teachers that possess a bachelor's degree are eligible for limited service.**

Retired teachers that work in a limited service position will be paid his/her per diem rate only if they are certified in the subject area. If the retiree is not certified in the subject area, he/she will only be paid \$85 per day for the limited service. Before accepting a limited service position, retirees should speak to a Human Resources Representative to inquire about certification and pay.

Both regular substitute teachers and limited service substitute teachers are paid only for actual days worked in the classroom. They receive no compensation for days not worked including sick days, holidays, and inclement weather days.

Paychecks for substitute and limited service teachers will not necessarily include payment for all the days worked in a specific month. Principals prepare payroll approximately twelve (12) days before the end of each calendar month, compensation for days worked after the payroll has been prepared will be made in the next month's check. A schedule of payroll days included in each month's check will be provided to each substitute and limited service teacher.

Unemployment Information (PLEASE READ)

Section 71-5-511(h)(ii) (h) Benefits based on service in employment defined in Section 71-5-11, subsections l(3) and (4), shall be payable in the same amount, on the same terms and subject to the same conditions as compensation payable on the basis of other service subject to this chapter; except that:

(ii) With respect to services performed in any other capacity for an educational institution, benefits shall not be paid on the basis of such services to any individual for any week which commences during a period between two (2) successive academic years or terms, if such individual performs such services in the first of such academic years or terms and there is a reasonable assurance that such individual will perform such services in the second of such academic years or terms, except that if compensation is denied to any individual under this subparagraph and such individual was not offered an opportunity to perform such services for the educational institution for the second of such academic years or terms, such individual shall be entitled to a retroactive payment of compensation was denied solely by reason of this clause. In no event shall benefits be paid unless the individual employee was terminated by the employer.

EXPLANATION: Substitute teachers are considered ineligible for unemployment during school holidays and summer vacation.

Anyone employed by a school district that has not been terminated by the district is considered between successive academic years or terms during the school holidays and school vacations and therefore, will be denied unemployment benefits.

A limited service teacher (long term substitute) would also be ineligible for benefits due to being eligible to do substitute teacher work after the limited service position ends.

Corporal Punishment

Corporal punishment **SHALL BE PROHIBITED IN THE JACKSON PUBLIC SCHOOL DISTRICT AS OF JULY 1, 1991**. Corporal punishment is defined as a punishment that involves physical contact or punishment to a student from an authority figures this includes but is not limited to physical labor, hitting, pushing, slapping, or kicking any student. Grabbing a students arm or a student's clothing is considered a form of corporal punishment. Jackson Public Schools does not tolerate corporal punishment in any form. Each school shall adopt a discipline plan, which sets firm, consistent, positive limits and which provides warmth and support for appropriate student behavior. Discipline should have the qualities of understanding, consistency, firmness, and fairness.

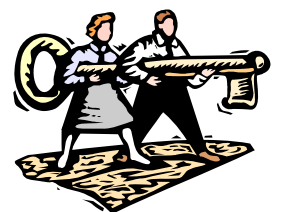
Note: Use of corporal punishment will result in immediate termination of your employment as a sub teacher.

Working with School Staff

Substitute teachers interact with a variety of school personnel. The ability to communicate positively and effectively with school personnel affects the quality of instruction that students receive.

Many exceptional education and primary grade classes use the services of instructional assistants or teacher assistants. Most instructional assistants demonstrate knowledge and skill regarding student instruction in their assigned areas. They know the daily routines, schedules, classroom rules, and most importantly, the students. They are often the best source of information and assistance when substituting in these classes.

If a class has an instructional assistant, discuss teaching



Responsibilities and roles with the assistant prior to the Beginning of the class. Each person can mutually assist the other one in delivering quality instruction to the students.

GENERAL DUTIES

Reporting to the School Site

- Arrive at the school site at the regularly schedules time or, if you have received a late call, as soon as possible.
- Report to the principal's office and record your name on the appropriate sign-in sheet.
- Request a copy of the teacher's schedule and ask if there are any extra duties for the day. Clarify the lunch schedule; high schools, in particular, have complicated bell schedules for lunch.
- Obtain the teacher's lesson plans, class rolls, books, attendance forms, absentee slips, etc., if they have been left in the office.
- Inquire about end-of-day responsibilities (such bus duty) and procedures (such as safeguarding the teacher's materials).

Before Classes Begin

- Introduce yourself to the team leader or teacher in an adjacent classroom so that you will have someone to call on if you have questions or problems.
- Organize materials to be used during the day and check any equipment that will be used to ensure that it is working properly.
- Locate the class seating charts.
- Familiarize yourself with fire drill and other emergency procedures as well as fire extinguisher locations.
- Locate the faculty lounge, cafeteria, rest rooms and team meeting rooms.
- Check the school's procedure for reporting attendance and absences.



Planning Period and Lunch

- If possible, lock the classroom when you leave it. Do not leave handbags or valuables unattended.
- Do not leave the school during your planning period or lunch. If an emergency arises, consult the principal or his/her designee.
- Follow procedures given to you by the school's administrative staff.

End of the Day

- Leave a note for the teacher in the plan book informing him/her how the day went. Be honest and note specific problems or student commendations.
- Leave the teacher's materials and student work in the classroom or in the office as instructed.

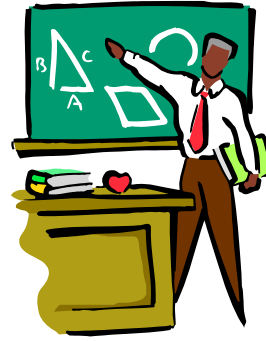
If You Are Assigned a Classroom with Computer Equipment

- Be aware of the proper treatment of the equipment:
 - No mouse balls should be out of the mouse.
 - Printers are supplied with paper.
 - Keyboards and cables are connected.
 - Computers are shut down as instructed.
 - Equipment is turned off at the end of the day.



- Do not assume that someone else will secure the room and equipment for you.

TEACHING DUTIES

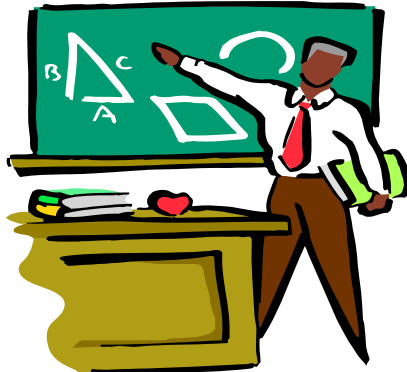


Before Classes Begin

- Write your name on the chalkboard.
- Familiarize yourself with the teacher's lesson plans and Teacher's editions of the textbooks.
- As time permits, make notes on the lesson in your own words so that you'll be more comfortable with the materials and better organized in your presentation.
- Write down key concepts, definitions, examples, etc.
- Write down questions that you will ask the students.
- Anticipate students' questions about the material and be prepared to answer them.
- In elementary schools, where there are no breaks between classes, quickly review plans and organize materials for the next lesson while the children are completing the current activity.
- Once you are familiar with the school routine, remain close to the classroom door in the hallways during class changes.

During Each Class

- Begin class as soon as the bell rings. A prompt organized beginning will project an "in charge" image.



- If any students are still standing after the bell rings, ask them to be seated.

- Greet the class and introduce yourself.
- Follow the lesson plan furnished by the teacher or note any changes you implemented.
- Present an overview of the day's lesson (and a review of the previous lesson if you are returning to a class for the second day).
- Introduce the activity by including the following information:
 - The title/type of lesson
 - The instructional objectives
 - The students' roles—taking notes, reading, writing, etc.
 - The amount of time to be spent on the activity
 - Related activities—discussion groups, homework, etc.
 - Evaluation (project, composition, test, etc.)
- During the introduction of the lesson, motivate student interest by emphasizing the value of the lesson to them academically or personally.
- Throughout the class, ensure that students understand the lesson.
 - Give clear, concise directions and explanations.
 - Use the chalkboard or verbal cues to emphasize points or clarify complicated directions.
 - Watch for signs from the students indicating confusion or an inability to hear or keep up with lecture notes, and adjust your presentation accordingly.
- If students are doing seatwork or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.



- Don't let the instructional pace lag. Move quickly from one activity to another.
 - Handle materials in an orderly manner. Have everything organized so that you don't waste time looking for books, lesson plans, etc., while students remain idle.
 - Ask serious students to assist you in passing out and collecting papers, books, etc. Check for lists of "suggested helpers."

- As much as the lesson plan will allow, vary the students' roles during the class. For example, rather than have them be listeners for an entire hour, provide activities that will require them to alternatively listen, write, and discuss. Younger students in particular have short attention spans so plan a variety of activities to prevent their getting restless.
- Vary the order in which you call on students.
- Avoid confusing students by jumping abruptly from one activity to the next. Make the transition between activities systematically, as follows:
 - Step 1: Summarize the first activity.
 - Step 2: Pause for questions and comments.
 - Step 3: Introduce the next activity.



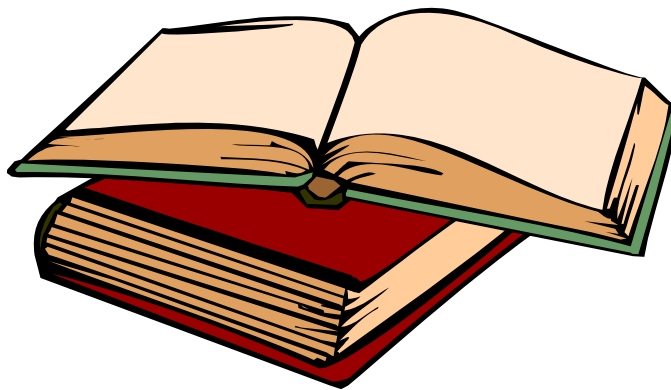
At the End of Class

- Collect the students' work.
 - Immediately secure papers with a paper clip or rubber band to ensure that none are misplaced.
 - Label the papers with a cover sheet.
 - Verify with students that all papers have been turned in.
- Review important points of the lesson following these steps:
 - Summarize the lesson, emphasizing the purpose of the day's activities.
 - Answer and ask specific questions about the lesson.
 - Example: Why are whales classified as mammals rather than as fish?
 - Review overall objectives. Example: A lesson on using an encyclopedia to identify types of whales could be related to the overall objectives of developing research skills, writing reports on endangered species, and/or improving environmental awareness.

- Preview the next class.
Example: Tomorrow you will view a film on various types of whales and form discussion groups to brainstorm methods for protecting endangered species.
- Go over the homework assignment with the class.
Explain the assignment, encouraging students to ask questions about any aspect of the assignment that they don't understand.
Give directions on how the work is to be done and when the assignment is due.
Go over examples from the exercises to ensure that students know how to do the assignment.
Give directions for the next class meeting (bring textbooks, complete worksheets, etc.).
- Give the students specific directions for end-of-class housekeeping chores. For example, rather than asking the class to "put everything away," request that the first person on each row collect the dictionaries.
- Complement the students on their performance and thank them for their good behavior and work. Let them know that you will inform their teacher of what took place in the classroom.

After Class

- Organize and label the students' work.
- If you were unable to complete the lesson, leave a note for the teacher indicating how much you were able to cover.



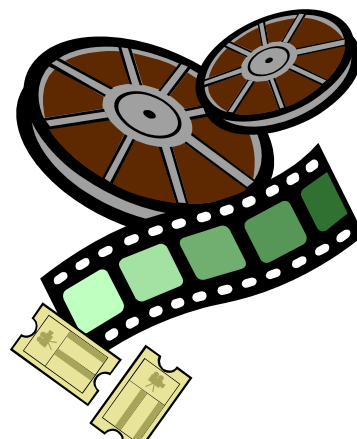
Avoiding Negligence

Primary among many substitute teachers' concerns is protecting their students from harm and themselves from lawsuits. While not all accidents can be avoided, liability for them can be if the teacher has provided adequate supervision. The following guidelines may help you prevent injuries to students under your supervision, act responsibly in the event of accidents and avoid legal problems should mishaps occur.



1. **NEVER LEAVE STUDENTS UNATTENDED.** Use the classroom intercom or send a student with a message if you need to contact the principal or another teacher.
2. **NEVER USE CORPORAL PUNISHMENT WITH STUDENTS.** Corporal punishment includes hitting, pushing, pinching, forcing a child to stand up for long periods of time, making a student do pushups, or using any physical force.
3. **NEVER GIVE MEDICINE OF ANY KIND, INCLUDING ASPIRIN, TO STUDENTS.** Refer students who are taking medication to the office.
4. **DO NOT ORDER A DISRUPTIVE STUDENT TO LEAVE CLASS UNSUPERVISED.** Instead request assistance by asking a student to take a note to the office for you or ask another teacher to supervise your class while you escort the student to the office.
5. Maintain a neat, orderly, and safe environment for students.
6. Know how to quickly contact school personnel who can assist you with an emergency.

7. **Report accidents or injuries to the office immediately.** As soon as possible write down what happened for school authorities and keep a copy of the report for yourself.
8. If a student appears to be ill, call for assistance. If the student does not return to class, check with the office to verify his/her status (dismissal, waiting for a parent, etc.)
9. Follow school procedures for allowing students to leave the campus early.
10. **Do not keep students after class or after school.**
11. No persons from outside the school should be permitted to question or interview a student except in the presence of the principal, assistant principal or his/her designee.
12. If someone comes to the classroom to pick up a child, refer him/her to the office. The student should not leave your class unless you have permission from the administration.
13. Obtain permission from the principal before sending notes or other communication home to parents.
14. Avoid introducing controversial subjects or materials (information on the occult, questionable cartoons, etc.) to classes.
15. Do not advertise products or services during class.
16. Do not date students or socialize with them after school.
17. Avoid being left alone with a student for extended periods of time.
18. Safeguard equipment and materials against abuse or theft.
19. If a student teacher is assigned to your class, remain on duty in the classroom, assisting the student teacher as necessary.
20. Preview all films or videotapes for content prior to using them in the classroom.



Jackson Public School District
Jackson, Mississippi



SUBSTITUTE TEACHER EVALUATION FORM

Substitute: _____ Date: _____

Teacher: _____ Grade: _____

School: _____ Subjects(s): _____

This form is to be completed by the teacher on the day following the substitute's teaching.

Please place a check under the response that best represents your evaluation of this substitute.

ITEMS		YES	NO
1.	Lesson plans were followed as directed.		
2.	School and classroom procedures were followed.		
3.	Adequate and accurate information was left by the substitute regarding the day's activities.		
4.	Classroom, teaching supplies, and equipment were left in a satisfactory manner.		

Additional Comments:

Teacher's Signature

Date

HELPFUL HINTS FOR SUCCESSFUL SUBSTITUTE TEACHING

1. Arrive early, not just at the required time.
2. At each school familiarize yourself with locations of fire extinguishers, emergency exit routes, etc.
3. Keep a sense of humor. It helps both the digestive system and the climate in the classroom.
4. Expect to be challenged. It comes with the territory at all grade levels.
5. Have some “emergency plans” in case lesson plans are either missing or inadequate.
6. Let the teacher know specifically what lessons weren’t completed in your detailed note that you leave for the teacher at the end of the day. Explain why, if needed.
7. Don’t feel threatened or uncomfortable when administrators visit your classroom. They can be a great help in maintaining discipline.
8. Make sure the students know your name, but don’t let them call you by your first name. To allow that diminishes the respect you want to establish and maintain.
9. Immediately familiarize yourself with the “good students” identified by the teacher or others familiar with the class. Mention their helpfulness in your note to the teacher.
10. Expect interruptions. Fire drills, visits from other teachers, students being “pulled out” for other programs and services are common happenings.
11. When in doubt, confused, or otherwise unable to carry out your duties, seek help from another teacher at the same grade level or subject area.
12. Do more than is required. Your extra effort will be noted and appreciated.



SUBSTITUTE TEACHER EVALUATIONS

The Jackson Public School District does not conduct formal evaluations of substitute teachers; however, teachers or principals may submit a substitute teacher performance report at any time. When the performance of a substitute teacher is reported to be **unsatisfactory**, the substitute teacher may be barred from returning to that particular school or, if the infraction is major, may be removed from the substitute list altogether.

A substitute teacher may be removed from the district substitute list for failure to satisfactorily perform the job. Reasons for removal include but are not limited to the following:

- Repeated refusal to accept assignments
- Use of profanity
- Use of corporal punishment
- Failure to follow instructions of the administrator
- Failure to properly supervise students and ensure student safety
- Sexually harassing a student or school employee
- Failure to perform assigned duties
- Having a weapon on school/district property
- Failure to act in a professional manner
- Gross misconduct

Note: Substitute teachers and limited service teachers are employed on a day-to-day basis by the school district. There is no contractual agreement for employment between a substitute teacher and the School Board beyond the day's assignment for which the substitute is called and for which he/she agrees to work.

NOTES