FAYETTE COUNTY PUBLIC SCHOOLS

SM

Where Excellence and Creativity Merge

Fayette County Public Schools

Substitute Manual

2022—2023

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FAYETTE COUNTY PUBLIC SCHOOLS

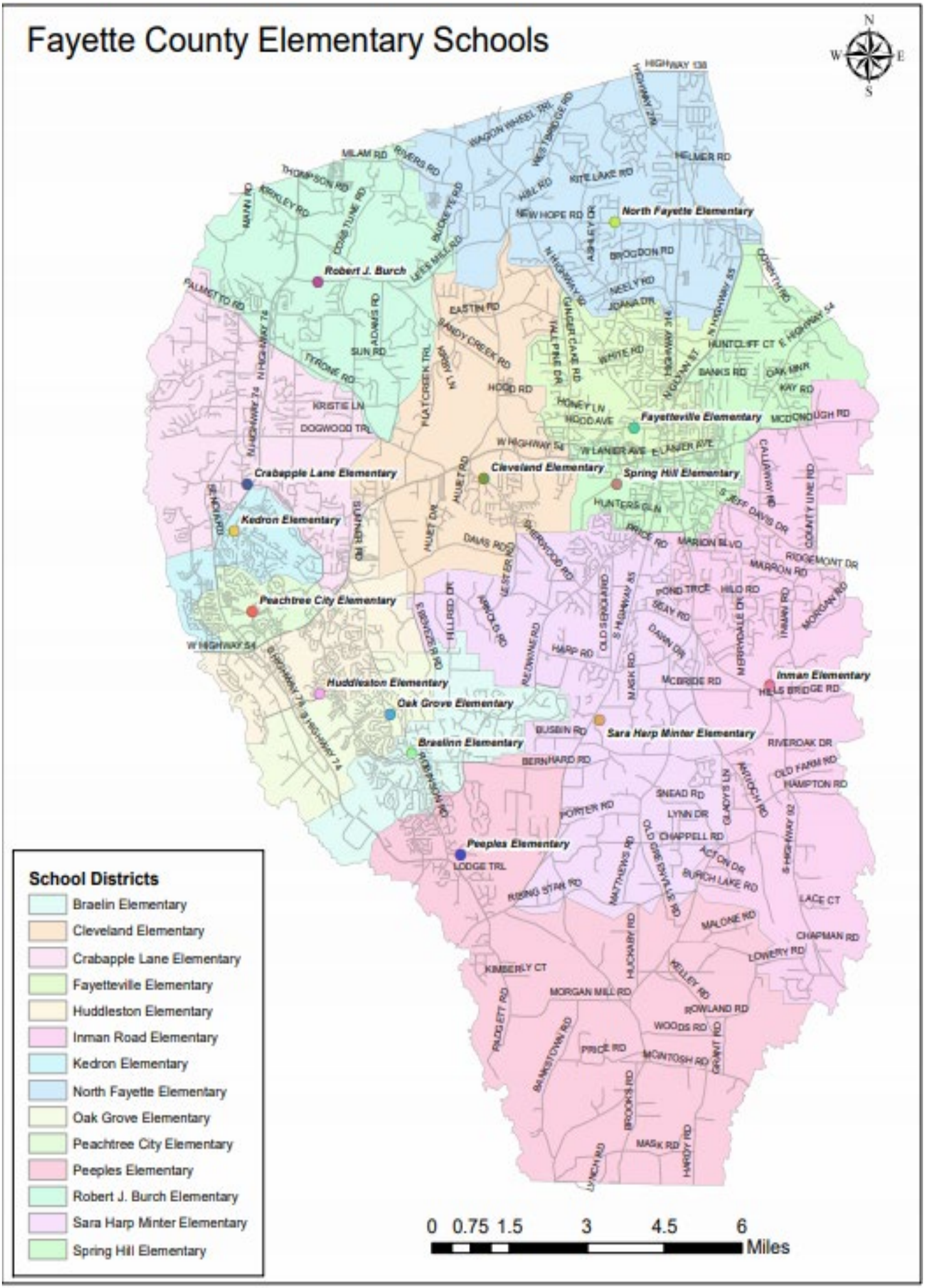
SM

Where Excellence and Creativity Merge

School Location

Directory

Fayette County Elementary Schools



BENNETT'S MILL MIDDLE SCHOOL is located at 210 Lester Road in Fayetteville. School Telephone #: 770-716-3982

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and turn left at the next light onto Tyrone Road. Continue until you reach a dead end and turn left onto Hwy 54. Turn right at the traffic light onto Lester Road (BP Station will be on the right). The school is located approximately .6 miles on the left.
- From Peachtree City: From the intersection of Hwy 54 and Hwy 74 travel east on Hwy 54. Pass Smith & Davis Clothing and continue through the traffic light. Turn right at the next traffic light onto Lester Road (BP Station will be on the right). The school is located approximately .6 miles on the left.
- From Fayetteville: Travel west on Hwy 54. Pass the Fayette County Community Hospital. Turn left at the traffic light onto Lester Road (BP Station will be on the left). The school is located approximately .6 miles on the left.

BRAELINN ELEMENTARY SCHOOL is located at 975 Robinson Road in Peachtree City. School Telephone #: 770-631-5410

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Peachtree City. Turn left onto Peachtree Parkway at the intersection of Hwy 74 and Peachtree Parkway. Continue to the intersection of Peachtree Parkway and Robinson Road. Turn left onto Robinson Road. The school will be immediately on the right.
- From Peachtree City: From the intersection of Hwy 54 and Hwy 74, travel east on Hwy 54 to the third stop light. Turn right onto Peachtree Parkway. Continue south to the third stop sign. Turn left onto Robinson Road. The school will be immediately on the right.
- From Fayetteville: Take Hwy 54 West into Peachtree City past Stein Mart to the second light. Turn left onto Robinson Road. Continue south on Robinson Road. Go through the first stop sign (Crosstown Road & Robinson Road) and continue to the school zone. The school will be on the left.

CLEVELAND ELEMENTARY SCHOOL is located at 190 Lester Road in Fayetteville. School Telephone #: 770-716-3905

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and turn left at the next light onto Tyrone Road. Continue until you reach a dead end. Turn left onto Hwy 54. Turn right at the traffic light onto Lester Road (BP Station will be on the right). The school is located approximately .5 miles on the left.
- From Peachtree City: From the intersection of Hwy 54 and Hwy 74 travel east on Hwy 54. Pass Smith & Davis Clothing and continue through the traffic light. Turn right at the next traffic light onto Lester Road (BP Station will be on the right). The school is located approximately .5 miles on the left.
- From Fayetteville: Travel west on Hwy 54. Pass the Fayette County Community Hospital. Turn left at the traffic light onto Lester Road (BP Station will be on the left). The school is located approximately .5 miles on the left.

CRABAPPLE LANE ELEMENTARY SCHOOL is located at 450 Crabapple Lane in Peachtree City. School Telephone #: 770-487-5425

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Peachtree City. At the intersection of Hwy 74 and Peachtree Parkway and Crabapple Lane, turn right onto Crabapple Lane. Pass the fire station on the right and turn left into the school's parking lot.
- From Peachtree City: From the intersection of Hwy 54 and Hwy 74 travel north on Hwy 74. At the intersection of Hwy 74, Peachtree Parkway and Crabapple Lane, turn left onto Crabapple Lane. Pass the fire station on the right and turn left into the school's parking lot.
- From Fayetteville: Take Hwy 54 West into Peachtree City to the intersection of Hwy 54 and Peachtree Parkway. A ***"Fresh Market"*** will be on your right. Turn right onto Peachtree Parkway. Travel north on Peachtree Parkway, continue straight across Hwy 74 to Crabapple Lane. Pass the fire station on the right and turn left into the school's parking lot.

FAYETTE LIFE Academy is located at 450 Grady Avenue in Fayetteville. It is housed in the Fayette Middle Learning Center. School Telephone #: 770-460-3551, ext. 226

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and then turn left at the next light onto Tyrone Road. Continue until you reach a dead end. Turn left onto Hwy 54 traveling toward Fayetteville. Turn right at the fourth traffic light (BP Station) onto Grady Avenue. The school will be on the right.
- From Peachtree City: Take Hwy 54 East toward Fayetteville. Turn right at the traffic light (BP Station) onto Grady Avenue. The school will be on the right.
- From Fayetteville: Take GA Hwy 85 to Hwy 54 West. Turn on Hwy 54 West traveling toward Peachtree City. At the third traffic light (BP Station) turn left onto Grady Avenue. The school will be on the right.

FAYETTE COUNTY HIGH SCHOOL is located at 1 Tiger Trail in Fayetteville. School Telephone #: 770-460-3540

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and turn left at the next light onto Tyrone Road. Continue until you reach a dead end. Turn left onto Hwy 54. Continue on Hwy 54 into the Fayetteville city limits and proceed to the traffic light at Tiger Trail. Turn left onto Tiger Trail. Continue through the next light and the school will be on the left.
- From Peachtree City: Travel east on Hwy 54 to the Fayetteville city limits. Proceed to the traffic light at Tiger Trail. Turn left onto Tiger Trail. Continue through the next light and the school will be on the left.

- From Fayetteville: From the intersection of Hwy 54 and GA Hwy 85 travel west on Hwy 54. At the first traffic light turn right onto Tiger Trail. Continue on Tiger Trail and the school will be on the left.

FAYETTEVILLE ELEMENTARY SCHOOL is located at 490 Hood Avenue in Fayetteville. School Telephone #: 770-460-3560

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and then turn left at the next light onto Tyrone Road. Continue until you reach a dead end. Turn left onto Hwy 54. Turn left at the third traffic light onto Gingercake Road. Turn right at the first stop sign onto Hood Avenue. Continue to the first school on the right.
- From Peachtree City: Take Hwy 54 East toward Fayetteville. Turn left onto Gingercake Road. Turn right at the first stop sign onto Hood Avenue. Continue to the first school on the right.
- From Fayetteville: From the Fayette County Courthouse at the intersection of GA Hwy 85 and Hwy 54, travel north on GA Hwy 85 for approximately ¾ of a mile. Turn left before the BP Station onto Hood Avenue. Continue to the second school on the left.

FLAT ROCK MIDDLE SCHOOL is located at 325 Jenkins Road in Tyrone. School Telephone #: 770-969-2830

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Peachtree City. Proceed approximately four miles and turn left at the traffic light onto Jenkins Road. The school will be on the left.
- From Peachtree City: Travel north on Hwy 74 until you cross the railroad tracks. After the railroad tracks, turn right at the traffic light onto Jenkins Road. The school will be on the left.
- From Fayetteville: Travel west on Hwy 54. Turn right onto South Sandy Creek Road at the traffic light. At stop sign turn right onto Veterans Parkway and then left onto Sandy Creek Road. Follow Sandy Creek Road to Ellison Road for approximately four miles. Turn left onto Ellison Road. Turn right onto Jenkins Road. The school will be on the right.

HUDDLESTON ELEMENTARY SCHOOL is located at 200 McIntosh Trail in Peachtree City. School Telephone #: 770-631-3255

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74. Travel 7.6 miles to the traffic light at Peachtree Parkway. Turn left onto Peachtree Parkway and travel 3.3 miles through two stop signs. Cross Hwy 54 and travel south to the first stop sign. Turn right onto McIntosh Trail. The school is located approximately .2 miles on the right.
- From Peachtree City: From the intersection of Peachtree Parkway and Hwy 54, travel south on Peachtree Parkway to the first stop sign. Turn right onto McIntosh Trail. The school is located approximately .2 miles on the right.
- From Fayetteville: Take Hwy 54 West from Fayetteville into Peachtree City. Turn left at the intersection of Hwy 54 and Peachtree Parkway onto Peachtree Parkway. Travel south to the first stop sign. Turn right onto McIntosh Trail. The school is located approximately .2 miles on the right.

INMAN ELEMENTARY SCHOOL is located at 677 Inman Road in Fayetteville. School Telephone #: 770-460-3565

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and turn left at the next light onto Tyrone Road. Continue until you reach a dead end. Turn left onto Hwy 54. Continue east on Hwy 54 to the intersection of Hwy 54 & GA Hwy 85. Turn right and travel south on GA Hwy 85 for 1.2 miles. Turn left at the light onto Hwy 92 and continue for .6 miles. Turn right at the light and continue on Hwy 92 for 3.7 miles. Turn left onto Inman Road. The school will be on the left.
- From Peachtree City: From Peachtree City, travel east on Hwy 54 to the intersection of Hwy 54 & GA Hwy 85. Turn right and travel south on GA Hwy 85 for 1.2 miles. Turn left at the light onto Hwy 92 and continue for .6 miles. Turn right at the light and continue on Hwy 92 for 3.7 miles. Turn left onto Inman Road. The school will be on the left.
- From Fayetteville: Coming from the Fayette County Courthouse (intersection of Hwy 54 & GA Hwy 85), travel south on GA Hwy 85 for 1.2 miles. Turn left at the light onto Hwy 92 and continue for .6 miles. Turn right at the light and continue on Hwy 92 for 3.7 miles. Turn left onto Inman Road. The school will be on the left.

J.C. BOOTH MIDDLE SCHOOL is located at 250 Stagecoach Road in Peachtree City. School Telephone #: 770-631-3240

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74. Travel 7.6 miles to the traffic light at Peachtree Parkway. Turn left onto Peachtree Parkway and travel approx. 2.5 miles until you come to the 2nd stop sign. Turn left onto Walt Banks and travel to the end of the road to the traffic light. Go straight through the traffic light which will be Carriage Lane. Travel approx. .5 miles until a stop sign. Turn right and you will enter the school parking lot.
- From Peachtree City: From the intersection of Peachtree Parkway and Hwy 54, travel east on Hwy 54 towards Fayetteville. Turn right at the traffic light for Walt Banks Road and Carriage Lane. Travel to the stop sign. The school will be on the right.
- From Fayetteville: Take Hwy 54 West from Fayetteville into Peachtree City. At the intersection of Walt Banks Road and Carriage Lane, turn left onto Carriage Lane. Travel to the stop sign and turn right to enter the school parking lot.

KEDRON ELEMENTARY SCHOOL is located at 200 Kedron Drive in Peachtree City. School Telephone #: 770-486-2700

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 for approximately 10 minutes. After passing the water tower, turn left at the second traffic light onto Kedron Drive. The school entrance is the second driveway on the left, next to the Regions Bank.
- From Peachtree City: From the intersection of Hwy 54 & Hwy 74, travel north on Hwy 74. Turn right at the second traffic light onto Kedron Drive. The school entrance is the second driveway on the left, next to the Regions Bank.
- From Fayetteville: Travel west on Hwy 54 into Peachtree City. At the intersection of Hwy 54 & Hwy 74, turn right onto Hwy 74 North. Turn right at the second traffic light onto Kedron Drive. The school entrance is the second driveway on the left, next to the Regions Bank.

MCINTOSH HIGH SCHOOL is located at 201 Walt Banks Road in Peachtree City. School Telephone #: 770-631-3232

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74. Travel 7.6 miles to the traffic light at Peachtree Parkway. Turn left onto Peachtree Parkway and continue to the first stop sign. Turn left onto Walt Banks Road. The school will be on the right in .25 miles.
- From Peachtree City: From the intersection of Hwy 54 and Hwy 74, travel east to the fifth stop light and turn left onto Walt Banks Road. The school will be on the left after the Catholic Church.
- From Fayetteville: Take Hwy 54 West from Fayetteville into Peachtree City. Once you enter Peachtree City, turn right at the third traffic light onto Walt Banks Road. The school will be on the left after the Catholic Church.

NORTH FAYETTE ELEMENTARY is located at 609 Kenwood Road in Fayetteville. School Telephone #: 770-460-3570

- From Interstate 85: Take the Old National Hwy exit and turn left off the exit. Travel ten miles to Hwy 314. Turn right onto Hwy 314 and continue to Kenwood Road. Turn right at the traffic light onto Kenwood Road. The school will be on the right approximately two miles from the light.
- From Peachtree City: Travel east on Hwy 54 into Fayetteville. Proceed to the intersection of Hwy 54 and GA Hwy 85. Turn left onto GA Hwy 85 North. Continue to the intersection of GA Hwy 85 and Hwy 314. Turn left onto Hwy 314 and continue past the concrete plant. Turn left at the next traffic light onto Kenwood Road. The school will be on the right approximately two miles from the light.
- From Fayetteville: From the intersection of Hwy 54 and GA Hwy 85 travel north on GA Hwy 85 North. Continue to the intersection of GA Hwy 85 and Hwy 314. Turn left onto Hwy 314 and continue past the concrete plant. Turn left at the next traffic light onto Kenwood Road. The school will be on the right approximately two miles from the light.

OAK GROVE ELEMENTARY SCHOOL is located at 200 Log House Road in Peachtree City. School Telephone #: 770-631-3260

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 into Peachtree City. Cross over Hwy 54 and continue on Hwy 74. Turn left at the traffic light onto Crosstown Road. At the four way stop sign continue on Crosstown Road. Go approximately 1.5 miles and turn right onto Log House Road. Take the second left into the faculty parking lot.
- From Peachtree City: From the intersection of Hwy 74 and Hwy 54 in Peachtree City, travel south on Hwy 74 to Crosstown Road. Turn left at the traffic light onto Crosstown Road. At the four way stop sign continue on Crosstown Road. Go approximately 1.5 miles and turn right onto Log House Road. Take the second left into the faculty parking lot.
- From Fayetteville: Take Hwy 54 West past Smith & Davis Clothing. Continue to Ebenezer Road and turn left. Follow Ebenezer Road for approximately 6 miles to the four way stop sign. Continue straight across the intersection to Crosstown Road. Turn left onto Log House Road. Take the second left into the faculty parking lot.

PEACHTREE CITY ELEMENTARY SCHOOL is located at 201 Wisdom Road in Peachtree City. School Telephone #: 770-631-3250

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Peachtree City for approximately 10 miles. Turn left at the Delta Credit Union onto Wisdom Road. The school is located approximately ½ mile on the left.
- From Peachtree City: From the intersection of Hwy 54 and Hwy 74 in Peachtree City travel north on Hwy 74. Turn right at the Delta Credit Union onto Wisdom Road. The school is located approximately ½ mile on the left.
- From Fayetteville: Travel west on Hwy 54 into Peachtree City. Turn right at the intersection of Hwy 54 & Hwy 74 onto Hwy 74 North. Turn right at the Delta Credit Union onto Wisdom Road. The school is located approximately ½ mile on the left.

PEEPLES ELEMENTARY SCHOOL is located at 153 Panther Path in Fayetteville. School Telephone #: 770-486-2734

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 into Peachtree City to Hwy 54. Cross over Hwy 54 and continue south on Hwy 74 for 5.9 miles. Turn left at the light onto Redwine Road. Take the first right onto Panther Path. The school will be the first school on the right.
- From Peachtree City: From the intersection of Hwy 74 and Hwy 54 in Peachtree City travel south on Hwy 74 for 5.9 miles. Turn left at the light onto Redwine Road. Take the first right onto Panther Path. The school will be the first school on the right.

- From Fayetteville: From the Intersection of GA Hwy 85 and Hwy 54 in Fayetteville travel south on GA Hwy 85 for 9.3 miles. Turn right at the light onto Hwy 74 North. Continue to the first light and turn right onto Redwine Road. Take the first right onto Panther Path. The school will be the first school on the right.

RISING STARR MIDDLE SCHOOL is located at 183 Panther Path in Fayetteville. School Telephone #: 770-486-2721

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 into Peachtree City to Hwy 54. Cross over Hwy 54 and continue south on Hwy 74 for 5.9 miles. Turn left at the light onto Redwine Road. Take the first right onto Panther Path. The school will be the second school on the right.

- From Peachtree City: From the intersection of Hwy 74 and Hwy 54 in Peachtree City travel south on Hwy 74 for 5.9 miles. Turn left at the light onto Redwine Road. Take the first right onto Panther Path. The school will be the second school on the right.

- From Fayetteville: From the Intersection of GA Hwy 85 and Hwy 54 in Fayetteville travel south on GA Hwy 85 for 9.3 miles. Turn right at the light onto Hwy 74 North. Continue to the first light and turn right onto Redwine Road. Take the first right onto Panther Path. The school will be the second school on the right.

ROBERT J. BURCH ELEMENTARY SCHOOL is located at 330 Jenkins Road in Tyrone. School Telephone #: 770-969-2820

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Proceed approximately four miles and turn left at the traffic light onto Jenkins Road. The school will be the second school on the right.

- From Peachtree City: Travel north on Hwy 74 until you cross the railroad tracks. After the railroad tracks, turn right at the traffic light onto Jenkins Road. The school will be the second school on the right.

- From Fayetteville: Travel west on Hwy 54. Turn right onto South Sandy Creek Road at the traffic light. At stop sign turn right onto Veterans Parkway and then left onto Sandy Creek Road. Follow Sandy Creek Road to Ellison Road for approximately four miles. Turn left onto Ellison Road. Turn right onto Jenkins Road. The school will be the first school on the left.

SANDY CREEK HIGH SCHOOL is located at 360 Jenkins Road in Tyrone. School Telephone #: 770-969-2840

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Proceed approximately 4 miles and turn left at the traffic light onto Jenkins Road. The school will be the first school on the right.

- From Peachtree City: Travel north on Hwy 74 until you cross the railroad tracks. After the railroad tracks, turn right at the traffic light onto Jenkins Road. The school will be the first school on the right.

- From Fayetteville: Travel west on Hwy 54. Turn right onto South Sandy Creek Road at the traffic light. At stop sign turn right onto Veterans Parkway and then left onto Sandy Creek Road. Follow Sandy Creek Road to Ellison Road for approximately four miles. Turn left onto Ellison Road. Turn right onto Jenkins Road. The school will be the second school on the left.

SARA HARP MINTER ELEMENTARY SCHOOL is located at 1650 Hwy 85 South in Fayetteville. School Telephone #: 770-716-3910

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and then turn left at the next light onto Tyrone Road. Continue until you reach a dead end. Turn left onto Hwy 54. Proceed to the intersection of Hwy 54 and GA Hwy 85 and turn right onto GA Hwy 85 South. Continue for approximately 5 miles. Turn left into the school complex. The school will be on the left.

- From Peachtree City: From the intersection of Hwy 54 and Hwy 74 travel east on Hwy 54. Proceed to the intersection of Hwy 54 and GA Hwy 85 and turn right onto GA Hwy 85. Continue for approximately 5 miles. Turn left into the school complex. The school will be on the left.

- From Fayetteville: Coming from the Fayette County Courthouse (intersection of Hwy 54 & GA Hwy 85), travel south on GA Hwy 85 for approximately 5 miles. Turn left into the school complex. The school will be on the left.

SPRING HILL ELEMENTARY SCHOOL is located at 100 Bradford Square in Fayetteville. School Telephone #: 770-460-3432

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and then turn left at the next light onto Tyrone Road. Continue until you reach a dead end and turn left onto Hwy 54 traveling toward Fayetteville. Turn right at the fourth traffic light (BP Station) onto Grady Avenue. Turn right onto Bradford Square. Continue until you reach a dead end. The school is the red-roofed building on the left.

- From Peachtree City: Take Hwy 54 East into Fayetteville. Turn right at the traffic light (BP Station) onto Grady Avenue. Turn right onto Bradford Square. Continue until you reach a dead end. The school is the red-roofed building on the left.

- From Fayetteville: Take GA Hwy 85 to Hwy 54 West. Turn on Hwy 54 West traveling toward Peachtree City. Turn left at the third traffic light (BP Station) onto Grady Avenue. Turn right onto Bradford Square. Continue until you reach a dead end. The school is the red-roofed building on the left.

STARR'S MILL HIGH SCHOOL is located at 193 Panther Path in Fayetteville. School Telephone #: 770-486-2710

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 into Peachtree City to Hwy 54. Cross over Hwy 54 and continue south on Hwy 74 for 5.9 miles. Turn left at the light onto Redwine Road. Take first right onto Panther Path. The school will be the third school on the right.

- From Peachtree City: From the intersection of Hwy 74 and Hwy 54 in Peachtree City travel south on Hwy 74 for 5.9 miles. Turn left at the light onto Redwine Road. Take first right onto Panther Path. The school will be the third school on the right.

- From Fayetteville: From the Intersection of GA Hwy 85 and Hwy 54 in Fayetteville travel south on GA Hwy 85 for 9.3 miles. Turn right at the light onto Hwy 74 North. Continue to the first traffic light and turn right onto Redwine. Take first right onto Panther Path. The school will be the third school on the right.

WHITEWATER HIGH SCHOOL is located at 100 Wildcat Way in Fayetteville. School Telephone #: 770-460-3935

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and then turn left at the next light onto Tyrone Road. Continue until you reach a dead end. Turn left onto Hwy 54. Proceed to the intersection of Hwy 54 and GA Hwy 85. Turn right onto GA Hwy 85 South and continue for approximately 5 miles. Turn left into the school complex. The school will be on the right.

- From Peachtree City: From the intersection of Hwy 54 and Hwy 74 travel east on Hwy 54. Proceed to the intersection of Hwy 54 and GA Hwy 85. Turn right onto GA Hwy 85 and continue for approximately 5 miles. Turn left into the school complex. The school will be on the right.

- From Fayetteville: Coming from the Fayette County Courthouse (intersection of Hwy 54 & GA Hwy 85), travel south on GA Hwy 85 for approximately 5 miles. Turn left into the school complex. The school will be on the right.

WHITEWATER MIDDLE SCHOOL is located at 1533 Hwy 85 South in Fayetteville. School Telephone #: 770-460-3450

- From Interstate 85: Take Exit 61 (Hwy 74) and travel south on Hwy 74 toward Tyrone. Pass the Publix and then turn left at the next light onto Tyrone Road. Continue until you reach a dead end. Turn left onto Hwy 54. Proceed to the intersection of Hwy 54 and GA Hwy 85. Turn right onto GA Hwy 85 South and continue for approximately 5 miles. Turn right onto Christopher Drive and the school will be the right.

- From Peachtree City: From the intersection of Hwy 54 and Hwy 74 travel east on Hwy 54. Proceed to the intersection of Hwy 54 and GA Hwy 85. Turn right onto GA Hwy 85 and continue for approximately 5 miles. Turn right onto Christopher Drive and the school will be the right.

- From Fayetteville: Coming from the Fayette County Courthouse (intersection of Hwy 54 & GA Hwy 85), travel south on GA Hwy 85 for approximately 5 miles. Turn right onto Christopher Drive and the school will be the right.

FRONTLINE ABSENCE MANAGEMENT SYSTEM (AESOP)

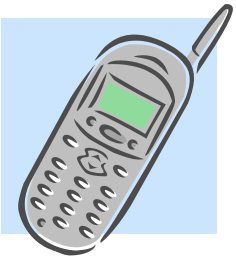
Fayette County Public Schools has chosen **Frontline ABSENCE MANAGEMENT SYSTEM** (also known as Aesop) to manage your substitute assignments. You may have called an airline for information about someone's flight and been asked by the automated attendant to press a key on the telephone keypad for ticket and reservation information; to press a different key for arrival information; and to press another key for shipping information. Absence Management (Aesop) is just as simple! Using your touch-tone telephone key pad or access Absence Management through the internet by navigating to absence.frontlineeducation.com in your web browser, you can find jobs you may want to accept. You may also change your telephone number, enter dates when you are unable to work and much more. This system also calls you to offer job assignments.

The Substitute Profile Sheet, which you completed during the onboarding process, tells the Substitute Services Specialist the schools at which you would like to be assigned to work. Initially, you will be set up to see jobs at all schools. **If you would like to limit your availability to the schools on your Substitute Profile Sheet, please contact the Help Desk so that we can customize your schools and eliminate unwanted calls.** You may also change this yourself by logging in to your Absence Management (AESOP) account and changing your preferences.

Once you have been entered into Absence Management (Aesop), the Substitute Services Specialist will email you to indicate that you may now begin substitute teaching and to also give you your PIN Number. The first thing you need to do is review your personal information to establish your schedule, and you will be ready to substitute for Fayette County Public Schools.

ABSENCE MANAGEMENT (AESOP) Calling Schedule:

Morning Calls (for jobs that day)	6:00 a.m. to 12:00 p.m.	Monday through Friday
Evening Calls (for future jobs)	5:00 p.m. to 10:00 p.m.	Sunday through Thursday



TYPES OF JOBS

There are several types of jobs in ABSENCE MANAGEMENT (AESOP):

- Prearranged Substitute Jobs — The substitute is contacted by a teacher, administrator, or secretary and verbally accepts the job. The job is then entered into ABSENCE MANAGEMENT (AESOP). Please note that **Absence Management (AESOP) will never call you for a prearranged job.** If you need to know the job number, review your current assignments. The job number will be listed there. If the job has not been entered into Absence Management (AESOP) in a reasonable amount of time, contact the person who prearranged the job with you to verify that you are still needed for that day.

- Requested Substitute Jobs — As a requested substitute for a particular job, your name is entered in the job but the status is still unfilled. During the call out period, Absence Management (AESOP) will call you every half-hour until it contacts you and you either accept or reject the job. Absence Management (AESOP) will continue calling you until 12 hours before the job start time. At that point, Absence Management (AESOP) realizes that it is one day before the job and the job needs to be filled. Absence Management (AESOP) will then change the job type to Substitute Required.

- Substitute Required Jobs --- The job is entered with no specific substitute in mind. Absence Management (AESOP) begins calling from the Preference List first and then moves on to the Skills List.

- Long Term Substitute Jobs ---- A long term substitute is required if a teacher or paraprofessional is going to be absent for 10 or more consecutive work days. Typically, a school administrator or secretary will reach out to a substitute they are familiar with or to someone from the district's list of subs with valid teaching certificates. Long term substitutes should hold an unexpired teaching certificate from any state or should have at least a Bachelor's Degree and have a Clearance Certificate on file with the GaPSC (Georgia Professional Standards Commission). The process of obtaining a Clearance Certificate can be completed proactively at any time if you think would like to be a long term substitute in the future or after a school asks you to serve as a long term substitute. The Clearance Certificate is good for 5 years. To obtain a Clearance Certificate, go to www.gapsc.com and complete the following steps:

    - Answer the Personal Affirmation Questions (found in the menu on the left hand side of the screen).
    - Register to take the Ethics GACE. There is a charge of $30 to take this assessment which can be taken at home.
    - Request official college transcripts to be send to the PSC.
    - Complete and upload the Initial Certificate and License Application and the Verification of Lawful Presence form.

Using Absence Management System (AESOP) on the Phone

Not only is Absence Management (AESOP) available on the web, but you can also find and accept available jobs, manage personal information, change your PIN number, and more, all over the phone.

When You Call Absence Management (AESOP)

To call Absence Management (AESOP), dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling Absence Management System (AESOP), you can:

- Find available jobs – **Press 1**
- Review or cancel upcoming jobs – **Press 2**
- Review or cancel a specific job – **Press 3**
- Review or change your personal information – **Press 4**

When Absence Management (AESOP) Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, Absence Management (AESOP) will automatically start calling substitutes, trying to fill the job. Keep in mind, when Absence Management (AESOP) calls you, it will be calling about one job at a time, even if you're eligible for other jobs. You can always call into Absence Management (AESOP) to hear a list of all available jobs. (See "When You Call Absence Management (AESOP)" section above.)

Note: When Absence Management (AESOP) calls you, be sure to say a loud and clear "Hello" after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call from Absence Management (AESOP), you can:

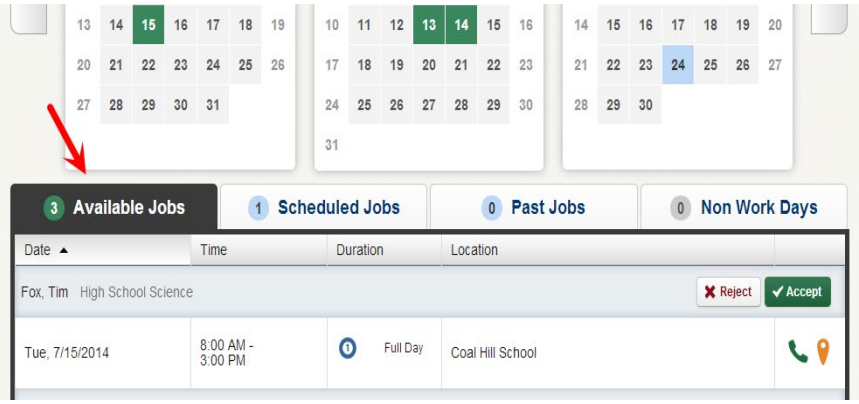
- Listen to available jobs – **Press 1**
- Prevent Absence Management (AESOP) from calling again today – **Press 2**
- Tell Absence Management (AESOP) the Sub it is trying to reach is not available – **Press 3**
- Prevent Absence Management (AESOP) from ever calling again – **Press 9** **Keep in mind that choosing this option will mean you will also not receive calls about job cancellations.

If you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). At this point, Absence Management (AESOP) will list the job details and you will have the opportunity to accept or reject the job.

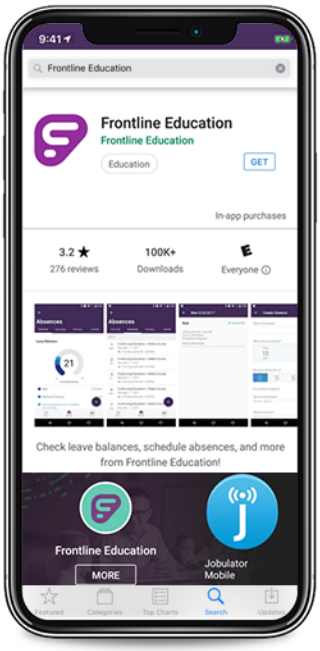
Logging in to Absence Management (AESOP) on the Web

To log in to Absence Management (AESOP), navigate to **absence.frontlineeducation.com** in your web browser.
Enter your ID number and PIN, then click **Login**.

Can't remember your login info?
If you're having trouble logging in, click the "Forgot your login?" link next to the **Login** button for more information. You may also contact the Substitute Services Specialist at robichaux.cindy@fcboe.org or 770-460-3923 to request a password reset.



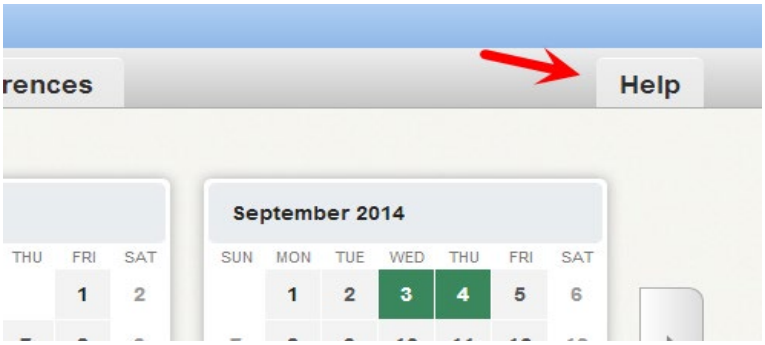
Finding Available Jobs
Absence Management (AESOP) makes it easy to find available jobs, right on the homepage. Jobs available for you to accept show in green on the calendar, and in list form under the "Available Jobs" tab.
To accept a job, simply click the ←**Accept** button to next to the absence. If you do not want to accept this job, click the **Reject** button instead.



Frontline Education Mobile App

You may also view and accept jobs by downloading and using the Frontline Education Mobile App. The homepage posts potential job assignments. From here, you can select the "View All Available Jobs" link to reference a comprehensive list of all potential jobs in your district. Once a job is selected, you can then review the job's details and opt to accept the assignment. You will also be able to view your past and future jobs on your calendar.

*NOTE: You will not be able to cancel jobs using the Mobile App. In order to cancel a job, you will need to call Absence Management (AESOP) at **1-800-942-3767,** log in to your account online, or contact the Help Desk Operator.



Getting Help and Training
If you have questions, want to learn more about a certain feature, or need more information about a specific topic, click the **Help** tab to go to the Absence Management (AESOP) Learning Center, a searchable knowledge base of Absence Management (AESOP) help and training materials.

MISCELLANEOUS

- The Substitute Services Help Desk is open from 6:00 a.m. until 3:00 p.m. Monday through Friday. Please call 770-460-3923 with any concerns you have about using Absence Management (AESOP).

- Substitutes are paid for ½, ¾, and full days based on 4, 6, or 8 hours. We do not get substitutes for ¼ day (2 hour) absences. If you see a 2 hour absence, please do not accept the job and call 770-460-3923 so that I can correct the error.

- Sometimes Absence Management (AESOP) has difficulty filling a job and you may receive a call a few minutes before the job is due to begin. Obviously you will not be able to arrive at the school on time but if you can be there within a reasonable amount of time (1 hour or less), please accept the job. Call the Help Desk Operator or the school directly so that the school can be advised that you have accepted the job, but will be late.

- Be careful when pressing keys on the telephone. You may inadvertently accept a job when you mean to reject it. Please call the Help Desk Operator to cancel the job as soon as possible.

- When you accept a job, be sure to write down the job number. If you do not remain on the line long enough to get the number, there is the possibility that Absence Management (AESOP) will continue calling. If two substitutes show up for the same job, the substitute with the job number will be authorized to accept the job. If you are not sure about the job number, review your current assignments to find the job number. Call the Help Desk Operator if you have any questions.

- Listen to the job start time and any special instructions. A half-day job may begin at 12:00 p.m. but because of scheduling at the middle or high school, the substitute may need to be there **15 minutes** before the start of the job.

- Even if you reject a job, Absence Management (AESOP) may call you for another job. If you reject four jobs during a calling period you will be disqualified and will not receive any further calls during that calling period. Remember, if you do not want to work on any specific day, set up a Non-Work Day in your schedule.

- Although you may call Absence Management (AESOP) around the clock, job shopping can often be most productive right before the calling period begins (5:45 a.m. & 4:45 p.m.).

- Absence Management (AESOP) may call to notify you of a cancellation. Be sure to acknowledge the cancellation by pressing 1.

- The Absence Management (AESOP) system calls in a specific order. Employees have the ability to set up their own Preferred Sub list. Substitutes on this list will be the first to be called about a job for that specific employee. Similarly, each school has developed a Preference List of substitutes who like to work at their school and who have proven over time that they are an asset to that school. Absence Management (AESOP) rotates through the Preference List and will pass through this list two times. If a substitute on this list does not accept the job, Absence Management (AESOP) moves on to the Skills List. Initially, all substitutes are on the Skills List and may make their way to a Preference List after substitute teaching at a particular school repeatedly. Absence Management (AESOP) moves through the Skills List starting with the next available substitute.

- Zero Period Classes: A high school teacher who has a zero period class begins his/her day at 7:00 a.m. with classes beginning around 7:30 a.m. and the day usually ends by 3:00 p.m. These jobs are uncommon, and the details will be included in the Notes to Substitute.

- Itinerant Jobs: Some teachers work at multiple sites in the school system. The teacher will relay the information to you in two possible ways. He/She may voice in special instructions naming the various sites and times, or his/her schedule can be heard when reviewing current assignments. If you work an itinerant job, you may be reimbursed for mileage <u>between</u> schools. See Administrative Procedures section regarding mileage reimbursement.

- Vacant or Supplementary Position: You may hear this term when Absence Management (AESOP) calls you. There are times when a teacher may be pulled out of the classroom but remain in the building or a substitute is needed for a vacant position that has not yet been filled by a full time employee. No specific teacher's name is mentioned, but the school and the job position are indicated.

FAYETTE COUNTY PUBLIC SCHOOLS

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Administrative

Procedures

Fayette County Public Schools

Substitute Personnel Requirements & Compensation Structure
2022-2023

Requirements for Substitute Administrators	Daily Compensation
Valid Leadership Certificate (Georgia)	$375.00
Expired Leadership Certificate (Georgia)	$225.00

Requirements for Substitute Teachers	Daily Compensation
Valid Teaching Certificate (Any State)	$ 110.00
Expired Teaching Certificate (Any State)	$ 100.00
Four Year College or at Least 1 Year Relevant Experience	$ 100.00
Former Parapros of Fayette County Schools w/Para Certificate	$ 100.00

Requirements for Paraprofessional/Instructional Assistant Substitutes	Daily Compensation
Valid Teaching Certificate (Any State)	$ 85.00
Expired Teaching Certificate (Any State)	$ 85.00
Four Year College Degree or Above	$ 85.00
High School Diploma or GED Equivalent	$ 85.00

Requirements for Long Term Substitute Teachers	Daily Compensation
(Long term substitute teachers work 10 or more consecutive days in the classroom. A long term substitute teacher agreement is required.)	
Valid Teaching Certificate (Any State) or	$130.00
Retired Teaching Certificate – may work up to 45 days in same job	$130.00
Expired Teaching Certificate (Any State)	$120.00
Four Year College Degree	$120.00

Requirements for Long Term Substitute Paraprofessionals	Daily Compensation
(Long term substitute paraprofessionals work 10 or more consecutive days in the classroom. A long term substitute paraprofessional agreement is required.)	
Valid Teaching Certificate (Any State)	$110.00
Expired Teaching Certificate (Any State)	$110.00
Four Year College Degree or Above	$110.00
High School Diploma or GED Equivalent	$110.00
Long Term Sub Parapro in Self-Contained Special Education Class	$120.00

Critical Pay for Long Term Substitutes	Daily Compensation
(Contingent upon approval by the Director of Human Resources for selected subjects/fields)	
Mathematics, Science (Middle and High School)	$170.00
Self-Contained Special Education	$170.00
Teacher of Record in Vacant Positions for One Semester or More	$170.00

Notes:
***Paraprofessionals may serve as substitutes in special education, kindergarten and first grade classes. The work day for these paraprofessionals is 7.5 hours.
***Paraprofessionals may serve as substitutes in pre-kindergarten classes. The work day is 5 hours.
***Pre-K paraprofessionals (both regular education and special education), Special Education and ISS paraprofessionals will be replaced by a substitute the first day of the absence. Other regular paraprofessionals must be absent two (2) or more consecutive days before a substitute will be authorized unless otherwise approved by the Director of Exceptional Children's Services OR Director of Human Resources.
****Posted rates increase by $20.00 after a substitute has worked a total of twenty (20) days in the school year.

PAY PROCEDURES

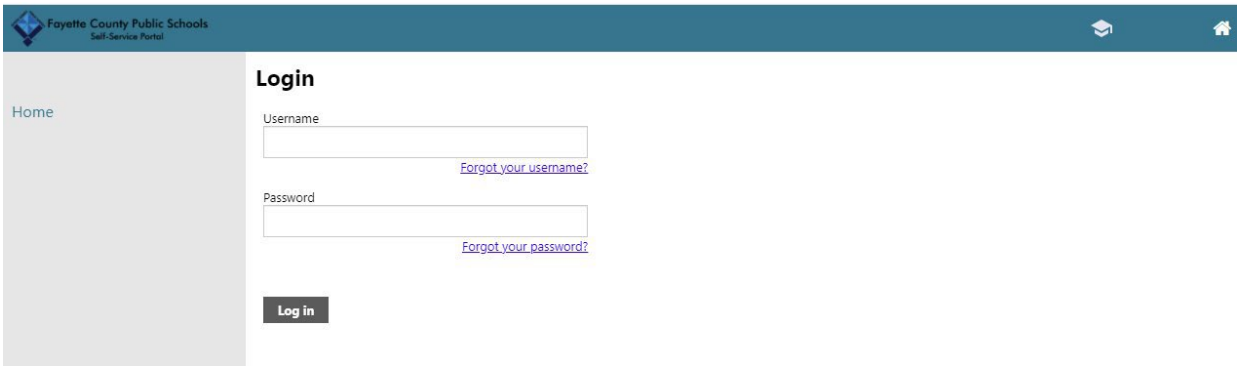
The pay period is from the middle of the month through the middle of the next month with payday being the last working day of the month. In November, December, and February the pay period may be adjusted to reflect a shorter pay period. Please see the Monthly Payroll Schedule at the end of this section for further clarification. The Monthly Payroll Schedule is also posted on the Substitute Services page.

If your paycheck is incorrect, call the school to verify the error. The school will contact Human Resources. Changes will be made following notification by the school and appropriate verification. The correction will be made in the following month's paycheck.

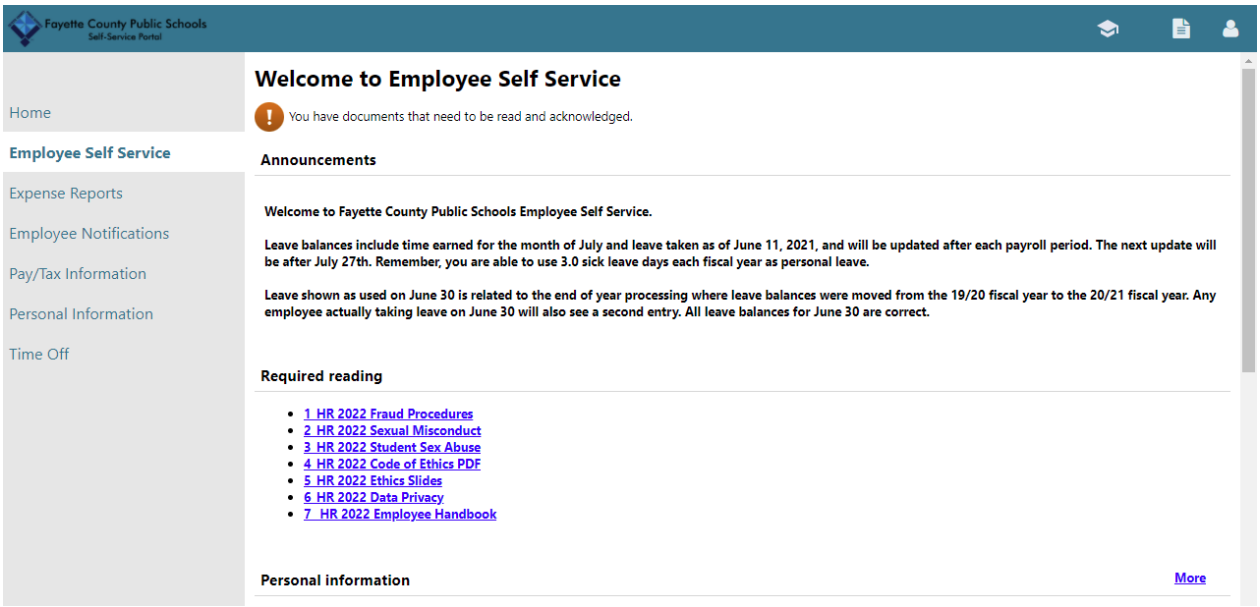
If you find that not enough money is being taken out of your paycheck or your filing status changes, you may complete new tax forms in the Finance Department or change your withholdings by logging in to Employee Self Service (ESS) on the FCBOE website.

Log in to the FCBOE website as an employee by clicking **Employees Only** in the top right corner of the screen. The ESS login link can be found in the menu on the left hand side of the screen on the Human Resources page.

Your ESS username is your last name plus you FCBOE employee ID number. Your initial password is the last four digits of your Social Security Number. If you have forgotten your password, all communications to change it will go to your personal email address. If this is your first login, you will be prompted to change your password



You now have access to update and view information by selecting the various tabs on the left side of the screen. The graduation cap in the upper right provides assistance for navigating the software.



MILEAGE REIMBURSEMENT

Some teachers work at multiple sites in the school system. If you substitute for an itinerant teacher and must travel to more than one school, you may claim mileage reimbursement for travel between schools. Transportation reimbursement for mileage shall be for the shortest reasonable route to and from a location. At the time of this publication, the reimbursement rate is 62.5 ¢ per mile. Ask the secretary at the first school for an Employee Expense Report. Actual odometer readings must be reported. Point-to-point destinations must be clearly identified on the expense statement. Include the teacher's name and subject taught. This form should be returned to the school secretary at the last school served that day. The school will then send the form to the Assistant Superintendent for School Operations to be signed. Once signed, the form will be sent to the Finance Department for payment. Be sure to retain a copy for your records.

SIX DAY RULE

Substitutes are required to work at least six (6) days per semester in order to remain on the substitute list. If this requirement is not met, your name will automatically be removed from the substitute list and you will be considered to have voluntarily resigned from the position. If there are extenuating circumstances that prevent you from meeting this requirement, please contact the Substitute Services Specialist to that they may be taken into consideration.

END OF YEAR PROCEDURES

In July of each year, you will receive an email with an attached form asking if you would like to substitute for the following school year. This form must be returned to the Substitute Services Specialist by the appointed date in order to remain active on the substitute list. Failure to return the form as indicated will be considered a voluntary resignation.

DIRECT DEPOSIT

Fayette County Public Schools discontinued issuance of checks to substitute teachers via U.S. Mail effective July 1, 2009. Substitute teacher pay is directly deposited into checking accounts as a convenience. Substitutes are encouraged to log in to Employee Self Service (ESS) to set up Direct Deposit (see instructions above). Substitutes may also pick up their checks from the Finance Department.

DIRECT DEPOSIT: Q & A

What happens if I do not authorize the school district to directly deposit my pay into my checking account?

- You will not be required to authorize a direct deposit into your checking account. Many persons say that direct deposit is just more convenient. If you do not elect to receive your pay via direct deposit, you will need to bring a picture ID with you to the school district's Finance Department in the Central Office in order to pick up your check on the established pay day for each month or any time thereafter.

What is Direct Deposit?

When an employer sends your pay directly to your checking account rather than issuing a paper check you are participating in Direct Deposit.

What are the benefits of Direct Deposit?

- There are no checks lost or stolen.
- Payments reach your account the day it is issued even if you are out of town, sick or unable to get to your financial institution.
- It can save you trips to the bank and help you avoid long lines at tellers or ATMs.
- Direct Deposit gives you access to your money earlier than check deposits. There is no waiting for checks to clear.
- Direct Deposit is confidential. Money is transferred electronically and passes through fewer hands than a check.

Fayette County School System

MONTHLY PAYROLL SCHEDULE

2022-23

Pay Period Begins	Pay Period Ends	Payday
06/13/22	07/08/22	**07/29/22**
07/11/22	08/12/22	**08/31/22**
08/15/22	09/09/22	**09/30/22**
09/12/22	10/14/22	**10/31/22**
10/17/22	11/11/22	**11/30/22**
11/14/22	12/02/22	**12/16/22**
12/05/22	01/13/23	**01/31/23**
01/16/23	02/10/23	**02/28/23**
02/13/23	03/10/23	**03/31/23**
03/13/23	04/07/23	**04/28/23**
04/10/23	05/12/23	**05/31/23**
05/15/23	06/09/23	**06/29/23**

This schedule is subject to change. For assistance, contact Cindy Robichaux at 770.460.3923

FAYETTE COUNTY PUBLIC SCHOOLS

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General Guidelines & Instructional Strategies

General Guidelines and Instructional Strategies

I. MAKE PLANS BEFORE THE PHONE EVER RINGS

A substitute teacher has three main responsibilities and priorities in the work assignment:

- Assurance of student safety
- Maintenance of order
- Implementation of instruction

A primary job of a substitute teacher is instruction. An equally important primary responsibility is the assurance of student safety. Rules and plans for classroom management and discipline must be established and put into practice in order to increase students' safety and to provide an environment where instruction and learning can take place.

FOLLOW GUIDELINES FOR STUDENT SAFETY

1. Learn the name of the principal, assistant principal, lead teacher or department head and the location of their offices and classrooms. Know who your main contact should be if you have problems, concerns, or questions.

2. Know the types of situations that should be handled by administrators or other full-time staff. Examples of such situations are:
   - Fights
   - Threats
   - Direct defiance of authority
   - Weapons
   - Suspected drugs
   - Accidents; illness
   - Permission for a student to leave school grounds
   - Permission for an adult who is not a faculty member to talk to a student outside the classroom
   - Keeping a student after school hours
   - Writing notes home to parents regarding a student's behavior

3. Check to see if any of the students in the class(es) in which you will be substitute teaching have any known medical problems (e.g. diabetes, seizures, hemophilia, peanut allergies, etc.). Teachers often include this information in their lesson plans or sub folder.

MAKE A "SURVIVAL KIT" THAT YOU CAN TAKE WITH YOU

Preparing a substitute survival "tool kit" can make a world of difference in determining how successful you are in your role as a substitute teacher. The kit should contain:

1. A kitchen timer which can help you keep track of time for competitive activities, free time rewards, indoor recess, etc.

2. Masking tape to use for making circles on the floor for games, determining seating areas on the floor, attaching paper name tags to students' desks, or serving as name tags to be placed on students and/or their desks.

3. Name tags and markers to help you learn students' names and to maintain better order. Their major drawback is expense. The problem can be solved by using masking tape for name tags. Be sure to use masking tape that is at least 1" wide so that you will be able to read names easily. A favorite trick that students like to play on substitute teachers is to use a fictitious name or to swap names. Substitutes can often prevent this practice by using name tags in the following manner:

- Tell the students that at the end of the class (or day) you will want them to attach their name tag to class work that will be handed in to their teacher.

— OR —

- Tell the students that you will draw a name at the end of the day from the class roll and give a prize to the student wearing that name tag.

- Give out name tags or masking tape. Have students write their first name and the first initial of their last name in large letters. (You will need to help young children with this task.)

- Follow through with your plan at the end of the class period or day. Otherwise, you will set yourself up for trouble if you substitute with the same group of students in the future.

4. A file of action pictures and a supply of books, poems and articles to use both for instructional and recreational purposes. These resources can be very useful for listening activities, creative writing, discussion starters and a variety of other skills and activities.

5. A supply of pencils, paper, and erasers to prevent excuses from students as to why they cannot complete certain assignments. It is a good idea to wrap a piece of colored tape around the top of your pencils so you can identify and retrieve them easily at the end of the lesson or at the end of the day.

6. A 5" x 8" file box and cards to help you plan for the future. Make a separate card for each class you teach. Then list on the card such information as the books you may have read aloud, activities you implemented, games, rewards used, characteristics of the group and any other pertinent points you might find helpful to remember if you "sub" in that class in the future. Write this information either at the end of the class period or at the end of the day. This information may be helpful to you not only if you are called on to substitute teach in that classroom again but also if you are called on to teach a similar class in another school.

7. File folders that contain ideas and strategies for instruction, recreation and behavior management. Organize a set of folders for different topics and subdivide for different grade levels. As you visit different teachers' classrooms, you will have the opportunity to pick up new and different ideas. Other sources for ideas can be found in the teacher's edition of the textbooks being used by students. As you have increased opportunities to substitute teach, your files will grow.

8. A list of ways to reward or reinforce good behavior can save you time and trouble. Good citizen awards, notes, free time, a special treat or exemption from certain assignments are all items that may be appropriate for specific groups, depending upon their ages and levels of development.

DEVELOP A PLAN FOR ESTABLISHING AND MAINTAINING ORDER

A substitute teacher should have a plan and procedure for handling behavior and maintaining discipline before he/she ever enters the classroom. Specific schools have local policies and procedures concerning discipline. Ask for information on discipline procedures. Whatever system or strategies you employ, discuss the rules and consequences with your students at the beginning of class.

Be sure that:

- You have clearly defined rules;
- You let your students know what your rules are; (e.g., "In this room we will be respectful of people's person, property and feelings.");
- You explain the consequences for disobeying/breaking the rules;
- You follow through by implementing the consequences that you establish.

Avoid the use of:

- Sarcasm
- Profanity
- Physical punishment

Remember what it's like to be on the student's side of the desk. Your attitude will positively or negatively affect your students' level of motivation and behavior.

II. PREPARE FOR ACTION — SET THE STAGE

- Dress appropriately.

- Arrive early. Plan to be at school at least 30 minutes before the students are scheduled to arrive.

- Check in at the office and learn answers to questions such as:
  - ✓ Who are your contact people for instructional concerns, discipline, and procedural questions?
  - ✓ Is there a regular schedule or special program for the day? What are substitute's responsibilities during special programs?
  - ✓ How is attendance reported?
  - ✓ Do bathrooms need to be monitored?
  - ✓ Are hall passes used?

- Get a floor plan of the school. Locate your classroom(s), the office, the media center, cafeteria, playground area, and teacher's lounge.

- Go over the teacher's "substitute folder" with instructions/lesson plans for you to follow. Immediately contact the office if you are unable to locate the folder.

- Locate the teacher's seating chart. Not all teachers make seating charts, but they can be very helpful to you in establishing discipline and maintaining order.

- Locate the teacher's edition of the texts as well as supplies and materials you may need.

- Duplicate any materials or worksheets you need before classes start.

III. ACTION BEGINS — SET THE TONE

- Put your name on the board.

- Be in the classroom before your students begin to arrive.
  - ✓ You may wish to greet younger students individually and help them make a name tag.
  - ✓ You may choose to greet older students (third grade and above) and direct them to their seats.

- Stand front and center. Get you students' attention with a statement such as, "*Let me have your attention, please.*"

- Introduce yourself. Explain who you are, why you are there, and when the regular teacher is expected to return if, in fact, you know.

- Take roll. This can be done in a variety of ways.

  Examples:
  - ✓ Call the roll.
  - ✓ Use the seating chart if the teacher has left one for you.
  - ✓ Pass a sign-in sheet around the room.
  - ✓ Count heads, compare with total number on class roll, and ask the class to identify who is absent.

- Distribute a worksheet or give a pop test. Have students put their names on the top of the page and use the papers to check attendance against the class roll.
- Explain your rules and behavior expectations to your class. Explain the reason for your rules. Help the students understand that rules are not designed to be punishment but to help you keep order and to make it easier for them to do their work.

- Explain the assignment or activity you want the students to complete.

  Make sure your students know:
  - ✓ What they are to do;
  - ✓ How to do it;
  - ✓ What they are to do when they finish.

- Call the students by name. Move around the room. Maintain eye contact with the students.

- Write assignments on the board. Orally review the assignments.

- Use a variety of ways to reinforce instruction. Studies have shown that students benefit from diverse instructional delivery models. Intersperse lecture with reading as well as opportunities to perform tasks or simulations.

- Have a variety of follow-up class work or activity options for students to consider when their work is finished. Allow some choices such as reading, playing a game quietly, going to an activity center in the classroom or sitting quietly without bothering other classmates. Do not assign extra work to students who finish early unless it is for extra credit.

POINTERS FOR INSTRUCTION

1. **Confine your instruction to carrying out the teacher's lesson plans and/or review of prior learning.** You should only teach new materials if you are employed as a long-term substitute.

2. Use a variety of instructional activities including games, motor activities, and simulations.

3. Use examples to help students understand the main points of the lesson. Try to get examples from the students.

4. Present information both visually and verbally, whenever possible.

5. Remember the three keys that help unlock student interest:
   - Relevance of the materials;
   - Personalization of the instruction;
   - Opportunity for individual/small group participation in classroom activities.

Giving advance thought and planning to these areas will put you at a distinct advantage when you receive the "last minute" call to serve as a substitute for a teacher.

IV. END THE LESSON — WRAP IT UP

- Summarize the main points.

- Give homework assignments, if appropriate.

- Have students complete necessary housekeeping chores. Be specific as to what and how you want things done. For example:

  - "Put your dictionaries on the right side of your desks. The last student in each row should collect the dictionaries and give them to me."
  - "Gather all scrap paper at your work table and drop it in the trash on your way out."
  - "Everyone, please push your chair back under your desk. Then row one may leave."

- As students leave your room, say something pleasant to each student.

V. AFTER THE TEACHING IS DONE — THINGS TO DO

At the end of the instructional day, prepare a report or summary of the day's activities for the regular teacher's use. Refer to the Substitute Teacher Feedback form provided on the next page and sent to you in electronic format after your onboarding session.

If you choose to create your own summary report, you may wish to include these elements:

- ✓ Names of children who were absent;
- ✓ Activities that were implemented;
- ✓ Specific areas that gave students difficulty;
- ✓ Questions that you were unable to answer or need to be addressed by the teacher;
- ✓ Problems that occurred that you feel the teacher should be made aware of;
- ✓ Name and/or description of any students who were behavior problems;
- ✓ Names of students who were particularly helpful;
- ✓ What, if anything, you did regarding grading student work.

Prepare the classroom for the next day:

- ✓ Stack papers or workbooks in: (1) alphabetical order or (2) by periods or (3) by subject area for the regular teacher to look over and return to the students at a later date;
- ✓ Tidy up the room;
- ✓ Return the class roll and teacher lesson plans to the place where you found them or to the designated staff member in charge of substitute teachers in the school;
- ✓ Put away supplies and materials;
- ✓ Return any borrowed equipment such as a tape recorder to the media center;
- ✓ Return keys and any other items that were obtained from the office.

Being a substitute teacher is not an easy job but it can be a rewarding one. Being prepared, organized and caring can make your experience as a substitute teacher a positive one, both for you and the students you teach.

Fayette County Public Schools

Substitute Teacher Feedback

Lesson Plan Notes:

Behavior Notes:

Kudos to:

Absent Students:

Messages for the Permanent Teacher:

Substitute Teacher: _____ Aesop ID #: _____

Substituted for: _____ Date: _____

Home Phone Number: _____ Mobile Phone Number: _____

FAYETTE COUNTY PUBLIC SCHOOLS

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Sponge

Activities

Sponge Activities

Teachers often find themselves with five or ten minutes of extra time because a class completes an assignment early or they have to wait for dismissal. To prevent discipline problems and use instructional time wisely, teachers use "sponge activities." They may be used in the following ways:

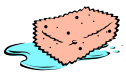
1. **Warm-up activity**: Before the students arrive, write a question on the board which applies to the lesson for that day. This will allow you time to check roll while the students work quietly in their seats. Be careful not to give them a question or activity that is too involved. This could interfere with carrying out the teacher's lesson plans.

2. **Review or practice**: There may be occasions when you arrive on a moment's notice and walk in to face a classroom of students. In checking the notebook of a reliable student, you may be able to determine the material or chapter currently being covered. This information may enable you to write your own sponge question on the board. If you are on a long term assignment, take a question from the content you are covering for an appropriate sponge activity.

3. **Extra credit**: If the teacher has left very detailed and specific lesson plans, a sponge activity could be used as extra credit for those who have completed the assigned work.

We encourage you to use these ideas only in situations when students are not engaged in instruction. The ideas presented may require modification for use with different groups. "Sponge" activities should not be given in lieu of the work assigned by the absent teacher.

Grades K – 12



Quick Fillers: These lists may be created orally or written down. You may have the students brainstorm as a class, or have them create individual lists. Choose lists according to the age of students.

1. How many different languages can you name?
2. Make a list of the 10 largest animals you can think of.
3. List all the breakfast cereals you can.
4. List as many states and capitals you can.
5. Write down all the different flavors of ice-cream you can.
6. Name as many countries in the world you can.
7. List all the forms of transportation you can think of.
8. Name as many teachers in the school you can.
9. Name all the states that have the letter "e" in them.
10. Name all the musical instruments you can.
11. Name all the baseball teams you can.
12. List all the cartoon characters you can think of.
13. Think of animals that live on a farm, in the jungle, in water, etc.
14. Name famous people in a given category
15. Name as many breeds of dogs as you can.
16. List all the TV game shows you can think of.
17. Name as many parts of a car as you know.

Grades K – 3

Details: Display a large picture for students to examine closely for two minutes. Remove the picture and ask questions that will determine the details observed and the accuracy of students' observations.

Board Stories: Write short sentences or stories on the chalkboard for children to read or write a group experience story as children dictate sentences.

Writing/Drawing Activities:

1. Draw a picture of your family.
2. Write a sentence using six words that start with the letter B.
3. Say numbers, days of the week, months. Have the students tell or write what comes next.
4. Have a word written on the board. Ask the students to make a list of words that rhyme.
5. List things you can touch; things you can smell; big things; small things; etc.
6. Write down things that start with the same letter as your first name.

Grades 3 – 8

Around the World: Have students sit in a circle on the floor. Ask one student to stand behind a child in the circle. State a math problem aloud or display a flash card with a math problem on it and ask both students to figure out the answer. The first student who calls out the correct answer moves to stand behind the next child in the circle. The object of the game is to see how far one student can "travel" without making any mistakes. Before beginning, be sure to state the following rules: Only two students are eligible to call out an answer each time. Anyone who calls out an answer when it is not his/her turn is out of the game. Students have a predetermined amount of time to solve the problem. If one student calls out an incorrect answer during that time, the other student gets an additional 5 seconds to answer correctly. If neither student answers correctly in the allotted time, both sit down and two new students are chosen.

Sparkle: This game serves as good practice for spelling words for the week or previous week. Arrange students in a line or a circle. The game leader calls out the first word. The first person in line calls out the first letter in that word. The second person calls out the second letter. The third person calls out the third letter and so on. The person who says the last letter in the word must turn to the next person in the sequence and say *sparkle.* The person who is "sparkled" must return to his or her seat. If a word is misspelled, the person to say the first wrong letter must sit down and the spelling of that word continues. After a student is sparkled, the leader calls out a new word. The game continues until only one student remains standing.

Chain Reaction: You can easily adapt this game to many age levels. The teacher writes a category on the chalkboard -- foods, for example. Each student writes the letters *A* to *Z* on a sheet of paper. The students have five minutes to create an alphabetical list of as many foods as they can think of. Then the game begins. The first student must tell the name of a food. The second person must give the name of a food that begins with the *last* letter of the food given by the first person. The third person must name a food that begins with the last letter of the second person's food and so on. One at a time, students are eliminated.

Word Wizards: Divide the class into groups of four and explain that you are going to give them a word or phrase and they need to make as many words as they can using only the letters in the word. Write the word on the board and set the timer. After the timer goes off collect each group's paper. Give a prize or privilege to the group with the most correct words.

Other possible categories for this game are: cities; songs; things in nature (for older students, animal names or plant names); people's first names (for older students, famous people's last names or, more specifically, authors' names).

Writing Topics:

Have students write a brief paragraph on:

My vacation plans;

My most exciting school experience;

My favorite class (why);

My favorite teacher (why).

Have students write imagined effects resulting from outlandish causes.

What If . . . you grew to be ten feet tall?

What If . . . you could read other peoples' minds?

What If . . . everyone looked and dressed alike?

What If . . . you won a million dollars?

What if . . . you could do anything for one day, what would it be?

Open-ended Stories: Have students write stories or descriptions based upon a story setting provided on the chalkboard. Example: One morning Pete was riding his bicycle over a path on the riverbank. He suddenly screeched to a stop and stared ahead for he saw something crossing the path in the distance. What did he see? Describe what he saw. Explain what he thought as he watched it. Describe his feelings.

Grades 3 – 12

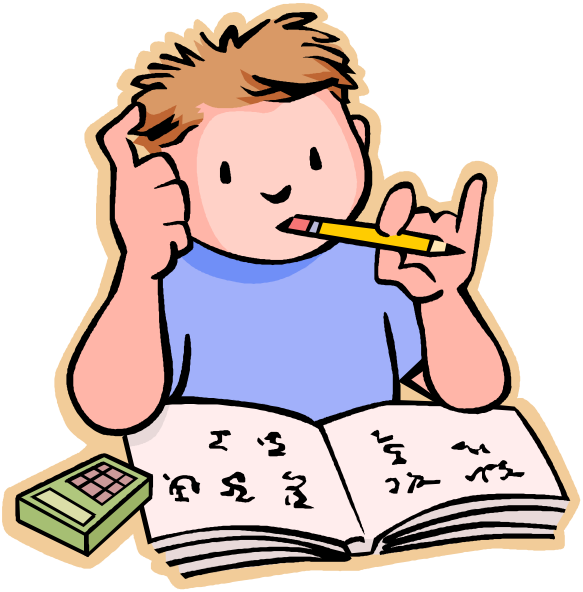
Who Am I? Ask the students to write a brief description of themselves, omitting their names. Later read the papers aloud and let the class help you guess who they are about. This is another good way for a substitute to learn names.

Who Has It? Who Doesn't? Teacher chooses an observable object such as hair ribbons, watch, white shirt, and says, "Ann has it, James doesn't." when someone thinks he/she knows the answer, he/she will raise his/her hand and guess. Each student may make only one guess per object until everyone has had a chance, or until the given time limit has passed.

With younger students, the students who "have it" line up on one wall and the ones who don't "have it" line up on the other wall, so they can have visual clues to the criteria or concept.

Dismissal Sponges

1. "I Spy" who can find something in the room that starts with M, P, etc.
2. Who can find something in the room that has the sound of a short a, long a, etc.?
3. Number rows or tables. Teacher signals number of table with fingers, children leave accordingly.
4. Those students who have all crayons put away may line up now.
5. Those with freckles (buckled shoes, new front teeth, etc.) may line up.
6. Count in order or by 2's, 5's, etc.
7. Say the days of the week, the months of the year.
8. What day is it, what month is it, what is the date, what is the year, how many months in a year, how many days in a week, etc?
9. Use flashcards. A correct answer earns a place in line.
10. To review the four basic shapes, each child names an object in the room either in the shape of a triangle, circle, square, etc.
11. Say a word that begins or ends with certain consonants, blends, etc.
12. Line up by color of eyes, color of hair, clothing, type or color of shoes, month of birthday, season of birthday, beginning letter of first name, beginning letter of last name.



Suggested Resource Websites

About.Com—How To Be a Happy and Successful Substitute Teacher
http://k6educators.about.com/od/substituteteaching/Substitute_Teacher_Tips_How_to_Be_a_Substitute_Teacher.htm

edHelper.com provides reading comprehension, vocabulary, geography and other lessons. http://edhelper.com

Education World: The Educator's Best Friend—Lesson plans, professional development, and other educational resources
http://www.education-world.com

I Love Teaching—Resources for new and veteran teachers, preservice teachers, and student teachers
http://www.iloveteaching.com

Math World has detailed materials on algebra, calculus, probability and more. http://mathworld.wolfram.com

PBS Teachers offers free lesson plans in literature, health, math, science and social studies. http://www.pbs.org/teachers

ProTeacher — Lesson plans, classroom management tips, child development, and other educational resources
http://www.proteacher.com

Teachnology—Resources for teaching with technology http://www.teach-nology.com

TeachOne: New and Substitute Teachers—Sites for new teachers http://teachone.tripod.com

Utah Education Network—A partnership between the Utah State Office of Education and the Utah System of Higher Education that provides online resources for K-12 Educators and Students, Higher Education Faculty, College Students, and Adult Education.
http://www.uen.org

You Can Handle Them All—A Reference for Handling Over 117 Misbehaviors at School and Home http://www.disciplinehelp.com

FAYETTE COUNTY PUBLIC SCHOOLS

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Where Excellence and Creativity Merge

Classroom

Management

Classroom Management

Each school generally has a discipline plan designed to meet the needs of the students of the particular school. The schools' plans are based on the system-wide Discipline Code of Conduct, and usually are in the student/parent handbook, which should be available to you. Within each classroom, there are specific expectations that may exceed the school plan as well as procedures for a variety of situations. You should become familiar with the expectations and procedures within the classroom.

GENERAL GUIDELINES FOR CLASSROOM MANAGEMENT

1. Be prepared

- Obtain administrative information – Check in at the office to receive a visitor/substitute badge and obtain directions.
- Peruse the classroom – Become familiar with the lesson plans, emergency information, procedures, and agenda.
- Locate needed teaching materials and follow the teacher's lesson plans.
- Keep students busy.
- Monitor the students at all times. Never leave any students alone in the classroom.

2. Establish rapport with students

- Introduce yourself.
- Smile and make eye contact.
- Expect student attention.
- Be positive and self-confident.
- Show appropriate level of enthusiasm.

3. Clarify student conduct expectations

- Use the classroom or school wide discipline plan.
- Give specific directions about desired behavior.
- Give specific feedback about behavior. Use positive, honest feedback when students are following procedures.
- Circulate frequently around the classroom. Close proximity helps students stay on task and increases the positive interaction between you and the students. Prevention is important. Be proactive.
- Deal with students on an individual basis and in a fair, consistent, and calm way when corrections are necessary. If you encounter a student whom you cannot manage, notify the principal or assistant principal for assistance.
- Avoid the use of sarcasm, profanity or other inappropriate language, or words with unclear or double meanings.

4. Teach

- Follow the classroom procedures and agenda. Start class promptly.
- Use the lesson plans provided by the teacher. The substitute is expected to carry out the work of the teacher. Use of lesson plans is necessary to ensure continuity of instruction.
- Give clear and concise directions.
- Follow a general lesson structure:

  a. Warm up
  b. Statement of objectives
  c. Delivery of lesson
  d. Guided practice
  e. Independent practice
  f. Review/wrap up activities

- Keep a file of emergency activities that may be used during transitions.
- Ask another teacher for clarification. They will be happy to assist you.

- Leave comments on work completed or not completed and any problems (instructional and behavioral) that occurred during the day.
- Use the last few minutes of the day to clean up. Leave the room in good order and leave plan book, grade book, etc, in the designated place or on the teacher's desk.
- Refrain from using the computer for any use other than an instructional use that is included in the teacher's lesson plans for the day. **Failure to adhere to this directive can result in termination**. Substitutes who use school district technology to access inappropriate websites will not be authorized to continue to substitute in the school district.

PREVENTION STRATEGIES

Be Proactive

Eye contact, touch, smile.

- Look, look, look.
- Side hug, handshake, high five (depending on age).
- It takes fewer muscles to curve it up than down!

Position yourself for success.

- Be at the door as students enter and leave.
- Move, move, move.

Structure your environment for success.

- Arrange your space.
- Create a bonding period.

Use words of respect.

- "Please; Thank you; I'd appreciate…; It would be helpful.".

Listen and prove that you have done so.

- "You think Steve is really mad at you?"

Acknowledge feelings (show empathy).

- "That's really upsetting, huh?"

Ask, don't tell.

- "What do you plan to be the topic of your report?"
- "Is that an idea that will work for you or not work for you?"
- "Your report will be on …?"

Give choices.

- "You're welcome to use cursive or print today."
- "You may read by yourself or with a partner."
- "Would you rather use a pencil or a pen; lined or unlined paper, etc.?"

Use I instead of YOU statements.

- "I will be taking you to lunch when the room is quiet."
- "I need your eyes on the board."
- "I noticed you have on new shoes today."
- "I feel …when…..because…"

KISS

- Keep it simple. Be a substitute of few words.

Apply "Attribution Theory."

- "I noticed you got eight out of ten correct. How did you do that; You studied; You tried harder; or You're a good guesser."

Make sure students can do the work.

- Students need to be successful 80% of the time to achieve.
- Address one deficiency at a time.
- Model and teach problem solving skills.

PUNISHMENT vs. NATURAL/LOGICAL CONSEQUENCES

A discipline program based on the use of natural or logical consequences provides opportunities for students to learn from the unpleasantness that results from poor decision making. It also allows the person who really owns the problem to retain or recall that unpleasantness until a better decision is made.

Punishment, on the other hand, allows a student to escape or avoid this hurt by switching the focus of his/her anger to the person doing the punishing. It is an easy way for a student to let the adults be responsible for his/her behavior while getting "off the hook" as soon as the hurt goes away. Punishment that does not really show itself to the student as being a natural consequence of his/her acts provides opportunities for the student to feel justified in "getting even."

LOGICAL CONSEQUENCES	PUNISHMENT
• Child has an opportunity to be involved in decision making.	• Adult makes the decisions.
• Child hurts from the inside out.	• Child hurts from the outside in.
• Child has no opportunity to displace his/her anger or hurting.	• Adult provides opportunity for the child to be angry and resentful rather than working toward a solution.
• Child has opportunity to develop a new plan of reacting or acting.	• Child pays for his past deed.
• Child does his/her own judging.	• Adult is the judge.
• Child sees adult modeling problem solving techniques.	• Child feels the imposition of power (learns to use power).
• Adult voice is helpful and friendly.	• Adult displays anger.
• Child learns about the real world of consequences.	• Child learns about and feels the imposition of power.

From: "Discipline with Love and Logic" Jim Fay and Foster W. Cline, MD

DISCIPLINARY INTERVENTION STRATEGIES

Least to Most Severe

1. **Give the student "the evil eye."**

2. **Walk toward the student.**

3. **Stand close to the student.**

4. **Use eye contact and a shake of the head indicating "NO."**

5. **Make statement indicating disfavor, such as**:
   "Really now, Jeff, must you?"
   "Just because I like you, should I let you get by with that?"

6. **Change the student's location by asking:**
   "Jeff, would you consider moving over here for a moment?"
   "Would you mind waiting here for a minute, and then we can talk?"

7. **Statement that the behavior is just misplaced:**
   "That behavior would be fine on the playground. It just won't be OK here."
   "That is not acceptable here."
   "Save that for later."

8. **Use an "I-message"**
   "I get distracted when there is a pencil tapping."
   "It scares me to see you running in the hall. Wait right here for a moment, then you can go."

9. **Set limits by describing what you allow, do or provide, without telling the student what to do about it:**
   "I listen to people who raise their hands."
   "I give credit for all papers that are on my desk by 3:15."
   "I'll dismiss people as soon as desks are clean."
   "Feel free to return to the group as soon as you can handle it."

10. **Provide choices.**
    "Would you rather work quietly with the group or go to time-out?
    "Would you rather talk this over quietly with me now or after school?"

11. **Remove the student from the group to time-out. The student is allowed to return when he/she can live with your limitations or those of the group.**

12. **Require the student to complete a plan before returning to the group describing what happened; how it felt; what the student did; how that worked; what the student will do the next time.**

13. **Excuse the student to the office for a short "cooling off" period. No counseling is requested of the administrator.**

14. **Give the student an appointment to talk about the problem. Counseling involves requiring him/her to come up with a new behavior before returning to the scene of the rule violation.**

15. **Restrict the student from the area of his/her infraction until a new plan of action is identified and written out by the student.**

16. **Restrict the student from the area of the infraction until the adult feels that another try is in order. The student then returns to the area on a day-to-day basis**.
    "You may start using the playground again. Each good day you have earns you another day."

17. **Provide a natural or logical consequence with empathy**.
    "I'm sorry that worked out that way for you. What are you going to do about ……? It has to be a solution that won't be a problem to anyone else. Think it over and let me know."

18. **Have the student write a note to the teacher about infraction**.

Both Prevention Strategies and Interventions Strategies from: "Discipline with Love and Logic" Jim Fay and Foster W. Cline, MD

ENFORCEABLE STATEMENTS

UNENFORCEABLE	ENFORCEABLE
• Please sit down. I'm going to start now.	• I'll begin as soon as you are seated.
• Please be quiet. It's time to begin.	• I'll be glad to start as soon as you show me that you are ready
• Open your books to page 54.	• I'll be working from page 54.
• I'm not going to line you up until everyone is quiet.	• I'll be lining people up as soon as it is quiet.
• Don't sharpen your pencil while I'm talking.	• I allow people to sharpen pencils when I am not giving directions.
• You can't go to the restroom until I finish the directions.	• Feel free to go to the restroom when I'm not giving directions.
• Don't talk out. Raise your hand if you want to speak.	• I listen to people who raise their hand.
• Pay attention.	• I'll start again as soon as I know you are with me.
• Don't be bothering your neighbors.	• You are welcome to stay with us as long as you can keep your hands to yourself.
• Keep your hands to yourself.	• Feel free to stay with us when you can keep your hands to yourself.
• Turn your assignment in on time, or you'll get a lower grade.	• I give full credit for papers turned in on time.
• Don't talk to me in that tone of voice!	• I'll listen as soon as your voice is as calm as mine is.
• Show me some respect.	• I'll be glad to discuss this when respect is shown.
• Don't be late for class.	• All of those who arrive on time go home on time.
• Don't try to turn in sloppy papers to me.	• I'll gladly accept all papers that meet the neatness standard for this class.
• Keep desks organized and neat.	• All owners of neat desks are welcome to join us at recess/break time.
• I'm not loaning you any more paper.	• I loan paper to those who have not borrowed before.
• If you can't remember your pencil, you're just going to have to do without.	• Feel free to borrow from anyone but me.
• You're not going out without your coat.	• You may go out as soon as you have your coat.
• You're not going to stay in this group and act like that.	• You may stay with us if you can give up that behavior.
• Don't you come back to this room until you can show some respect	• Feel free to come back to the room as soon as you are calm.
• Quit breaking the rules of the game.	• Those who can follow the rules are welcome to play the game.
• Get this room cleaned up right now, and I mean it.	• You are welcome to join us for _____ as soon as your space is clean.
• Stop arguing with me!	• I'll be glad to discuss this with you as soon as the arguing stops.
• If you can't treat the paint brushes properly, you'll just have to sit this project out.	• All of those who can handle the paint brushes properly are welcome to join us in the project.
• If you forget your permission slip, you're going to miss the field trip.	• All of those who remember permission slips are welcome to go on the field trip.

From: "Discipline with Love and Logic" by Jim Fay and Foster W. Cline, MD

CLASSROOM MANAGEMENT TIPS

Teaching is an extremely challenging profession. For some, substitute teaching can be even more challenging. If you're a substitute teacher and find yourself struggling with classroom management, here are a few strategies and classroom management techniques that have proven to be reliable and useful in the school setting.

Don't obsess over being well-liked by all of the students. All of us want to be liked, but it is a mistake to try too hard to be liked by your class. Students want to feel safe and protected, and sometimes the only way for you to provide that type of environment is to demonstrate an appropriate level of authority. Students aren't going to like it when you attempt to modify their behavior. You have to maintain control of the classroom. You are the leader and you may sometimes need to rein your students in. A few frowns should be expected when you are doing your job.

Don't yell! Classroom management is *not* about yelling. Some children are not fazed by yelling. Instead you should use a firm and confident voice that lets your students know that their behavior is not acceptable. Your tone of voice and your body language tell a story to your classroom. Generally it is best to lower the volume of your voice as the volume of the students' voices increases. Using a quiet and strong voice is much more effective than trying to shout over a classroom full of out-of-control children.

Maintain a balanced system of rewards and consequences. Rewards are a great way to reinforce good performance and good behavior. It is important however to balance those rewards if the classroom's performance or behavior is not satisfactory. Use *both* rewards and consequences to manage the classroom. Sometimes there is already a rewards and consequences system set up in the full-time teacher's classroom. You should use that when you can. If the approach doesn't work for you, go to your back up system. Continue using your system throughout the day. It is important to remain consistent.

Get moving! One of the easiest things you can do to maintain order in your classroom is to walk around while students are working independently. Show interest in their work and comment on what you see. The best substitute teachers rarely sit at the teacher's desk. You also want to keep moving when you are directing a lesson. Walk from side to side, and around and into the area occupied by the student's desks. If you notice that a child is off task, get a little closer to the child. Many times, this can get the student back to work without you ever having to say one word.

Pay attention to your students. The pace of your day is important and you need to watch your students' faces and body language to determine how a lesson or activity is to be played out. If you pace the lessons too slowly, students will get bored and act out. If the lesson is paced too quickly, you'll lose some students and may even finish too early leaving you with time to fill. Pay attention to your students to see if they are interested in a topic. When the class is very interested in an activity or really involved in a discussion, continue on with that part of the lesson. On the other hand, if children appear bored and disinterested, you'll need to adjust your pace and move on to a more interesting activity.

You should always start your day with a short introduction and then move right into your lesson activities. Get the day started immediately so that students see that you're in the classroom to teach them.

Know how to deal with the problem child. Sometimes you will have that one child in the classroom that just won't behave. When you have a particularly challenging student in your class, isolate the child and then talk with him/her privately. You might need to take the child to the back of the room or into the doorway so that you can keep an eye on the rest of the students. By isolating the student, that child will no longer receive attention or feedback from the rest of the class. The student is forced to face you one-on-one. This can sometimes get a child to calm down. When initiating the conversation, make direct eye contact and ask the student, “What is the problem?” Let the child know that you're unhappy and disappointed with the behavior. Tell the student that you don't want to embarrass him or her in front of the classroom but that you expect a change in behavior immediately.

Always have filler activities. Sometimes you may walk into a classroom and the lesson plan isn't substantial enough. On the more difficult days, the lesson plan is completely nonexistent. Unstructured time is an invitation for misbehavior and you can very easily lose control of the classroom. You should always have something for students that finish their work early and for those times when the lesson runs short. Make sure to have a selection of fun and challenging worksheets available. Word searches, crossword puzzles, hidden picture puzzles, math sheets, and riddles are great examples of some fun filler activities for your classrooms.

Post your own set of classroom rules. You should have a sheet that outlines four or five classroom rules. Put that up at the front of the classroom and go over them before the lessons begin. Some examples of possible rules include: always put up your hand to speak; don't leave your chair during a lesson without permission; be respectful to others; be truthful about classroom routines and procedures.

Establish a noise or action that means "Stop, Look and Listen!" You should show the class this action at the very start of the day. Explain that whenever you want them to stop, look and listen quickly, you will do this certain action or make this particular noise. Have the students practice making the noise or acting out the motion themselves so that they fully understand what to look out for throughout the day.

From: YAHOO!

Go to the Sponge Activities section for more great ideas on how to become a Super Substitute!

FAYETTE COUNTY PUBLIC SCHOOLS

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Where Excellence and Creativity Merge

Professional Conduct

&

Ethics

PROFESSIONAL CONDUCT

Ethics

All members of the education team must have high standards of personal conduct and professionalism. Because we are role models for young people, our actions and attitudes must be exemplary. Jokes, sarcasm or the use of profanity are inappropriate with students. Do not eat in class, chew gum, or model any behavior that is inappropriate for students.

Fayette County students represent a diverse array of ethnic groups and religions. The best substitutes are careful not to make insensitive remarks concerning the customs, practices, or beliefs of diverse cultural groups.

Outstanding substitute teachers maintain high standards. They are careful to ensure that whatever they do or say will help the school, the teachers, and the students. Their goal is to be positive, optimistic, and supportive. Comments or discussions concerning controversial issues such as politics, religious values, and social issues should be avoided.

Exemplary substitute teachers carry only positive things from one school to another. They never repeat gossip about students, teachers, or staff members. They emphasize the positive activities taking place in the schools as they communicate with members in the community.

Exceptional substitute teachers avoid making unfair comparisons between schools. Recognizing that each school has its own strengths, effective substitute teachers talk about those strengths. They feel a sense of belonging to every school they serve because they have an investment there.

Professional substitute teachers never criticize a teacher, especially in the presence of students. To do so would be unprofessional. They always support the absent teacher.

Substitutes must maintain an appropriate teacher-student relationship. Students should look up to and respect the teacher. Never should this relationship be weakened by contact with students that can reasonably be construed to be too close or personal or otherwise inappropriate. Substitutes should avoid any type of unnecessary physical contact with students (nudging, touching, etc.). After school association with students is prohibited unless an activity is conducted in conjunction with another teacher or with the express approval of the parents.

Be careful when leaving notes to the absent teacher about student behavior. Was the whole class really terrible? Did they really act like animals? Are you sure that Johnny caused everyone else to misbehave? Be as specific as possible in your notes/remarks concerning student behavior. Notes of this nature are unprofessional and really do not help the teacher or the students. Whatever you leave the teacher ought to be designed to help the teacher meet the needs of his/her students. Notes should never show anger and frustration.

Dress appropriately. Authority is communicated through dress. The manner in which you dress is a contributing factor in setting the proper tone for the day. Keep in mind that students will react to the model you present. More formal dress will usually help establish an environment that warrants the student's respect and an expectation of appropriate behavior. Jeans are approved attire **only** on days designated by the principal.

Classroom Computer Use

Computers in the classroom are to be used for **instructional purposes only.** If the lesson plans do not call for their use, computers should not be turned on or used. Surfing the net, shopping online, e-mailing, playing games, etc. should be reserved for your home computer. **Your services as a substitute will be terminated for a violation of this requirement**. Long term substitutes may be given computer access. If this occurs, see your principal to complete an Employee Acceptable Use Agreement. You will also be prompted to adhere to acceptable use procedures each time you turn the computer on.

Collecting Money

Occasionally during the year, you may be called upon to collect money from students. This may be in connection with the sale of pictures, the rental of equipment, or the sale of fundraising products.

You should always count money and write receipts accurately. Follow the guidelines left by the absent teacher. Ask the department head or a neighboring teacher for guidance if you are not sure of procedures. A good rule to follow is to allow only one student at your desk at a time while collecting money.

Dependability

The absence of a teacher can cause some problems for the school. When the substitute teacher responds enthusiastically when called, arrives early and prepared to begin the day, and carries out the lesson plans, these problems can be eliminated.

Problems are made worse when the substitute is late or does not follow school policies and the lesson plans. No principal likes to be told, "I just can't come in for that teacher" or "I don't like to substitute in that subject area." It's important to remain flexible. Occasionally, assignment changes become necessary during the day due to unforeseen circumstances.

Discipline

Refer all disciplinary matters to the principal. Under no circumstances may a substitute engage in a physical altercation with students or use physical endurance measures to discipline students.

Following Policies

Since you serve in place of the absent teacher, you should be conscientious in supporting school district policies and school and classroom procedures. Educators do not all agree on all issues. But to selectively support the policies and procedures we like, while disregarding those we don't like, would cause confusion and disorder.

The best substitutes learn the policies of the system, the school, and the absent teacher. They try to support policies consistently.

Finally, be a team member. Principals highly value the regular staff members and substitutes who are willing to pitch-in and help when problems arise. Such persons are considered assets to the school.

Leaving Students Unattended

Under no circumstances should a substitute teacher leave any student unattended in a classroom or on any other school property. If you must leave for some reason, the assistance of a paraprofessional, teacher, or administrator should be secured before you leave the students.

Moment of Silent Reflection

Georgia law requires that a moment of silent reflection be observed in each public school classroom in the state. In most schools, a school wide announcement is made each morning concerning the observation of a moment of reflection/silence. If a substitute teacher has a question concerning this activity, an administrator should be consulted.

Reporting Suspected Child Abuse

If a substitute teacher has reasonable cause to suspect that a student has been the victim of child abuse, the law requires that this be reported to a school administrator immediately.

Sexual Harassment

Sexual harassment is unlawful under federal law and is specifically prohibited by the Fayette County Board of Education. Such behavior will not be tolerated.

Examples of prohibited conduct include, but are not limited to: offensive or unwelcomed intentional touching of intimate body areas; verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual or his/her physical attributes; the display of sexually suggestive objects, pictures, cards or letters; lewd or suggestive comments or gestures; off-color language or jokes of a sexual nature.

Use of Non-Approved Materials

No videotapes, books, or other non-approved materials should be used in the classroom. The approval of the principal must be secured before using any of these materials.

Use of Tobacco

Fayette County Board of Education policy prohibits the use of tobacco on any property belonging to the school district.

FAYETTE COUNTY PUBLIC SCHOOLS

EMPLOYEE ACCEPTABLE USE AGREEMENT

INTRODUCTION

The technology resources are provided for educational purposes that promote and are consistent with the instructional goals of the Fayette County Public Schools (school district). **Use of computers and network resources outside the scope of this educational purpose is strictly prohibited.** Use of school district applications, Email and/or Infinite Campus from ANY computer constitutes use of school district resources as governed by this Acceptable Use Policy.

PROPERTY RIGHTS AND EXPECTATION OF PRIVACY

All computers, software, network connections, Internet connections, applications and Email systems provided to school district employees are the property of the school district and are to be used solely for the purpose of supporting the educational and business operational missions of the school district. The Board of Education and any employee with supervisory authority at the level of principal/director or above may monitor, intercept, record or retrieve any email or Internet communication from any computer or program furnished by the school district. The district may disclose the contents of any user's files, activities or communications upon the receipt of an appropriate request from legal and/or regulatory authorities.

Students and employees accessing network services or any school district computer shall comply with the district's acceptable use guidelines. The district reserves the right to monitor, access, and disclose the contents of any user's files, activities or communications. All employees are specifically informed that they have no right to expect that their communications are private or confidential.

PROFESSIONAL AND ETHICAL EXPECTATIONS

All school district employees are expected to adhere to the Georgia Code of Ethics for Educators (http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf) as stated in Fayette County Board of Education Policy GBU.

Email accounts are provided to employees for professional purposes. Email accounts may not be used for personal gain or personal business activities.

The broadcasting of unsolicited messages is expressly prohibited. Examples of such broadcasts include chain letters, mail bombs, virus hoaxes, spam mail (disseminating email and postings without a legitimate business purpose) and executable files. These types of Email transmissions often contain viruses and can result in excessive network traffic or computing load.

ELECTRONIC TRANSMISSIONS TO SCHOOLS/DEPARTMENTS AND TO THE WEB

All employees must obtain permission from their principal or department head or next administrator in their chain of command (central office employees) before disseminating a message via Email throughout the entire school or department.

Employees must adhere to the school district's Web Site Posting guidelines when posting any materials to the school district's web site. The guidelines are found on the school district's web site: http://www.fcboe.org>Departments>Technology Services>Technology Services Policies and Procedures.

Employees are NOT permitted to use their own computing devices on the school district's Wide Area Network (WAN) nor are they permitted to access the Internet via personal Wi-Fi accounts for instructional purposes. To do so will result in unfiltered access, expose the school district's WAN to potential viruses, allow for the introduction of material that may be inappropriate for students and inconsistent with the Children's Internet Protection Act.

SECURITY AND CONFIDENTIALITY

1. Employees who are issued User Identifications (IDs) and Passwords are required to securely maintain this information and are not permitted to share the information with others for any reason.
2. Supervisors at the authority of level of principal/director or above will be provided the User IDs and Passwords for all persons under their immediate supervision. These administrators must ensure that this information is securely maintained and not shared with any persons who do not have a legitimate need to have the information.
3. The Superintendent has the authority to request the release of User IDs and Passwords to designated school officials during the course of an investigation.
4. Employees should always maintain the highest level of security with the management of student User IDs and Passwords. Student User IDs and Passwords should never be posted where all students can view them.

SUPERVISION AND MONITORING OF STUDENTS' USE OF TECHNOLOGY

Employees are advised that students have access to Internet from all school district computers. Teachers must use good judgment and closely supervise their students' use of the Internet. The school district uses filtering software to deter student access to inappropriate web sites. However, it is not possible to block access to all objectionable material.

If a student decides to use technology resources in an irresponsible manner, he/she may be able to access sites that contain materials that are inappropriate for children or are not commensurate with generally acceptable standards of decency.

1. Elementary school students in grades K-5 may visit Internet sites that are pre-selected by the teacher. Searches may only be performed with teacher supervision. It is strongly recommended that child-friendly or pre-filtered search engines are used such as those found in GALILEO or Destiny.
2. Middle school students in grades 6-8 may perform unsupervised Internet searches using child-friendly search engines. A search using any other search engine must be conducted under teacher supervision.
3. High school students in grades 9-12 must use the advanced search page of Internet search engines (i.e., Google Scholar) in order to develop more reliable, useful and relevant search results if they choose to use any search engines that are not child-friendly.

Adherence to the following is expected as it relates to the supervision and monitoring of students' use of technology:

1. Employees are required to fully enforce this Acceptable Use Agreement while supervising students (e.g., Students should not have access to DOS prompt or other software applications not accessible through the student menu.) It is the employee's responsibility to notify the administration and the Instructional Technology Specialist (ITS) of any violation of the Acceptable Use Agreement.
2. Employees may never allow a student to log in with an employee's User ID and password. Failure to adhere to this requirement could result in sensitive information being compromised.
3. Students should never be allowed access to computer labs without approved supervision as authorized by the principal or his/her designee.
4. Students should never be allowed to use a computer unless they are logged in under their own name. An exception exists for students in grades K-2 who may use a generic "classroom account" created by the ITS.
5. Students should not be permitted to access sites unrelated to their assignments and should not access game or other sites that could infect the computer with "Spyware."
6. Employees should carefully review all materials prior to displaying them to students. The level of filtering on employee accounts is less than on student accounts. Thus, without careful pre-screening, an employee may inadvertently expose students to objectionable material.
7. Substitute teachers may only take students to computer labs if this is indicated in the daily lesson plans or upon approval from the administration if not included in the daily lesson plans. Only substitute teachers who have verified that they have read and agree to abide by the terms of the Internet Acceptable Use Policy (Board Policy IFBG) and

this Employee Acceptable Use Agreement will be authorized to access school district computer labs. The Human Resources Department will ensure that each substitute teacher provides this verification prior to authorizing the substitute to begin services in the school district.

INTEGRITY OF TECHNOLOGY DEVICES AND FILES

1. Employees should undertake reasonable efforts to ensure that any computers or computing devices, diskettes, CDs, memory sticks, USB flash drives or other forms of storage media that they bring in from outside the school district are virus free. These devices must not contain any unauthorized or inappropriate files.
2. Teachers and others assigned to provide technology instructional support to students should undertake reasonable efforts to ensure that any computers or computing devices, diskettes, CDs, memory sticks, USB flash drives or other forms of storage media that they bring in from outside the school district are virus free and do not contain any unauthorized or inappropriate files. Reasonable efforts are considered to be but are not limited to: (A) prior advisement to students and parents of this expectation; (B) requests that students scan all external storage devices prior to each use of school district technology; and (C) verification from students that the files do not contain any unauthorized or inappropriate files.

DATA STORAGE AND BACKUP

Storage and applications are provided for this purpose to all employees and students assigned to grades 3-12 through their application account.

STAFF COMMUNICATIONS WITH STUDENTS AND PARENTS

Electronic communications between employees and students, their parents or other members of the community should always be transparent, accessible and professional. Accordingly, employees should be advised that all electronic communications are subject to disclosure and may become a public record. These communications are easily accessible by others and should reflect the professionalism that all school district employees are expected to reflect at all times. Electronic communications from employees should be professional, courteous and conscientious. The word choice, tone, grammar and subject matter should reflect the standards and integrity of a school district professional.

Acceptable communication methods are made available to school district employees. These methods are described below:

Infinite Campus: Within Infinite Campus, teachers can communicate directly with students and parents regarding information related to grades, attendance, comments, assignments and much more. High school students have access to an email account through the student domain. Teachers and administrators can communicate directly with students through the student email (@fcboetwo.org). Teachers and administrators serving students in grades 3-12 can use the collaborative tools in Google Applications to communicate with students, make comments on work submissions and provide a framework for the learning environment.

School District Email and Telephone Service: Use of school district Email and telephone service is always a very appropriate means of directly communicating with students and parents. School district Email allows the employee to retain a record of the communication. For this reason, only the school district provided Email system (last name.first name@fcboe.org) and school district provided telephone numbers and extensions should be used.

Social Media for Instructional Purposes: Email and social networking sites are very public places. Any content published by employees, pictures posted or dialogue maintained on Facebook, Twitter, a blog, discussion thread or other website should never compromise the professionalism, integrity and ethics of the professional. Unless the employee would be comfortable with the information appearing in a widely disseminated publication, the information should not be posted.

Text Messaging: Text messaging with students is a less acceptable communication method. Many students have cellular telephones and the use of text messaging is rising sharply. Text messaging is a quick and convenient way to communicate. A simple message may lead to an extended text conversation that may veer off topic. Employees should be aware that text messaging between a school district employee and a student could be misinterpreted by parents.

If a teacher/coach/sponsor plans to use texting for immediate and urgent contact with students/team members, the employee should be extremely transparent about the use. At the beginning of each school year, the employee must make both school district administrators and parents aware that this form of communication will be used. Text messaging with students should be limited to the transmission of information that is extremely time sensitive. Employees should not engage in the exchange of text messages with students that are not for these limited purposes.

A variety of instructional tools are available to take advantage of texting capabilities. Employees should consult with the ITS for additional guidelines.

For efficiency and with the evolution of the use of technology, school district employees may choose to use personal Email accounts, instant messaging (IM) and personal telephone numbers to communicate with students and parents regarding school related matters after normal business hours. These communications should always be necessary for the effective provision of instructional support to students. These communications should also be professional and occur in a transparent manner that would clearly justify the need for the communication.

Cellular telephones and data service devices are provided to some school district employees for business use only. School district issued telephones and data service devices are not to be used as the employee's personal cellular phone, data service devices or for personal use.

SOCIAL MEDIA FOR PERSONAL PURPOSES

The sharing of personal information with students through social networking sites is inappropriate and unprofessional. Employees should refer to the Social Media Use Guidelines located on the Technology Services page of the school district's website (http://www.fcboe.org>Departments>Technology Services>Technology Services Policies and Procedures) for additional clarification.

Employees who use social media sites such as Facebook, etc. to communicate with friends, family and their personal networks should ensure that their privacy settings are set to "Only Friends." If the "Friends of Friends" or "Networks and Friends" settings are used, employees expose their social media content to a much larger group of people, including students and parents.

Employees should never use their school district Email addresses or telephone numbers for communications on social media network personal accounts. Inappropriate content displayed on personal social media sites that could reasonably be construed to significantly impact an employee's ability to demonstrate generally acceptable standards of professional conduct could result in disciplinary action being taken against the employee.

SMART TECHNOLOGY TO PHOTOGRAPH OR VIDEOTAPE STUDENTS

With parental permission, employees may photograph or videotape students for legitimate school related purposes. Employees may use their personal devices for this purpose. Parental permission shall be considered to have been obtained if: (1) the current Student Code of Conduct contains a section that advises parents/guardians that their children may be photographed, videotaped or interviewed for media or school related purposes; (2) the parent/guardian has not opted out for the release of directory information; and (3) the parent/guardian has provided a signed Parent/Guardian Signature Page of the Student Code of Conduct for the current year.

Employees may not use these photographs for personal purposes nor may they exchange the photographs with any persons other than individuals authorized by the principal. Employees may not photoshop or otherwise alter student images in the pictures without affording parents/guardians an opportunity to review the altered versions of the photographs.

Administrators may use their personal devices to capture evidence for use in investigations of alleged student misconduct.

COMPLIANCE WITH ACCEPTABLE USE AGREEMENT

Students and employees accessing network services or any school district computer shall comply with this Acceptable Use Agreement.

ACKNOWLEDGEMENT

By signing below, I certify that I have read, understand and accept the terms of the Internet Acceptable Use Policy (Board Policy IFBG) and this Employee Acceptable Use Agreement and agree to abide by them.

I accept full responsibility and liability for the results of my actions with regards to the use of the Internet and other school district technology resources. I release my school/department and the Fayette County Board of Education and related organizations from any liability relating to consequences resulting from my use of the Internet and other school district technology resources. I further understand that a violation of the Internet Acceptable Use Policy (Board Policy IFBG) and/or this Employee Acceptable Use Agreement may result in the revocation of my technology access privileges, disciplinary action by the Fayette County Board of Education or appropriate legal action being taken by the school district or law officials.

Employee's Printed Name	**School or Department**
Employee's Signature	**Date**

Effective October 15, 2019

505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) “Breach of contract” occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.

(b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(c) “Child endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(d) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

(e) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(f) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.

(g) “Revocation” is the invalidation of any certificate held by the educator.

(h) “Denial” is the refusal to grant initial certification to an applicant for a certificate.

(i) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(j) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(k) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(l) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(m) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: **Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;

2. committing any act of cruelty to children or any act of child endangerment;

3. committing any sexual act with a student or soliciting such from a student;

4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;

5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;

6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or

7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

(c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;

2. information submitted to federal, state, local school districts and other governmental agencies;

3. information regarding the evaluation of students and/or personnel;

4. reasons for absences or leaves;

5. information submitted in the course of an official inquiry/investigation; and

6. information submitted in the course of professional practice.

(e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;

2. failing to account for funds collected from students or parents;

3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay

(including fraudulent or purchased degrees, documents, or coursework);

4. co-mingling public or school-related funds with personal funds or checking accounts; and

5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;

2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;

2. sharing of confidential information restricted by state or federal law;

3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: **Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(i) Standard 9: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(j) Standard 10: **Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and

2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 -10 (GaPSC Rule 505-6-.01);

2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 -10 (GaPSC Rule 505-6-.01);

3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);

4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);

5. suspension or revocation of any professional license or certificate

6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and

7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

"20-2-751.7.(a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

(a) Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

(b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

(c) Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.
Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

Listed below are definitions for "sexual abuse" and "sexual misconduct" that you may want to include in your **EMPLOYEE** handbook.

"Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.

"Sexual misconduct" includes behavior by an educator that is directed at a student and intended to sexually arouse or titillate the educator or the child. Educator sexual misconduct by an educator may include, but is not limited to, the following behavior:

1. Made sexual comments, jokes, or gestures.
2. Showed or displayed sexual pictures, photographs, illustrations, or messages.
3. Wrote sexual messages/graffiti on notes or the internet.
4. Spread sexual rumors (i.e. said a student was gay or a lesbian).
5. Spied on students as they dressed, showered or used the restroom at school.
6. Flashed or "mooned" students.
7. Touched, excessively hugged, or grabbed students in a sexual way.
8. Forced a student to kiss him/her or do something else of a sexual nature.
9. Talked or asked about a student's developing body, sexuality, dating habits, *etc.*
10. Talked repeatedly about sexual activities or sexual fantasies.
11. Made fun of your body parts.
12. Called students sexual names.

Superintendent
Jonathan S. Patterson, Ph.D.

Where Excellence and Creativity Merge

Human Resources

Board of Education:
Scott Hollowell, Chairman
Roy Raybold, Vice Chairman
Brian Anderson
Barry Marchman, Ph.D.
Leonard Presberg

FAYETTE COUNTY PUBLIC SCHOOLS

Fraud, Waste, Abuse and Corruption Administrative Procedures

2022-23

Purpose

The purpose of the policy is to establish certain principles and expectations for the School District in order to prevent fraud, waste, abuse or corruption; investigate allegations of impropriety; and to heighten awareness of possible fraud, waste, abuse, or corruption.

The School District shall operate in a climate of honesty and ethical behavior with elected officials, employees (including community coaches, parent volunteers, etc.), consultants, vendors, contractors, outside agencies and employees of such agencies, and any other parties with a business relationship with the School District doing all within their power to further that goal. All School District employees shall practice good stewardship of the School District's financial resources.

Definitions

Fraud: False representation of a matter of fact, whether by words, or by conduct, or by concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds.

Waste: Squandering money or resources even if not explicitly illegal.

Abuse: Excessive or improper use of something, or the employment of something in a manner contrary to the natural rules of its use; the intentional destruction, diversion, manipulation, misapplication, or misuse of resources of the School District; or extravagant or excessive use so as to abuse one's position or authority.

Corruption: Wrong doing on the part of an authority or powerful party through means that are illegitimate, immoral or incompatible with ethical standards.

Responsibilities

Staff: Employees who suspect that fraud, waste, abuse or corruption has occurred shall immediately report those suspicions to the Director of Human Resources and/or the Superintendent. Only persons with a legitimate need-to-know will be involved in the investigation. All reports of suspected impropriety will be handled with the strictest level of confidentiality possible. Informants may make anonymous reports, but should cooperate with the investigation and provide as much detail and evidence of the alleged impropriety as possible to ensure the completion of an investigation into the matter. Employees who bring forth legitimate concern or suspicion about potential impropriety shall not be retaliated against. Those who do retaliate against such an employee shall be subject to disciplinary action.

Superintendent: The Superintendent or his/her designee shall be responsible for initiating the investigation. The investigation will be conducted in coordination with legal counsel and/or other internal or external departments or agencies as appropriate. If the investigation substantiates occurrence of a fraudulent activity, the Superintendent shall issue a report to the appropriate personnel and the Board of Education. Final disposition of the matter and any decision to file a criminal complaint shall be made in consultation with legal counsel.

Director of Human Resources: The Director of Human Resources, at the direction of the Superintendent, will conduct or direct the conduct of an investigation into allegations of impropriety. The Director shall ensure the employees and volunteers are aware of this policy and their responsibility to report acts of suspected impropriety.

Confidentiality

The School District will maintain confidentiality of reports of suspected impropriety and the investigation, to the extent consistent with the conduct of an appropriate investigation and the School District's obligations under the Freedom of Information Act. Absolute confidentiality for reporting witnesses and investigation results cannot be guaranteed.

FAYETTE COUNTY PUBLIC SCHOOLS

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Emergency Information

EMERGENCY/CRISIS CODES

CODE RED LEVEL 3 LOCKDOWN – Total school lockdown. Students and staff will remain in classrooms and follow instructions provided by the local school administration (intruder, drug search, or hostage situation).

CODE ORANGE LEVEL 2 LOCKDOWN – Outside and inside doors locked; continue teaching.

CODE YELLOW LEVEL 1 LOCKDOWN – Caution/Alert. Possible crisis situation in neighboring area. Extra supervision should be posted at appropriate areas. Outside doors should be locked with the exception of the front doors and those leading to portable classrooms or other areas where classes are held. Recess, physical education, and other outside activities will be allowed with appropriate supervision.

CODE BLUE – Indicates a bomb threat and the building should be evacuated immediately. Students and staff should be moved at least 1000 feet away from the building. While evacuating, staff should look for unusual devices and listen for suspicious noises.

CODE GREEN – Evacuate the building to assigned areas. Students and staff must be at least 500 feet from the building (fire, fire drill, or other appropriate reasons). Emergency vehicle access should be insured.

TEACHER RESPONSE TO A CODE RED

When a teacher with a class hears a **CODE RED** announcement, he or she should follow these directions:

1. Lock the classroom door immediately;
2. Close and lock windows;
3. Turn off ventilation system in mobile classrooms;
4. Keep all students sitting on the floor, away from the door and windows;
5. Use caution and discretion in allowing students entry into the classroom;
6. Advise the students that there is some type of emergency but you do not know what it is;
7. Take attendance; slide the appropriate card under the classroom door:

   GREEN – Students accounted for; no danger
   RED or NO CARD – Major emergency; attention needed immediately
   YELLOW – Caution; missing or additional students

If there is a phone in your classroom, do not use the telephone to call out.

Lines must be kept open unless there is an emergency situation in the classroom.

Ignore any fire alarm activation. The school will not be evacuated by this method.

Project a calm attitude to maintain student behavior.

When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.

Remain in the classroom until a member of the crisis management team comes to the room with directions or a police officer arrives with directions.

Fire and Tornado Drills Procedures

All classrooms should have fire and tornado drill charts posted near the classroom door. The class will report to a designated location if there is a drill or an emergency. Be sure to become familiar with both emergency procedures.

TORNADO WATCH: conditions are favorable for a tornado or severe weather

TORNADO WARNING: tornado has been sighted; take shelter immediately

PROCEDURES:

1. Teachers will be notified via individual school intercom systems regarding a tornado watch or warning.
2. When severe weather is forecasted, the secretary will monitor the situation on the weather radio, if available, or the radio.
3. When tornado warning is issued, students should proceed to designated location against the wall and assume a kneeling position, head down, hands covering head.
4. Students in unsafe locations will go to a pre-designated location when directed by the teacher.
5. Students should not be permitted to leave the school for field trips or other events during a watch or a warning. If students are on a field trip at the time severe weather occurs, bus drivers will be alerted to get students back on bus and return to school, if appropriate.
6. Teachers are to close classroom windows and doors upon leaving with students.
7. Teachers should keep their class rosters with them and kneel behind their classes to be sure that the students are following the drill procedure. Teachers should verify student classroom count.
8. Students in mobile classrooms will be moved to safe areas when directed by the principal or his/her designee.
9. Keep windows closed.
10. Maintain contact with student body and staff. Sound alarm or give order for drill. Use PA system or bullhorn for crowd control, if necessary. Give the 'All Clear' signal.

Student Illness or Injury

If a student becomes ill or is injured, notify a school administrator at once by sending a student to the office or notifying another teacher. Students should never be left unattended by the substitute teacher under any circumstances. Protect other students from injury. Please see clinic guidelines on the next two pages.

As time permits, write a brief description of what happened. This will give the principal and teacher a record of events to refer to in your absence.

Personal Illness or Injury

If you become ill or are injured, notify the administration at once.

Intruders

All visitors to any Fayette County Public School System facility are required to report to the office before going anywhere in the building and should be provided with a visitor's badge. If you see people in the building who appear to be intruders, make an immediate report to the school administrator.

The safety of students is our first responsibility.

FAYETTE COUNTY SCHOOL HEALTH SERVICES

TEACHER CLINIC GUIDELINES

Please post these Guidelines in your classroom as a reference. Remember these are just guidelines, **anytime that you are uncertain as to whether or not a student needs to be seen, please send them to the clinic for the school nurse to assess their condition.** If a student is very ill, call ahead to the Clinic and send a "healthy" student or adult with the student. If you are not certain about moving a student, call the school nurse to come to the student.

Reasonable Expectations for Self-Care in Classroom or Restroom

(Older students should be capable of performing the self-care but younger students may require assistance.)

- **Chapped lips** (Apply Chap Stick or Vaseline)
- **Minor abrasions (scrapes) and superficial cuts** (Wash, dry wound, and apply Band-Aid)
- **Contact lenses** (Students should provide their own wetting solution for cleaning/reinsertion of lenses)
- **Loose tooth, lost tooth, or bitten lip** with little or no bleeding (Rinse mouth)
- **Irritated pierced sites** (Remove earrings, rinse with cool water)

When a student should remain in class

- **First hour of class after coming to school** (Students with chronic illnesses are the exception)
- **Old abrasion/cut (scab) or old injury**
- **Intact bandage applied at home**
- **Frequently asks to go to the clinic at the same time of day** (i.e. prior to PE, tests, band practice etc.)

TOP 10 Reasons to Send a Student to the Clinic *(including but not limited to)*

1. When there is a **head injury**, even if there is no bruise to the head.
2. When a child **complains of chest pain.**
3. When a child is **experiencing breathing difficulty** of any kind even if the child is known to have asthma and/or has used their asthma medication or another respiratory condition.
4. When there is an **injury causing bruising, swelling, or reluctance to use joint or limb.**
5. When a child has a **cut that may require stitches** which includes wounds on the face, one more than ¼ inches in length, gaping open, tissue protruding from the edges, or there is persistent bleeding.
6. When a child appears to have a **fever and not able to participate in the learning process.**
7. When a child experiences a **bug bite or has reaction** that causes abnormal swelling, hives or especially swelling of the eyes, lips or face indicating an allergic reaction.
8. When a child **complains of significant abdominal pain or vomits.**
9. When a child **faints or complains of feeling like he is going to faint.**
10. When a child **complains of eye pain or has cloudy or yellowish eye drainage and/or light sensitivity.**

SPECIAL SITUATION that requires a clinic visit:

If a child with diabetes exhibits any of these symptoms: sleepiness, slurred speech, irritability, confusion, complaint of headache, hunger or feeling shaky.

Do not move students when … send for school nurse

- **Serious fall** from height greater than the student's height or suspected head, neck, or back injury.
- **Loss of consciousness**
- **Seizures**

Implemented: August 2002
Revised: April 20, 2005; February 20, 2005; April 9, 2007; April 16, 2010; April 12, 2011

TO: Teachers, Paraprofessionals, and Substitutes

FROM: School Health Services

RE: Clinic Teacher Guidelines

School Health Services is proud to be part of the team effort that supports student success in our county. The goal of the School Health Services Program is to *support and enhance educational achievement by improving and protecting the health status of students through prevention of illness, early detection, and removal or modification of health-related barriers to learning.* School Health Services NEEDS your assistance and cooperation in caring for our students. **If you receive a doctor's note or parent note with student health information, please send it to the clinic.** Please read and familiarize yourself with the following clinic policies and guidelines.

•**Parent Clinic Information** is posted on the www.fcboe.org website under School Health Services Department and included in the Student Code of Conduct, which each parent receives at the beginning of the school year. The Clinic Information explains the importance of the Student Emergency/Safety Cards, the Medication Policy, Immunization Information and Clinic Guidelines. **Please encourage and remind your students to return their revised Cards. Collect the Cards and send them to the clinic. Please return any unsigned Cards to parents/guardians for signature prior to sending them to the clinic.**

•**Clinic Visit Notices**, if used at your school, **should be sent with the student (one student per notice) to the clinic indicating the student's complaint.** This is a communication tool between teachers, the school nurse, and the parents/guardians. The teacher completes the upper portion and the school nurse completes the lower portion. This Clinic Visit Notice should accompany the student home to notify the parent of the visit.

•**CPR/AED Training** is available monthly during the school year**. If you are interested in attending a training class, please register on PDExpress.** The Automated External Defibrillator (AED) Policy, Guidelines and Sudden Cardiac Arrest Awareness will be reviewed by your school nurse at a faculty meeting. **All staff is responsible for knowing where their school's AED unit is located.**

•**Head Lice Parent Letter and Information Sheet** will be sent home to the parents/guardians if a student in your class has head lice. The school nurse will check the other students in the class for head lice. The teacher will be given a ***Teacher Checklist*** to follow in preventing the spread of lice in the classroom.

•**Immunization and Eye, Ear, and Dental Certificates** will be placed in individual Student Health Files stored in a locked file cabinet in the clinic or in the high school student's permanent record. **Please send any certificates received to the clinic.**

•**Risk Management Report** will be completed during school hours by the school nurse and signed by the school principal or administrator for a student injury only when the injury occurs on school property, to a person to a student, involving more than one student, or requiring transport by EMS or immediate medical attention. School staff may be asked for a witness statement. **If student injury occurs AFTER SCHOOL HOURS, the school staff in charge is responsible for completing the Risk Management Report** (available on the staff website).

•**Blood-Borne Pathogen Guidelines** will be reviewed by your school nurse at a faculty meeting. Each classroom will be given a **blood-borne pathogen kit with gloves and gauze to place in an easily accessible location**, such as on the wall by the door leading out of your room. **Notify your school nurse if any items need to be replaced.**

•**School Medication Authorization** is required for ALL medications. The parents/guardians must complete and sign the Authorization for ALL medications given at school. For prescription or homeopathic/supplement medications, a licensed physician must also complete and sign the Authorization. **All Authorizations and medication should be brought to the clinic before the beginning of the school day.** Your school nurse will review the Severe Allergies including the use of an Epinephrine Injector at a faculty meeting.

FAYETTE COUNTY PUBLIC SCHOOLS

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School

Information

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Bennett's Mill Middle School

210 Lester Road
Fayetteville, GA 30215
(770) 716-3982

Principal's Name: ***Marcus Broadhead***

Assistant Principals' Names: ***Aimee Gumerson, Rica Smith***

School Secretary's Name: ***Neisha Purce***

Name of the person in charge of substitute teachers: ***Kecia Mosely***

Where do substitutes check in and to whom? ***Front Office – Kecia Mosely***

Grade levels in school: ***6 – 8***

Where may substitutes park? ***Anywhere in the parking lot***

Where do substitutes eat lunch? ***Cafeteria or workrooms***

Is there a refrigerator and/or microwave available for substitutes to use? ***Teacher workrooms***

If so, where is each located? ***Room 611, 712 & 812***

Is there a secured location for personal belongings? ***No***

Are substitutes assigned other duties? Check all that apply.

- ☒ car duty
- ☐ recess duty
- ☒ lunch duty
- ☒ bus duty
- ☐ restroom duty
- ☐ breakfast duty
- ☒ office duty
- ☒ coverage of other classes
- ☒ Assigned duties of the teacher

Who at your school helps interpret lesson plans?

- ☐ Department/Grade Chair
- ☒ Instructional Lead Teacher
- ☐ Other
- ☐ Buddy Teacher
- ☐ Assistant Principal

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Classrooms***

What is the procedure for having copies made? ***Front Office, Workroom***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:40 am – 03:40 pm**	**Half Day:**	**07:40 am – 11:40 am**
			11:40 am – 03:40 pm

What is the dress code for teachers at your school? ***Substitutes should dress professionally. No jeans or shorts unless substituting in a physical education classroom***

If you have school Spirit Days, what day of the week do these occur? ***Thursday***

What is the dress code on these days? ***Jeans with school spirit wear, educational shirts or blue and gold shirts***

School Colors/Mascot: ***Blue, White & Gold/Broncos***

Does your school have?

Floating Teachers	***Collaborative teachers***
Zero Period	***No***
Panic Buttons	***No***
Telephones in rooms	***No, intercom only***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Braelinn Elementary School

975 Robinson Road
Peachtree City, GA 30269
(770) 631-5410

Principal's Name: ***Erinn Angelo***

Assistant Principal's Name: ***Emily Nealis***

School Secretary's Name: ***Shari Knapp***

Name of the person in charge of substitute teachers: ***Shari Knapp***

Where do substitutes check in and to whom? ***Front Office – Shari Knapp***

Grade levels in school: ***K – 5***

Where may substitutes park? ***Front parking lot***

Where do substitutes eat lunch? ***Faculty lounge***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***No***

If so, where?

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☐ lunch duty
☒ bus duty	☐ restroom duty	☐ breakfast duty
☐ office duty	☐ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☒ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Classroom***

What is the procedure for having copies made? ***See Front Office staff***

Where do you send a student who is ill? ***Clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Professional Casual***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Casual***

School Colors/Mascot: ***Blue, Yellow, Green/Stars***

Does your school have?

Floating Teachers: ***No***

Zero Period: ***No***

Panic Buttons: ***Yes***

Phones in rooms: ***No***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

See Shari Knapp for details regarding a Code Red situation/drill.

BRAELINN
ELEMENTARY SCHOOL

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Cleveland Elementary School

190 Lester Road
Fayetteville, GA 30215
(770) 716-3905

Principal's Name: ***Jeannie Inagawa***

Assistant Principal's Name: ***Allison Staggs***

School Secretary's Name: ***Debra Sanders***

Name of the person in charge of substitute teachers: ***Debra Sanders***

Where do substitutes check in and to whom? ***Front Office – Debra Sanders***

Grade levels in school: ***PreK – 5***

Where may substitutes park? ***Front parking lot***

Where do substitutes eat lunch? ***Faculty lounge***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***No***

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☒ lunch duty
☒ bus duty	☐ restroom duty	☒ breakfast duty
☒ office duty	☒ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Support Teacher	☐ Other
☒ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Teacher's desk, top right hand drawer; emergency folder in office***

What is the procedure for having copies made? ***Workroom/check with front office secretary***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Professional attire (e.g., pants, skirts, or dresses) Adhere to dress code.***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans with Cleveland spirit shirt***

School Colors/Mascot: ***Navy, Crimson, Gold/Crocodiles***

Does your school have?

Floating Teachers ***No***

Zero Period ***No. Children are in classes at 7:15 am***

Panic Buttons ***Yes***

Telephones in rooms ***Intercom only***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Crabapple Lane Elementary School

450 Crabapple Lane
Peachtree City, GA 30269
(770) 487-5425

Principal's Name: ***Vicki Rachels***

Assistant Principal's Name: ***Tonya Keele***

School Secretary's Name: ***Jennifer Carroll***

Name of the person in charge of substitute teachers: ***Jennifer Carroll***

Where do substitutes check in and to whom: ***Front Office – Jennifer Carroll***

Grade levels in school: ***Pre-K – 5***

Where may substitutes park? ***Front parking lot***

Where do substitutes eat lunch? ***Faculty lounge***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge (Room 1.125), large workroom (Room 3.126), small workroom (Room 4.123)***

Is there a secured location for personal belongings? ***No***

If so, where?

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☐ lunch duty
☒ bus duty	☒ restroom duty	☐ breakfast duty
☐ office duty	☐ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☒ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Teacher's classroom***

What is the procedure for having copies made? ***Send materials to front office***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Professional***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans, school spirit wear or holiday shirt***

School Colors/Mascot: ***Seafoam Green and Red/Cardinals***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***No, use intercom for emergency***

Telephones in rooms ***Intercom only***

What are the lunch procedures at your school? ***Details located in substitute folder or on teacher's desk***

What are the dismissal procedures at your school? ***Details located in substitute folder or on teacher's desk***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Horizon Academy
Fayette LIFE Academy

450 Grady Avenue
Fayetteville, GA 30214
(770) 460-3551, EXT. 226

Principal's Name: ***Margo Wimbish***

Teacher/Administrative Support Personnel's Name: ***John McLucas***

School Secretary's Name: ***Anita Morris***

Name of the person in charge of substitute teachers: ***Anita Morris***

Where do substitutes check in and to whom? ***Front Office – Anita Morris***

Grade levels in school: ***6 – 12***

Where may substitutes park? ***Side of building***

Where do substitutes eat lunch? ***In cafeteria with their students***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***Yes***

If so, where? ***Secretary's Office***

Are substitutes assigned other duties? Check all that apply.

☐ car duty	☐ recess duty	☒ lunch duty
☐ bus duty	☒ restroom duty	☐ breakfast duty
☐ office duty	☐ coverage of other classes	☒ pm parking lot

Who at your school helps interpret lesson plans?

☐ Department/Grade Chair	☐ Instructional Lead Teacher	☒ Paraprofessional
☒ Buddy Teacher	☒ Dean Assistant	_____

Do you require a teacher to have a substitute folder? ***Yes***

What is the procedure for having copies made? ***Ask paraprofessional to make the copies for you.***

Where do you send a student who is ill? ***Do not send students. Call the secretary or principal on the radio.***

What are the hours you expect a substitute to work: (***School starts at 8:15 for students)***

Whole Day:	**08:00 am – 04:00 pm**	**Half Day:**	**07:45 am – 11:45 am**
			11:45 am – 03:45 pm

What is the dress code for teachers at your school? ***No shorts or blue jeans. Shirts and blouses must have a collar and cover the shoulders.***

If you have school Spirit Days, what day of the week do these occur? ***None***

What is the dress code on these days? ***None***

School Colors/Mascot ***Blue shades (navy, medium blue, light blue)***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***No***

Telephones in rooms ***No***

Each staff member has a two-way radio. All substitutes will have one as well.

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

FAYETTE COUNTY PUBLIC SCHOOLS SM

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SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Fayette County High School

#1 Tiger Trail
Fayetteville, GA 30214
(770) 460-3540

Principal's Name: ***Yolanda Briggs-Johnson***

Assistant Principals' Names: **Andrea Cherry-Lee*, Johnathan Hall, Bill Stikes, Chris Key***

School Secretary's Name: ***Melissa Holcomb – Front Office, Tonya Johnson – Principal's Secretary***

Name of the person in charge of substitute teachers: ***Elizabeth Dent***

Where do substitutes check in and to whom? ***Check in at front office, and sign in with Ms. Dent in the AP's secretary's office.***

Grade levels in school: ***9 - 12***

Where may substitutes park? ***Any numbered space. There are sub car tags in Ms. Dent's office.***

Where do substitutes eat lunch? ***In cafeteria or department workrooms***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Department workrooms or office break room***

Is there a secured location for personal belongings? ***No***

If so, where?

Are substitutes assigned other duties? Check all that apply.

☐ car duty	☐ recess duty	☒ lunch duty
☒ bus duty	☒ restroom duty	☐ breakfast duty
☐ office duty	☒ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☐ Buddy Teacher	☐ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Ms. Dent's Office***

What is the procedure for having copies made? ***See Department Chair***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**08:00 am – 04:00 pm**	**Half Day:**	**08:00 am – 12:00 pm**
			12:00 pm – 04:00 pm

What is the dress code for teachers at your school? ***Appropriate and professional. Jeans are not acceptable.***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Casual with school colors.***

School Colors/Mascot ***Black & Gold/Tigers***

Does your school have?

Floating Teachers ***Yes***

Zero Period ***No***

Panic Buttons ***Yes***

Intercom in rooms ***Yes***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Fayetteville Elementary School

490 Hood Avenue
Fayetteville, GA 30214
(770) 460-3560

Principal's Name: ***Dr. Monica Reckley***

Assistant Principal's Name: ***Jesse Williams***

School Secretary's Name: ***Valarie Wallace***

Name of the person in charge of substitute teachers: ***Brandalynn Kennedy***

Where do substitutes check in and to whom? ***Front Office – Valarie Wallace/Brittney Mitchell, Brandalynn Kennedy***

Grade levels in school: ***PreK - 5***

Where may substitutes park? ***Front or side parking lots***

Where do substitutes eat lunch? ***Faculty lounge or teacher's classroom or cafeteria***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***No***

If so, where? ***N/A***

Are substitutes assigned other duties? Check all that apply.

- ☒ car duty
- ☒ recess duty
- ☒ lunch duty
- ☒ bus duty
- ☒ restroom duty
- ☒ breakfast duty
- ☒ office duty
- ☒ coverage of other classes
- ☒ gym duty
  front desk duty

Who at your school helps interpret lesson plans?

- ☒ Department/Grade Chair
- ☐ Instructional Lead Teacher
- ☐ Other
- ☒ Buddy Teacher
- ☒ Assistant Principal
- _____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***The substitute folder is kept inside the classroom on the teacher's desk.***

What is the procedure for having copies made? ***Ask front office staff for assistance.***

Where do you send a student who is ill? ***School clinic – located in the front office***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Business casual attire***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Cub shirt, dress top or school colors (royal blue and orange) may be worn with blue jeans without rips or tears.***

School Colors/Mascot: ***Royal Blue & Orange/Cub – "Roary"***

Does your school have?

Floating Teachers ***Yes***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Flat Rock Middle School

325 Jenkins Road
Tyrone, GA 30290
(770) 969-2830

Principal's Name: ***Jade Bolton***

Assistant Principals' Names: ***Scott Stone***

School Secretary's Name: ***Mary Jo Chitwood***

Name of the person in charge of substitute teachers: ***Niomara Berberena***

Where do substitutes check in and to whom? ***Front Office – Carlene Crane***

Grade levels in school: ***6 – 8***

Where may substitutes park? ***Parking lot in front of gym***

Where do substitutes eat lunch? ***Cafeteria – Substitutes must eat with students at teacher tables***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Teachers' Lounge***

Is there a secured location for personal belongings? ***No***

Are substitutes assigned other duties? Check all that apply.

☐ car duty	☐ recess duty	☒ lunch duty
☐ bus duty	☐ restroom duty	☐ breakfast duty
☐ office duty	☒ coverage of other classes	☒ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☒ Instructional Lead Teacher	☐ Other
☐ Buddy Teacher	☐ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Teachers' classrooms***

What is the procedure for having copies made? ***See team leader***

Where do you send a student who is ill? ***School clinic in Front Office***

What are the hours you expect a substitute to work:

Whole Day:	**07:40 am – 03:40 pm**	**Half Day:**	**07:40 am – 11:40 am**
			11:40 am – 03:40 pm

What is the dress code for teachers at your school? ***Professional attire-jeans with school spirit wear or school colors (red, white, blue) may be worn on Friday.***

If you have school Spirit Days, what day of the week do these occur? ***Fridays***

What is the dress code on these days? ***Jeans with school spirit wear or school colors (red, white, blue)***

School Colors/Mascot ***Navy, Red, and White;Eagle***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Details located in substitute folder. Teachers eat in cafeteria with classes.***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Huddleston Elementary School

200 McIntosh Trail
Peachtree City, GA 30269
(770) 631-3255

Principal's Name: ***Josh Noland***

Assistant Principal's Name: **Ashley Brookshaw**

School Secretary's Name: ***Beth Yeager***

Name of the person in charge of substitute teachers: ***Beth Yeager***

Where do substitutes check in and to whom? ***Front Office – Stacy Nelson or Daphne Small***

Grade levels in school: ***K – 5***

Where may substitutes park? ***Front parking lot***

Where do substitutes eat lunch? ***Faculty lounge or classroom***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***Yes***

If so, where? ***Teacher's desk, file or materials cabinet***

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☒ lunch duty
☒ bus duty	☐ restroom duty	☐ breakfast duty
☒ office duty	☒ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☒ Buddy Teacher	☒ Assistant Principal	☒ Principal

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Teacher's desk or office with Assistant Principal***

What is the procedure for having copies made? ***Copies can be made in the teacher workroom/copy room by any staff member***

Where do you send a student who is ill? ***School clinic located by the front office; include clinic note***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Professional casual***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***School spirit wear and jeans or khaki slacks***

School Colors/Mascot ***Green, White, & Black/Huddleston Hound***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Details located in the teacher's plans***

What are the dismissal procedures at your school? ***Details located in the teacher's plans***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Inman Elementary School

677 Inman Road
Fayetteville, GA 30214
(770) 460-3565

Principal's Name: ***Tabitha Walker***

Assistant Principal's Name: **Ashley Judy**

School Secretary's Name: ***Michelle Gilbert***

Name of the person in charge of substitute teachers: ***Michelle Gilbert***

Where do substitutes check in and to whom? ***Front Office – Kreshelle Rhone or Michelle Gilbert***

Grade levels in school: ***Pre-K – 5***

Where may substitutes park? ***In front of school— not in reserved***

Where do substitutes eat lunch? ***Faculty lounge located next to office or 5th grade hall***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***Yes***

If so, where? ***Vault in front office***

Are substitutes assigned other duties? Check all that apply.

- ☒ car duty
- ☒ recess duty
- ☒ lunch duty
- ☒ bus duty
- ☒ restroom duty
- ☒ breakfast duty
- ☐ office duty
- ☒ coverage of other classes
- ☐ other (list)

Who at your school helps interpret lesson plans?

- ☒ Department/Grade Chair
- ☐ Instructional Lead Teacher
- ☐ Other
- ☒ Buddy Teacher
- ☒ Assistant Principal

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***In classrooms on teacher's desk***

What is the procedure for having copies made? ***Send to office with student***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 02:40 pm**	**Half Day:**	**07:10 am – 11:10 am**
In the classroom by 7:10 am			**11:00 am – 02:45 pm**

What is the dress code for teachers at your school? ***Professional attire (e.g., casual dress or pants). No running shoes (Monday through Thursday).***

If you have school Spirit Days, what day of the week do these occur? ***Fridays***

What is the dress code on these days? ***Jeans with educational/holiday shirts***

School Colors/Mascot: ***Green & White/Eagles***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***Yes***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

J. C. Booth Middle School

250
Peachtree City, GA 30269
(770) 631-3240

Principal's Name: ***Debra Troutman***

Assistant Principals' Names: ***Alison Ivey, Kayla Seabolt***

School Secretary's Name: ***Angela Rush***

Name of the person in charge of substitute teachers: ***Joy Dunn***

Where do substitutes check in and to whom? ***Front Office – Joy Dunn***

Grade levels in school: ***6 - 8***

Where may substitutes park? ***Teacher parking lot (Do not park in bus loop)***

Where do substitutes eat lunch? ***Cafeteria or teacher lounge/workroom***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Workrooms on each hall or in the front office mailroom***

Is there a secured location for personal belongings? ***Yes***

If so, where? ***Each classroom should have a desk, cabinet, or file cabinet that locks. If not, items can be secured in the office.***

Are substitutes assigned other duties? Check all that apply.

- ☐ car duty
- ☐ recess duty
- ☒ lunch duty
- ☒ bus duty
- ☐ restroom duty
- ☐ breakfast duty
- ☐ office duty
- ☒ coverage of other classes
- ☒ hall (AM/PM), gym & lunch-room (AM) duty

Who at your school helps interpret lesson plans?

- ☒ Department/Grade Chair
- ☒ Instructional Lead Teacher
- ☐ Other
- ☒ Buddy Teacher
- ☒ Assistant Principal
- _____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***On teacher's desk***

What is the procedure for having copies made? ***Copies can be made in the Copier Room (#717). See the front office secretary for the desired teacher code.***

Where do you send a student who is ill? ***School clinic in administrative complex***

What are the hours you expect a substitute to work:

Whole Day:	**07:40 am – 03:40 pm**	**Half Day:**	**07:40 am – 11:40 am**
			11:40 am – 03:40 pm

What is the dress code for teachers at your school? ***Substitutes should dress professionally. No jeans or shorts unless substituting in a physical education classroom.***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***School spirit wear and jeans are acceptable***

School Colors/Mascot: ***Green & Black/Warrior***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***No (workrooms have phones)***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Kedron Elementary School

200 Kedron Drive
Peachtree City, GA 30269
(770) 486-2700

Principal's Name: ***Jamie Voorhies***

Assistant Principal's Name: ***Laura DiStephano***

School Secretary's Name: ***Stephanie Dykes***

Name of the person in charge of substitute teachers: ***Evenie Bour***

Where do substitutes check in and to whom? ***Front Office – Check Mate Kiosk***

Grade levels in school: **Pre*K – 5***

Where may substitutes park? ***In front lot***

Where do substitutes eat lunch? ***Faculty lounge or classroom***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***No***

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☒ lunch duty
☒ bus duty	☒ restroom duty	☒ breakfast duty
☐ office duty	☒ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☒ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Wall pocket next to door***

What is the procedure for having copies made? ***Send to workroom or office***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Professional attire***

If you have school Spirit Days, what day of the week do these occur? ***Monday and Friday***

What is the dress code on these days? ***Nice blue jeans/school color shirts***

School Colors/Mascot ***Purple, Hunter Green, & Silver/Knights***

Does your school have?

Floating Teachers	***No***
Zero Period	***No, but students are in classes at 7:15 a.m.*** ***Substitute should be here by 7:10 & on duty in homeroom***
Panic Buttons	***Emergency button – digital wall box in each classroom***
Telephones in rooms	***No, intercom only – room to room dialing only***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

McIntosh High School

201 Walt Banks Road
Peachtree City, GA 30269
(770) 631-3232

Principal's Name: ***Maggie Walls***

Assistant Principals' Names: ***Nicole Guest, Amy Hammock, Leon Hammond, Daniel Lakly, Oatha Mann***

School Secretary's Name: ***Gina Graham***

Name of the person in charge of substitute teachers: ***Angela Rush***

Where do substitutes check in and to whom? ***Bookkeeper's Office – Angela Rush, ext 201***

Grade levels in school: ***9 – 12***

Where may substitutes park? ***Faculty parking lot in front of building in spaces numbered 1 – 120***

Where do substitutes eat lunch? ***School cafeteria or teacher workrooms***

Is there a refrigerator and/or microwave available for substitutes to use? ***Teacher workrooms***

If so, where is each located? ***Math/Science workroom, Social Studies workroom, Foreign Language workroom, English workroom***

Is there a secured location for personal belongings? ***No***

Are substitutes assigned other duties? Check all that apply.

☐ car duty ☐ recess duty planning ☒ lunch duty if 4th period ☒ hall duty

☒ bus duty ☐ restroom duty ☐ breakfast duty

☐ office duty ☒ coverage of other classes ☒ morning duty

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair ☐ Instructional Lead Teacher ☐ Other

☐ Buddy Teacher ☐ Assistant Principal _____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***See Kristin Patnubay, Bookkeeper's Office***

What is the procedure for having copies made? ***Teacher must make copies. Check with department chair.***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**08:00 am – 04:00 pm**	**Half Day:**	**08:00 am – 12:00 pm**
			12:00 pm – 04:00 pm

What is the dress code for teachers at your school? ***Professional attire; Jeans with McIntosh spirit wear only on Friday***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***May wear jeans with appropriate McIntosh spirit wear***

School Colors/Mascot: ***Kelly Green, Black, and White/Chiefs***

Does your school have?

Floating Teachers ***No***

Zero Period ***Yes***

Panic Buttons ***Yes***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

North Fayette Elementary School

609 Kenwood Road
Fayetteville, GA 30214
(770) 460-3570

Principal's Name: ***David McBride***

Assistant Principal's Name: ***Claudette Lester***

School Secretary's Name: ***Julie Young***

Name of the person in charge of substitute teachers: ***Julie Young***

Where do substitutes check in and to whom? ***Front Office – Julie Young***

Grade levels in school ***PreK – 5, Self-contained Special Education***

Where may substitutes park? ***In front of school***

Where do substitutes eat lunch? ***Either faculty lounge***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes - both***

If so, where is each located? ***Both are in the faculty lounges***

Is there a secured location for personal belongings? ***No***

If so, where? ***We are happy to keep anything in the front office if anyone wishes.***

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☒ lunch duty
☒ bus duty	☐ restroom duty	☒ breakfast duty
☐ office duty	☒ coverage of other classes	☒ Opportunity Room

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☐ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Classroom & Principal's Secretary's Office***

What is the procedure for having copies made? ***Ask Julie in the front office***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Skirts or slacks. Jeans may be worn on Friday only with spirit wear or school colors – red, white & blue***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans with school spirit wear***

School Colors/Mascot: ***Red, white, and blue; Dolphin***

Does your school have?

Floating Teachers ***No***

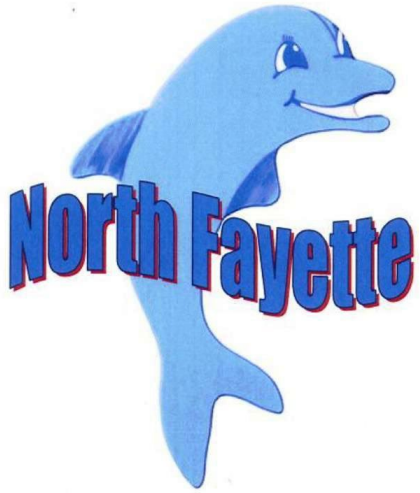
Zero Period ***No***

Panic Buttons ***Yes***

Phones in rooms ***Yes (intercom phone to call office or other classrooms)***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***



SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Oak Grove Elementary School

200 Log House Road
Peachtree City, GA 30269
(770) 631-3260

Principal's Name: ***Christopher Riecke***

Assistant Principal's Name: ***Cindy Holland***

School Secretary's Name: ***Stacey Chapman & Amy Marland***

Name of the person in charge of substitute teachers: ***Stacey Chapman***

Where do substitutes check in and to whom? ***Front Office-sign sub sign in sheet***

Grade levels in school: ***Pre-K - 5***

Where may substitutes park? ***Parking lot on Log House Road***

Where do substitutes eat lunch? ***Faculty lounge (across from cafeteria)***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes, yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***Yes***

If so, where? ***Classroom or office vault; Recommend that personal belongs are not left out in the open.***

Are substitutes assigned other duties? Check all that apply. ***Substitutes should check the teacher's plans to see if there is any duty they need to cover.***

- ☒ car duty
- ☒ recess duty
- ☒ lunch duty
- ☒ bus duty
- ☐ restroom duty
- ☒ breakfast duty
- ☐ office duty
- ☒ coverage of other classes
- ☐ other (list)

Who at your school helps interpret lesson plans?

- ☒ Department/Grade Chair
- ☐ Instructional Lead Teacher
- ☐ Other
- ☐ Buddy Teacher
- ☒ Assistant Principal
- ☒ Principal

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Classroom***

What is the procedure for having copies made? ***Check with front office***

Where do you send a student who is ill? ***School clinic in front office* with a pink pass**

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Relaxed on Fridays; Monday through Thursday – professional attire (e.g., dress slacks, jackets, business dresses, etc.)***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans with a top with school colors or educational message***

School Colors/Mascot: ***Red and Black - Braves***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

OAK GROVE ELEMENTARY

Being BRAVE, our Personal Best, and Kind

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Peachtree City Elementary School

201 Wisdom Road
Peachtree City, GA 30269
(770) 631-3250

Principal's Name: ***Kristin Berryman***

Assistant Principal's Name: ***John Gibbas***

School Secretary's Name: ***Ann Latham***

Name of the person in charge of substitute teachers: ***Ann Latham***

Where do substitutes check in and to whom? ***Front Office – Ann Latham/Sylvia Brown***

Grade levels in school: ***Pre-K – 5***

Where may substitutes park? ***Front parking lot in space other than visitor and reserved areas***

Where do substitutes eat lunch? ***Faculty lounge***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge, additional microwave in workroom***

Is there a secured location for personal belongings? ***No***

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☒ lunch duty
☒ bus duty	☐ restroom duty	☐ breakfast duty
☐ office duty	☐ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☒ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Teacher's desk/box on back of door/Emergency plans in front office***

What is the procedure for having copies made? ***Notify office personnel***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

Please note: <u>Students arrive in classroom at 7:20 a.m.</u> <u>Promptness is required</u>.

What is the dress code for teachers at your school? ***Professional attire***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans and school spirit wear***

School Colors/Mascot: ***Yellow, Black/Panthers***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Peeples Elementary School

153 Panther Path
Fayetteville, GA 30215
(770) 486-2734

Principal's Name: ***Buffy Blodgett***

Assistant Principal's Name: ***Leigh Anne Borders***

School Secretary's Name: ***Wanda Godwin***

Name of the person in charge of substitute teachers:

Where do substitutes check in and to whom? ***Front Office – Buffy Blodgett or Leigh Anne Borders***

Grade levels in school: ***K – 5***

Where may substitutes park? ***Parking lot in front of school***

Where do substitutes eat lunch? ***Classroom or faculty lounge***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***No***

If so, where? ***There are cabinets and drawers in classrooms.***

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☒ lunch duty/maybe
☒ bus duty	☐ restroom duty	☐ breakfast duty
☐ office duty	☒ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☒ Principal
☐ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Front office, see Ms. Borders***

What is the procedure for having copies made? ***Speak with grade chair or another teacher at grade level or ask front office staff***

Where do you send a student who is ill? ***School clinic in office***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Appropriate professional or casual attire. Jeans or athletic shoes may only be worn on Spirit Days.***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans with school spirit wear (school shirt, teacher shirt, holiday shirt)***

School Colors/Mascot: ***Blue & Green /Rockets***

Does your school have?

Floating Teachers ***No***

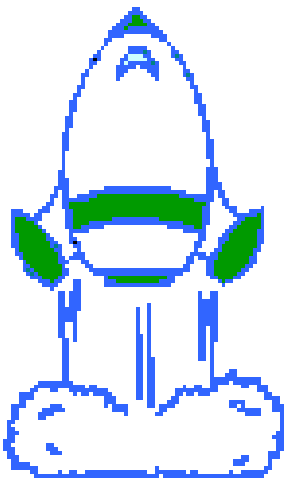
Zero Period ***No***

Emergency ***Yes*** ***Press ** for emergency using intercom in classroom***

Telephones in rooms ***No, intercom button only***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***



SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Rising Starr Middle School

183 Panther Path
Fayetteville, GA 30215
(770) 486-2721

Principal's Name: ***Kathy Smith***

Assistant Principals' Names: ***Deborah Rasnake, Mark Henderson***

School Secretary's Name: ***Terri Morgan***

Name of the person in charge of substitute teachers: ***Nicole Serapion***

Where do substitutes check in and to whom? ***Front Office – Nicole Serapion. Plans and rosters will be given to subs at the front desk or will be on the teacher's desk***

Grade levels in school: ***6 – 8***

Where may substitutes park? ***Teachers' parking lot in front of building but NOT in visitor spaces***

Where do substitutes eat lunch? ***Teachers' lunch table in cafeteria***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge , cafeteria***

Is there a secured location for personal belongings? ***Yes***

If so, where? ***Teacher's desk or ask Nicole Serapion and/or Bona Gray in the front office. Cell phones should not be used during the day and should be stored out of sight.***

Are substitutes assigned other duties? Check all that apply.

- ☐ car duty
- ☐ recess duty
- ☒ lunch duty
- ☐ bus duty
- ☒ restroom duty
- ☐ breakfast duty
- ☒ office duty
- ☒ coverage of other classes
- ☐ other (list)

Who at your school helps interpret lesson plans?

- ☒ Department/Grade Chair
- ☒ Instructional Lead Teacher
- ☐ Other
- ☐ Buddy Teacher
- ☒ Assistant Principal
- _____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Teacher's desk***

What is the procedure for having copies made? ***See Nicole Serapion or Milinda Flanders in the front office.***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:40 am – 03:40 pm**	**Half Day:**	**07:40 am – 11:40 am**
			11:40 am – 03:40 pm

What is the dress code for teachers at your school? ***Professional attire***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans may be worn with school colors.***

School Colors/Mascot: ***Carolina Blue & Black/Panthers***

Does your school have?

Floating Teachers ***Yes***

Zero Period ***No***

Panic Buttons ***Yes, on the wall in each classroom.***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Escort students through hallways to and from the cafeteria. Eat in the cafeteria at the teachers' table.***

What are the dismissal procedures at your school? ***At the 3:10 bell, allow students to leave the classroom for departure. Stand at the doorway, outside of the classroom until the hallway is clear.***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Robert J. Burch Elementary School

330 Jenkins Road
Tyrone, GA 30290
(770) 969-2820

Principal's Name: ***Lisa Howe***

Assistant Principal's Name: ***Maeve Irvin***

School Secretary's Name: ***Lisa Seidel, Principal's Secretary/Bookkeeper, Melanie McGay, Front Office Secretary***

Name of the person in charge of substitute teachers: ***Lisa Seidel, Principal's Secretary/Bookkeeper***

Where do substitutes check in and to whom? ***Front Office – Lisa Seidel or Melanie McGay***

Grade levels in school: ***PreK – 5***

Where may substitutes park? ***Front parking lot***

Where do substitutes eat lunch? ***Faculty lounge or lunchroom***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge & Front Office***

Is there a secured location for personal belongings? ***Yes, in office and each teacher has a room closet***

Are substitutes assigned other duties? Check all that apply. ***Substitutes cover the duty of the teacher they sub for each day.***

☒ car duty ☒ recess duty ☒ lunch duty

☒ bus duty ☒ restroom duty with class ☒ breakfast duty

☐ office duty ☐ coverage of other classes ☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair ☐ Instructional Lead Teacher ☐ Other

☐ Buddy Teacher ☒ Assistant Principal _____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***In the front office***

What is the procedure for having copies made? ***Teachers leave copy code in the sub folder or front office staff can assist.***

Where do you send a student who is ill? ***School clinic located in office area***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:10 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Professional attire***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans with school spirit wear or school colors***

School Colors/Mascot ***Red, White & Blue/Bears***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Sandy Creek High School

360 Jenkins Road
Tyrone, GA 30290
(770) 969-2840

Principal's Name: ***Richard Smith***

Assistant Principals' Names: **Cathy Folden-Handley, Sammie Real, Stacey Smith, Stephanie Washington**

School Secretary's Name: ***Marcella Foster***

Name of the person in charge of substitute teachers: ***Sarah Andrew***

Where do substitutes check in and to whom? ***Front Office – Sarah Andrew***

Grade levels in school: ***9 – 12***

Where may substitutes park? ***In faculty parking lot located in front of school***

Where do substitutes eat lunch? ***Cafeteria, faculty lounge, or some workrooms***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge located on main hallway. Some are also located in teachers' work rooms.***

Is there a secured location for personal belongings? ***No***

Are substitutes assigned other duties? Check all that apply.

☐ car duty	☐ recess duty	☒ lunch duty
☐ bus duty	☒ restroom duty	☐ breakfast duty
☒ office duty	☒ coverage of other classes	☒ morning hall duty

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☒ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Files in main office***

What is the procedure for having copies made? ***Secure code from teacher***

Where do you send a student who is ill? ***School clinic (with a pass)***

What are the hours you expect a substitute to work:

Whole Day:	**08:00 am – 04:00 pm**	**Half Day:**	**08:00 am – 12:00 pm**
			12:00 pm – 04:00 pm

What is the dress code for teachers at your school? ***Same as for students. No tank tops, no hats, no shirts with inappropriate statements.***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Blue jeans with spirit wear***

School Colors/Mascot: ***Red, White, & Blue/Patriot***

Does your school have?

Floating Teachers ***Collaborative teachers will change rooms***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***Workrooms***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

PATRIOTS

EST. 1991

SANDY CREEK

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Sara Harp Minter Elementary School

1650 Hwy 85 South
Fayetteville, GA 30215
(770) 716-3910

Principal's Name: ***Stacie Coppola***

Assistant Principal's Name: ***Erik Falkenhagen***

School Secretary's Name: ***Ivette Whitehead***

Name of the person in charge of substitute teachers: ***Ivette Whitehead***

Where do substitutes check in and to whom? ***Front Office – ask for Ivette Whitehead***

Grade levels in school: ***PreK – 5***

Where may substitutes park? ***Faculty parking area***

Where do substitutes eat lunch? ***Faculty lounge***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge***

Is there a secured location for personal belongings? ***Yes***

If so, where? ***Vault – front office - see front office personnel***

Are substitutes assigned other duties? Check all that apply.

☒ car duty	☒ recess duty	☒ lunch duty
☒ bus duty	☒ restroom duty	☐ breakfast duty
☒ office duty	☒ coverage of other classes	☐ Other

Please see front office personnel to confirm other duties

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☐ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***In the front office***

What is the procedure for having copies made? ***See secretary or clerk***

Where do you send a student who is ill? ***School clinic next to office reception area***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:00 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:10 pm

What is the dress code for teachers at your school? ***Business attire***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Nice jeans with school spirit wear or school colors***

School Colors/Mascot ***Ruby, Sapphire, Gold/Mountain Lion***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***No***

Telephones in rooms ***Yes***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Spring Hill Elementary School

100 Bradford Square
Fayetteville, GA 30215
(770) 460-3432

Principal's Name: ***Jamie Munoz***

Assistant Principal's Name: ***Anissa Freeman***

School Secretary's Name: ***Pamela Lyons***

Name of the person in charge of substitute teachers: ***Gloria A. Young***

Where do substitutes check in and to whom? ***Front Office – Pamela Lyons***

Grade levels in school ***K – 5 and Special Education Self-Contained***

Where may substitutes park? ***Turn in from Bradford Square into front parking lot***

Where do substitutes eat lunch? ***After escorting class to cafeteria, substitutes may eat wherever they wish.***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Faculty lounge (Front Office and Commons Area)***

Is there a secured location for personal belongings? ***If necessary***

If so, where? ***In vault in the front office via secretary***

Are substitutes assigned other duties? Check all that apply.

- ☒ car duty
- ☒ recess duty [parapro only]
- ☒ lunch duty [parapro only]
- ☒ bus duty
- ☐ restroom duty
- ☒ breakfast duty
- ☐ office duty
- ☒ coverage of other classes
- ☐ other (list)

Who at your school helps interpret lesson plans?

- ☒ Department/Grade Chair
- ☐ Instructional Lead Teacher
- ☐ Other
- ☐ Buddy Teacher
- ☒ Assistant Principal

_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***In the front office with Gloria A. Young***

What is the procedure for having copies made? ***Each teacher has a copy code with a monthly allotment. Usually the grade level makes copies for the substitute if needed.***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**07:10 am – 03:00 pm**	**Half Day:**	**07:10 am – 11:10 am**
			11:10 am – 03:00 pm

What is the dress code for teachers at your school? ***Proper teacher attire: skirts, dresses, slacks, shirt/tie or shirt for men***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Substitutes may wear jeans and are encouraged to wear Spring Hill shirts***

School Colors/Mascot ***Carolina Blue, Yellow, & Red/Sun Mascot***

Does your school have?

Floating Teachers ***Yes***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***Yes***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

Spring Hill Elementary School

Fayetteville, Georgia

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Starr's Mill High School

193 Panther Path
Fayetteville, GA 30215
(770) 486-2710

Principal's Name: ***Allen Leonard***

Assistant Principals' Names: ***Elise Heaton, Andrea Freeman, Brandi Meeks, Shane Ratliff***

School Secretary's Name: ***Joye Marchman***

Name of the person in charge of substitute teachers: ***Leslie Frey, Dana Clevenger***

Where do substitutes check in and to whom? ***Front Office – Leslie Frey, Dana Clevenger***

Grade levels in school: ***9 – 12***

Where may substitutes park? ***Front parking lot (any unmarked space)***

Where do substitutes eat lunch? ***SMHS cafeteria or workroom***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***End of 700 hall/Front Office copy room***

Is there a secured location for personal belongings? ***Yes***

If so, where? ***Personal belongings should remain with substitute teacher in classrooms***

Are substitutes assigned other duties? Check all that apply.

☐ car duty	☐ recess duty	☐ lunch duty
☐ bus duty	☐ restroom duty	☐ breakfast duty
☐ office duty	☒ coverage of other classes	☐ other (list)

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☐ Buddy Teacher	☒ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? **Front Office**

What is the procedure for having copies made? ***Each teacher can make his/her own copies. If a substitute needs copies, he/she can see the department chair, Ms. Clevenger or Ms. Frey in the front office.***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**08:00 am – 04:00 pm**	**Half Day:**	**08:00 am – 12:00 pm**
			12:00 pm – 04:00 pm

What is the dress code for teachers at your school? ***Professional attire***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Nice blue jeans with school spirit wear***

School Colors/Mascot ***Black, Blue, & White; Panther***

Does your school have?

Floating Teachers ***Yes***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***Intercom only***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Whitewater High School

100 Wildcat Way
Fayetteville, GA 30215
770-460-3935

Principal's Name: ***Krystin Hall***

Assistant Principals' Names: ***Jason Barnes, Kelly Hoofnagle, Christina Rufenacht, JP Ward***

School Secretary's Name: ***Natalie Jones***

Name of the person in charge of substitute teachers: ***Brooke Byers***

Where do substitutes check in and to whom: ***Front Office – Brooke Byers***

Grade levels in school: ***9 - 12***

Where may substitutes park? ***Faculty parking lot***

Where do substitutes eat lunch? ***Faculty dining adjacent to cafeteria***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes, both***

If so, where is each located? ***Faculty dining room adjacent to cafeteria***

Is there a secured location for personal belongings? ***Drawer or under desk***

If so, where? ***File cabinet***

Are substitutes assigned other duties? Check all that apply.

☐ car duty	☐ recess duty	☐ lunch duty
☐ bus duty	☐ restroom duty	☐ breakfast duty
☐ office duty	☒ coverage of other classes	☒ other (list)

Substitutes will be doing whatever the teacher's duty is.

Who at your school helps interpret lesson plans?

☒ Department/Grade Chair	☐ Instructional Lead Teacher	☐ Other
☐ Buddy Teacher	☐ Assistant Principal	_____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Kept in classroom***

What is the procedure for having copies made? ***See Department Chair***

Where do you send a student who is ill? ***School clinic***

What are the hours you expect a substitute to work:

Whole Day:	**08:00 am – 04:00 pm**	**Half Day:**	**08:00 am – 12:00 pm**
			12:00 pm – 04:00 pm

What is the dress code for teachers at your school? ***Professional attire***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***School spirit wear-jeans acceptable w/ WHS shirt***

School Colors/Mascot: ***Cardinal Red, Silver, White/Wildcats***

Does your school have?

Floating Teachers: ***Yes***

Zero Period: ***No***

Panic Buttons: ***No***

Intercoms in rooms: ***Yes***

What are the lunch procedures at your school? ***Details located in substitute folder.*** Duty free unless the teacher has lunch duty every day. One lunch session free.

What are the dismissal procedures at your school? ***Details located in substitute folder.*** Bell rings at 3:45p at which time students are released.

WHITEWATER HIGH SCHOOL

SUBSTITUTE TEACHER INFORMATION SHEET

FOR

Whitewater Middle School

1533 Highway 85 South
Fayetteville, GA 30215
(770) 460-3450

Principal's Name: ***Brian Butera***

Assistant Principals' Names: ***Kimberly Broome, Stephanie Washington***

School Secretary's Name: ***Robyn Johnson***

Name of the person in charge of substitute teachers: ***Robyn Johnson***

Where do substitutes check in and to whom? ***Robyn Johnson, side office in Front Office***

Grade levels in school: ***6 – 8***

Where may substitutes park? ***Teacher parking lot in front of gym (Please do <u>not</u> use spaces in front lot near office. These are needed for parents, visitors, etc.)***

Where do substitutes eat lunch? ***School cafeteria***

Is there a refrigerator and/or microwave available for substitutes to use? ***Yes***

If so, where is each located? ***Room adjacent to school cafeteria where the vending machines are located.***

Is there a secured location for personal belongings? ***No***

Are substitutes assigned other duties? Check all that apply.

- ☒ car duty
- ☐ recess duty
- ☒ lunch duty
- ☒ bus duty
- ☐ restroom duty
- ☐ breakfast duty
- ☐ office duty
- ☒ coverage of other classes
- ☒ Hall duty as noted in plans

Who at your school helps interpret lesson plans?

- ☒ Department/Grade Chair
- ☒ Instructional Lead Teacher
- ☒ Any teacher on team or hallway
- ☒ Buddy Teacher
- ☒ Assistant Principal
- _____

Do you require a teacher to have a substitute folder? ***Yes***

If so, where are these kept? ***Ms. Johnson will distribute the substitute folder when substitutes check in with her.***

What is the procedure for having copies made? ***There are two copy machines for teachers located in the Teachers' Lounge. Single copies may be made in the office and/or media center.***

Where do you send a student who is ill? ***School clinic (in office area)***

What are the hours you expect a substitute to work:

Whole Day:	**07:40 am – 03:40 pm**	**Half Day:**	**07:40 am – 11:40 am**
			11:40 am – 03:40 pm

Substitutes are asked to <u>not</u> leave the school campus without permission. Always check with the front office before you leave the school.

What is the dress code for teachers at your school? ***Professional attire. No jeans, shorts, wind suits, or other clothes that would be considered too casual for school.***

If you have school Spirit Days, what day of the week do these occur? ***Friday***

What is the dress code on these days? ***Jeans may be worn on Friday with school spirit wear or school colors.***

School Colors/Mascot ***Crimson Red & White/Wildcats***

Does your school have?

Floating Teachers ***No***

Zero Period ***No***

Panic Buttons ***Yes***

Telephones in rooms ***No***

What are the lunch procedures at your school? ***Details located in substitute folder***

What are the dismissal procedures at your school? ***Details located in substitute folder***

FAYETTE COUNTY PUBLIC SCHOOLS

Where Excellence and Creativity Merge

Appendices

Appendix A

WHAT A WISE SUBSTITUTE NEEDS TO KNOW

- Know the substitute salary scale and payment schedule (Refer to the Administrative Procedures section of this handbook). Keep a list of the days you substitute; the teachers' names; the job numbers; and the sites.
- Bring a "bag of tricks." Be ready to provide some instruction and not just distribute copied sheets.
- Know where the school is located and where the classes are in the school.
- Plan on an EARLY ARRIVAL (ten minutes at least) to school to prepare.
- Know the time to report to school. Know where to park.
- Know fire, tornado drill plans. These will be posted in the classroom.
- Be sure to WRITE your name on the whiteboard for all students to see.
- Know the class roll and how to take attendance. Be sure a seating chart is available if one is used.
- Know the teacher's schedule.
- Know the teacher's duties/responsibilities (e.g., lunch duty, hall duty, bus duty).
- Know where lesson plans are located and how to read them. Follow any specific directions from teachers. If there are no lesson plans, contact the office. All teachers are required to have two days of emergency plans on file in the office.
- Report problems with lesson plans to a school administrator and the Substitute Services Specialist at the end of the day.
- Be familiar with the curriculum. Basic knowledge of the reading and math curricula is essential.
- Know the location of materials.
- Know the general plan of what to do (e.g., lunchroom rules, restroom breaks, playground areas and rules, etc.).
- Follow regular routine hours, lesson format, schedules, etc. Be aware of school routines.
- Know the student schedule for special needs instruction (e.g., pull out, inclusion).
- Know how to use the services of the paraprofessional. Paraprofessionals are full time in kindergarten and first grade as well as in some special education classes. Remember to get the bus line-up and route information while the assigned paraprofessional is there to help.
- Know which bus each student rides. If in question, check with the office. DO NOT ACCEPT THE CHILD'S WORD ABOUT THE BUS/CAR PICKUP. **Be sure to take the bus list with you to the bus loading area.**

- Know who to contact; where to report; and who to contact during the day if a problem arises.
- Know your peer teacher and the location of his/her room. Be sure to ask for a support teacher if one is not suggested.
- Ask questions! If you don't know, find out.
- Know whether or not to grade papers. Usually only long-term substitutes are expected to do this.
- Know that you cannot administer medication. The office should be contacted for medication or first aid.
- Know how to be positive and avoid negativity. Students are people, too!
- Recognize that student records are confidential. If you have concerns about anything that occurs in the school, be sure to speak to the principal or Substitute Services Specialist.
- Avoid gossip and rumors. Exhibit professional conduct and dress.
- Know that you don't address concerns raised by parents. If parents come to the room, send them to the office.
- Do not try to be the students' buddy. Be firm but fair. Avoid the "nice campaign."
- Know your discipline limits. **Never touch a student for disciplinary purposes.**
- Know the discipline techniques and school and classroom rules.
- Do not bring your personal homework to work with you. MONITOR your class. Do not sit behind the desk. Interact with the students. You may be the one "to make a difference" in a student's life.
- Supervise the students when outside the classroom in the halls, restroom, etc.
- Never leave students unattended. If problems arise, send your responsible student for help from the office.
- Understand the hierarchy of the school system. The principal should be made aware of all problems.
- Have realistic expectations of student behaviors. Students cannot be perfectly quiet all day.
- Be sure to involve ALL students in some way during the day.
- Leave a note to the teacher about what was covered and completed that day and student behavior.
- Turn in keys at the end of the day.
- Let school personnel know when you can be called for a substitute day or that you are available the next day.
- Refrain from using the computer for any use other than an instructional use that is included in the teacher's lesson plans for the day. **Failure to adhere to this directive can result in termination**.

Appendix B

CHARACTERISTICS OF CHILDREN

I. DEVELOPMENTAL CHARACTERISTICS OF THE YOUNG CHILD

Each child is a unique individual. The challenge of each teacher and parent is to know these children and meet their needs. Much can be learned about one child by understanding other children, but there should be allowances for differences in skills, behavior, rates of growth, temperaments, and responses to other people.

There appear to be at least two universal needs of children in school during early childhood:

1. They need much love, attention, praise, appreciation, concern, and caring while being taught.
2. They also need teachers who are well prepared and who utilize many materials, firsthand experiences, and visual aids.

II. SUGGESTIONS FOR A SUCCESSFUL TEACHER OF THE YOUNG CHILD

The attitudes of the teacher and teaching staff influence every aspect of a program. Hopefully their attitudes will reflect interest, creativity, empathy, hope, tolerance, understanding, and love. Flexibility, communication skills, a secure self-image, and ability to actively involve children in learning activities, are the most desirable assets in early childhood education teachers.

Those who are successful in working with young children are likely to have personalities that are significantly characterized by warmth and nurturing tendencies. Children just do not tune in or develop a rapport with "cold" uncaring teachers. Warmth and love are musts for successful early childhood teachers! Patience is also important because young children make many mistakes and require much help, often when they are sure they do not need help. Energy and enthusiasm are also important characteristics. Enthusiasm must highlight the teacher's personality and illuminate every activity, for enthusiasm is caught and taught.

III. CHARACTERISTICS OF MIDDLE SCHOOL LEARNERS

- Demonstrate variations in physical development:
    - ✓ Girls mature earlier than boys do.
    - ✓ Blood sugar level fluctuates creating a lack of appetite upon rising, with an increase later in the morning.
    - ✓ They are prone to respiratory infections.
    - ✓ Blood pressure may rise due to increased body size, but heart rate may decrease.
    - ✓ Near sightedness may develop (may be only temporary).
    - ✓ Clumsiness due to bones lengthening without corresponding muscle development may occur.
- Have increased appetite.
- Demonstrate conflict with peer pressure.

- Have a desire to make their own decisions about right and wrong.
- Demonstrate behavior that fluctuates from mature to childish.

IV. CHARACTERISTICS OF HIGH SCHOOL STUDENTS

- Seek approval of peers.
- Desire adult privileges.
- Desire to conform to peer standards and at the same time be unique.
- Are confused when home, peer and school standards conflict.
- Show sensitivity and fear of situations that make them look ridiculous.
- Have a rapid physical development with secondary sex characteristics appearing.
- Are concerned about normality of own development and in becoming attractive.
- Show interest in opposite sex.
- Express interest in spending and earning money.
- Begin to show concern about choice of an occupation.
- Grapple with abstract problems of right and wrong.
- Recognize contradictions in moral codes and discrepancies between principles and practice.

Appendix C

EDUCATIONAL TERMS

Alternative School (Horizons Academy) - A school for middle and high school students who have been expelled from their regular school for disciplinary reasons or who choose to attend for personal reasons

AP - Advanced placement; high school courses in which students have an opportunity to earn college credit

ARM – After School Reading and Math; program designed to provide remediation to children in reading and math based on test scores and inclusion in the early intervention program

ASP – After School Program; program designed to provide care for and educational enhancement to children in the hours immediately following the school day

CBE - Community based education; special education program in which students are taught in a community work setting.

Collaborative - A way of delivering services to students in which a special education teacher works in the classroom with a regular education teacher

CCAE – Coordinated Career Academic Education; a high school work-study program; formerly CVAE

DCT - Diversified Cooperative Training; a high school work-study program

Early Intervention - A program for early elementary students who need additional help in reading

ELL – English Language Learners; persons for whom English is not their native language

Enrichment - A program for gifted students

ESOL - English Speakers of Other Languages; a program for students whose native language is not English

Exceptional Children's Services – A program for students with disabilities (mental, physical or emotional)

Floaters - Teachers who do not have an assigned classroom; teachers move from room to room during the school day

ISS - In-School Suspension; a class for students who have violated school rules

Itinerant Teacher - A teacher who travels to more than one school to provide services to students

OSS - Out-of-School Suspension; time students spend out of the school building as form of discipline

Panic Button - A button located in classrooms that, when activated, alerts school administrators that there is an emergency

Paraprofessional - A teacher's assistant; all pre-kindergarten, kindergarten and first grade classes as well as some special education classes have paraprofessionals

REP - Remedial Education Program; instructional program designed to bring students up to required basic skills or knowledge levels

Resource - A method of delivering services, generally special education, to students in which the students leave their regular classrooms to work one-on-one or in small groups with a special education teacher

RVI - Related Vocational Instruction; a vocational program for special education students

Self-Contained - A method of delivering services to students in which the students receive instruction in all or most of their subjects from one teacher

SIA - Special Instructional Assistance; a program for developmentally delayed students in grades K - 1

Special Education - A program for students with disabilities (mental, physical or emotional)

Special Education Adapted Curriculum Teacher – A teacher who provides instruction to students working on a modified version of the general curriculum, usually at a slower pace than other learners

Special Education General Curriculum Teacher – A teacher who works with students with disabilities and who are learning the general curriculum; teacher provides instruction and support to students in the general classroom as well as in smaller resource classrooms

Zero Period - A period in some high schools that begins approximately one hour prior to the regular school day

Appendix D

WAYS TO SAY "GOOD FOR YOU"

You've got it made.
You're on the right track now!
I'm proud of the way you're working.
You're doing a good job!
That's the best you've ever done.
Now you've figured it out.
You did it that time.
That's the way to do it.
Keep up the good work.
You haven't missed a thing.
Outstanding!
Nice going.
Now that's what I call a fine job.
You did that very well.
You must have been practicing!
You're doing beautifully.
Good remembering!
You did a lot of work today.
Well, look at you go!
That's really nice.
You remembered.
You figured that out fast.
Keep on trying.
That's the right way to do it.
Couldn't have done it better myself.
One more time and you'll have it.
Keep working on it. You're getting better.
You are learning fast.
That's coming along nicely.
You are very good at that.
You are paying attention.
You put a lot of work into this.
That's clever.
Very creative.
Very interesting.
Good thinking.
That's an interesting way of looking at it.
That's the right answer.
Now you've got the hang of it.
Exactly right.
Super. Superb. Superior work.
That's a good point.
That's a very good observation.
That's one way of looking at it.
That's an interesting point of view.
You make it look easy.
I've seldom seen anyone try harder.
You are really improving.
I knew you could do it.
That's better than ever.
Now you have it.
You've been thinking very carefully.
Your brain is working well now.
That's coming along nicely.
You got right down to work.
You're waiting nicely.
You got in line very quickly.
That's "A" work.
You're on the right track.
How impressive!
That looks like it's going to be great.
I like the way you're working.
Thank you for _____.
Why don't you show the class.
I appreciate your help.
Excellent work.
Marvelous. Perfect. Tremendous.
Fantastic. Sensational. Wonderful.
Terrific. Beautiful.
Good for you.
Congratulations! You only missed _____.
This kind of work pleases me very much.
You really outdid yourself.
What neat work.
Good job.
Keep it up.
Much better.
That's quite an improvement.
Everyone's working so hard.
Keep up the good work.
I like the way you're working.
That's great!
WOW!
Excellent.
Thank you very much.
That's really nice.

Appendix E

All substitutes are required to review the training manual yearly and sign the ***Verification of Receipt & Review of Electronic Substitute Teacher Training Manual***. Substitutes should return the form to Heather Burdette, Substitute Services Specialist, within five business days after review of this training manual, but no later than five business days after their Substitute Services onboarding session or August 31st of each school year (applies to returning substitutes). This form will be part of the onboarding packet for new substitutes or will be emailed to returning substitutes.