



Substitute Handbook 2024-2025

Vision: 100% Student Success.

Mission: Educate and prepare each student for college, career, and life.

Core Values: Commitment to Children, Families and Community; Respectful and Caring Relationships; Cultural Competence; Integrity; Responsibility; Connectedness.

Our substitutes provide a vital service to our students each day by providing a connection of learning and growing from one day to the next in the absence of the regular classroom teacher, and various other support positions. Your dedication to our students is appreciated by all who learn, work, and serve in Pinellas County Schools.

Substitutes are an essential part of student success. As a substitute, you are held to the same standards of professional conduct as the regular classroom teacher following the Pinellas County School District's policies, the Florida Administrative Code, and the Principles of Professional Conduct for the Education Profession in Florida.

Our handbook is a resource to assist you as a substitute in Pinellas County by establishing a mutual understanding of our requirements, policies, and procedures. The Pinellas County Schools Substitute Placement Office reserves the right to make changes and revisions to procedures, policies, and other statements found in this handbook in order to comply with federal or state regulations and organizational needs.

If you have any questions, please do not hesitate to call our Human Resources office so we may assist you.

Contents

| | |
|--|----|
| General Information | 4 |
| Substitute Teacher..... | 4 |
| Classroom Assistant Substitute | 4 |
| Minimum Educational Qualifications | 5 |
| Certification and Education..... | 5 |
| Additional Qualifications..... | 5 |
| EMPLOYEE SELF SERVICES | 6 |
| Types of Substitute Jobs..... | 6 |
| Additional Substitute Opportunities..... | 6 |
| Accepting Substitute Positions: Frontline Absence Management | 7 |
| Unemployment | 7 |
| Safety | 7 |
| Work Related Injuries | 8 |
| Safety in the Classroom | 8 |
| Child Abuse Reporting Link | 8 |
| SCHEDULES AND SCHOOL LOCATIONS..... | 9 |
| Links to School Calendars | 9 |
| Absence Management Procedures..... | 9 |
| Work Requirements..... | 9 |
| Accepting Assignments in Frontline Absence Management..... | 9 |
| Accessing Frontline Absence Management/ AESOP | 11 |
| Web Access..... | 11 |
| Mobile App Access | 11 |
| Telephone Access..... | 11 |
| Aesop Technical Difficulties..... | 11 |
| Acronyms for Job Titles | 11 |
| Cancellation Policies | 12 |
| Accepting a Job After the Start of the School Day..... | 12 |
| No Show Policy..... | 12 |
| Arriving Late Policy | 12 |
| Leaving Early Policy | 12 |
| Compensation..... | 12 |
| Payroll Calendars | 13 |
| Substitute Employee Conduct | 13 |
| Discipline | 14 |
| Interventions for Poor Performance | 14 |

| | |
|--|----|
| Site Based Restriction..... | 14 |
| Termination | 14 |
| Expectations at the School Site | 14 |
| Dress Code Expectation | 14 |
| Site Expectation..... | 15 |
| Classroom Management..... | 16 |
| Giving and Getting Directions..... | 17 |
| Strategy to Assist with Classroom Conflicts | 17 |
| Student Supervision..... | 17 |
| Summing Up: The Do's and Don'ts..... | 18 |
| Time Fillers: Strategies When the Lesson is not Enough..... | 20 |
| Brain Break Time Fillers..... | 20 |
| Super Sub Sack: Example Substitute "Kits" | 20 |
| Contacts | 21 |
| Professional Development/Training | 21 |
| How to Use Professional Learning Network | 21 |
| Yearly Employee Training Requirements for all Substitutes..... | 22 |
| Classroom Assistant Substitute Training Requirements..... | 22 |
| School District Policies | 23 |
| Employee Standards of Conduct & Board Policy | 23 |
| Tobacco Products..... | 23 |
| Policy 3213.01 Communication with Parents and Students via Electronic Media..... | 23 |
| Policy 3210 Standards of Ethical Conduct for Instructional Staff..... | 24 |
| Policy 3362 Policy Against Harassment and Discrimination | 25 |
| Policy 2260.01 Religious Expression in Public Schools | 28 |
| Policy 3217 Firearms | 28 |
| Suspected Child Abuse | 29 |
| Appendix..... | 30 |
| A: Know Your Options & Personal Active Threat Planning Guide | 30 |
| B: See something, Say something | 32 |
| C: Reporting Child Abuse | 33 |
| D: Emergency Contact Update in Employee Self Service..... | 34 |
| E: Register/Complete Professional Development Course..... | 35 |
| F: Teacher Substitute Daily Checklist | 39 |
| G: Sample Substitute Teacher Communication Form | 40 |

General Information:

Pinellas County Schools is an equal opportunity employer. [Equal Opportunity](#)

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties and responsibilities noted herein, however, this list represents examples only, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

* Substitute positions are eligible for PCS employee discounts, automatically enrolled in the FICA Alternative Bencor, and substitutes have access to the Employee Assistance Program. Substitute positions do not receive health benefits, and they are not part of FRS (Florida Retirement System). [Employee Assistance Program Information Page](#)

Substitute Teacher

This is an instructional position that carries out the duties and responsibilities of a classroom teacher when the classroom teacher is absent.

- Follows the teacher's lesson plans to teach skills and concepts as outlined to maintain the instructional momentum of the classroom
- Arrives at work on time and works the hours listed in the Substitute Management System for that specific position at that specific site
- Uses classroom processes that support effective teaching and learning to promote high student achievement
- Strives to use appropriate technology in teaching and learning processes if directed by the absent teacher
- Communicates in writing to the absent teacher regarding the day's events listing specific concepts and skills that were covered
- Uses appropriate classroom management techniques in order to maintain physical and emotional safety in the classroom environment
- Manages student misconduct promptly and resolves conflict and crises effectively getting additional help from school personnel when needed
- Demonstrates respect for students, colleagues, administrators, and parents
- Maintains a classroom that recognizes respect for both the substitute and the student; motivating the students in an atmosphere of respect and freedom
- Maintains a culture of openness, fairness, mutual respect, support, and inquiry
- Listens and interacts effectively with students, colleagues, parents, and administration respecting diverse perspectives to support students' learning and wellbeing
- Models and reinforces self-discipline and responsibility
- Works a minimum of four (4) days per month with two (2) of those days being Fridays and/or Mondays.
- Completes all required trainings
- Performs other related duties as required such as before and after school dismissal posts of the absent teacher

Classroom Assistant Substitute

Provides instructional support for students with disabilities under the direction of one or more Exceptional Student Education (ESE) teachers when Medical Behavior Assistant or Paraprofessional is absent. May also work with students with disabilities in general education classes under the direction of one or more general education teachers.

- Implements teacher lessons with individual, small group or total class, as directed by supervising teacher(s)
- Provide hands-on assistance to teacher(s) with activities that engage students in learning experiences
- Assists with collection of student performance data, as directed by supervising teacher(s)
- Assists with implementation of individual behavior improvement plans, and/or classroom management systems, as directed by supervising teacher(s)
- Assists with implementation of augmentative communication or assistive technology as directed by the teacher(s)
- May assist with student needs specific to disabilities, e.g., lifting, positioning, sign language, site-based techniques, etc., as directed by supervising teacher(s)

- Assists with school activities such as lunchroom, recess, specials, and buses
- Assists with clerical tasks, e.g., preparing instructional materials, checking student work, maintaining supplies and equipment for classroom use, typing, filing, and operating office equipment, and cleans up after activities
- If substituting in an extended capacity, may be required to accompany ESE students on school system buses and/or diapering/toileting students in a classroom setting
- Demonstrates respect for students, parents, and school staff
- Works collaboratively with others
- Assists the teacher(s) in maintaining a classroom and student climate of mutual respect
- Participates in required training opportunities to further develop skills
- Assists with basic treatment activities for exceptional students, under the guidance of a therapist or supervising teacher(s) (Speech/OT/PT)
- Escorts students to and from classes as needed, for student participation in all activities
- Performs related work as required
- Adheres to a daily schedule and assignments
- Works a minimum of 4 days per month
- Completes all required trainings within the 30-day required timeframe or in a timely manner

Minimum Educational Qualifications:

Official Transcripts must be provided.

| Classroom Assistant | Day to Day Substitute | Long Term Substitute |
|----------------------------|---|--|
| High School Diploma or GED | 60 Credit Hours from accredited college or university | Preferred bachelor's degree or higher from accredited college or university and holds current teaching certification |

Certification and Education

Substitutes are responsible for providing the Human Resources Department with any newly earned teaching certificates or school transcripts to update their personnel records. If your level of education changes at any time, HR will need your official transcripts. Once you have viewed that they have been received from the college and added to your application, email and on the subject line please note "Degree Update." You are responsible for providing a copy of your official transcripts with the degree conferred and date conferred and/or Florida Educator Certificates to Human Resources. Substitutes are also responsible for providing the Human Resources Department with any newly earned teaching certificates or school transcripts to update their personnel records. keysc@pcsb.org and on the subject line "**Degree Update.**" Please save your email confirmation of receipt from Cheryl Keys for your records.

Additional Qualifications:

Approved Criminal History Background Screening
 Completed Application
 Completed Mandatory Training(s)
 Successful interview

All approved substitute employees are required to be fingerprinted through Pinellas County Schools before being eligible to work. The substitute is responsible for the cost of fingerprinting.

Substitutes must always have an accurate address and contact information on file. If your information has changed from the date of processing, you will need to update in Employee Self Service (ESS). Information on ESS is shared below.

If there are any name changes, an updated social security card will need to be brought into the Personnel Office in Human Resources.

If your primary phone number changes, you must email/contact the Substitute Placement Office.

Completion of this process does not guarantee placement on the substitute list. Consideration of employment as a substitute employee is at the discretion of the district.

Types of Substitutes

Daily Sub- These subs work daily where they want, and when they want. They substitute for teaching positions, CDA's, PE Assistants, Group Leaders, and Paraprofessionals that work in the ABC and intervention room and are advertised in the Frontline Absence Management System/Aesop. They can pick up jobs in the Aesop System via computer, phone, web, and free app. They can only sub in a specific class for a total of 15 days. They earn the daily rate of sub pay for their site location. If the sub covers for a teacher during a planning period, they will receive an additional \$10.

Please note: Substitutes cannot take extra students into their class of students for absent teacher coverage. The rate of pay is from \$120-\$155 a day when subbing for instructional positions based on site pay. When these instructional subs are subbing for a CDA, PE Assistant, Group Leader, or Paraprofessional in the ABC intervention room, they will be paid \$120-\$125 when working for a full day; position hours may vary.

On Site Sub- Each year, some sites will meet the criteria to be designated an On-Site Sub Unit.

This sub will be placed in Aesop daily for teaching positions on student days. If there are no absences that day, they will assist the site as needed. They are paid \$150-\$165 a day depending on site location/hours. As well as being noted in Frontline/Aesop; they will turn in bi-weekly forms noting where they are working each day.

Professional Sub- This instructional substitute agreed to also sub-for classroom assistant sub positions-at one site for that school year only to help meet the needs of our ESE students. Each school can select one instructional substitute for the year to act as their Professional Sub by emailing the Sub Placement Office. This instructional sub is paid at the daily sub rate of \$120-\$125 per day when subbing in this position. Please note: There is no Premier Pay for subbing for support positions.

Long Term Sub- A sub that will be in a class for 16 days or more and will need prior approval. The long-term substitute process will be followed to comply with state statutes. The district's goal is to strive to have a *certified substitute in each position, however, there are times when there is a need to look out of field until/when/if a certified candidate is found. During each long-term sub position, they take part in all teacher planning days, open houses, training, etc. The long-term sub is paid at the daily site rate and will earn an additional \$40 per day retroactive back to day 1.

Classroom Assistant Sub- This support substitute subs for MBA and Para ESE positions only.

They are paid \$15 per hour. They work the specific position/employee hours as noted in Aesop.

**Certified substitutes are substitutes that have a current teaching certificate in the specific subject area needed at the Florida Department of Education. Substitutes with Statements of Eligibility in the subject area needed at the Florida Department of Education can also apply for long-term substitute positions.*

EMPLOYEE SELF SERVICES

Employee Self Services (ESS) is easily accessible through the Pinellas County Schools website at: [Employee Self Services \(ESS\) Link](#)

By following the steps below, substitutes can do the following:

- View and print current pay information
- Print prior pay stubs
- Access W-2 forms
- Change address, phone numbers, email address, and add personal emergency contact

Additional Substitute Opportunities:

***Teacher Substitutes** are replacements for teaching positions. The information listed below is an explanation of the various support positions you may also accept when working as an instructional substitute for Pinellas County Schools.

- **P.E. Assistant**
 - [PE Assistant Job Description](#)
- **CDA (Child Development Associate)**
 - [CDA Job Description](#)
- **Paraprofessional: ABC/ISS (In-School Suspension)**
 - [Paraprofessional Job Description](#)

This Para position works with students assigned by an administrator for discipline reasons. The students complete their regular classroom assignments given by the teacher of record.

- **Group Leader**
 - [Group Leader Child Care Program](#)
- **Group Assistant**
 - [Group Assistant Job Description](#)

**Substitutes are not permitted to assist with toileting, dressing, diaper changing, and feeding unless in an extended substitute position and with formal instruction by the site.*

***Classroom Assistant Substitutes** are replacements for Paraprofessionals in the ESE (Exceptional Student Education) classroom, and they substitute for Medical Behavioral Assistants.

- **Paraprofessional ESE**
 - [Paraprofessional Job Description](#)

Works with ESE students under the direction of a teacher.
- **Medical Behavioral Assistant**
 - [Medical Behavioral Assistant Job Description](#)

**Classroom Assistant Substitutes are not permitted to assist with toileting, dressing, diaper changing, and feeding unless in an extended substitute position and with formal instruction by the site.*

Accepting Substitute Positions: Frontline Absence Management

All substitute positions must be accepted through the Frontline Absence Management System/Aesop. Substitutes may be placed on school priority lists in accordance with the individual school processes or preferences based on previous performance.

All active substitutes will receive a "Welcome Back" email and access to upload a substitute identification card to their smartphone prior to the start of school. All substitutes signed the letter of Reasonable Assurance at hire and will continue employment each school year unless they are sent written notification of job termination by the Substitute Placement Office. Any Substitutes wanting to resign are required to email the Substitute Placement Office with reason and effective date. If a substitute resigns or is terminated, they must wait 6 months to reapply.

The substitute position has opportunities to work during the regular school year, with very limited opportunities for subbing during the summer. If summer teaching opportunities are available, it will be advertised via district email or Frontline Absence Management System.

Unemployment

Florida Statute 443.091 defines eligibility conditions for unemployment compensation. Under the Statute, no public-school employee is entitled to benefits for regularly scheduled vacations, holidays, or breaks between school terms if

they have a reasonable expectation of employment when the next term commences.

As a substitute in Pinellas County Schools, you have the **reasonable assurance** of returning each year as a substitute. Unless you receive written notification that your substitute job has been terminated, you will receive your new sub-ID card and welcome letter/email in August, prior to the start of school.

Safety

Safety is a top priority for Pinellas County Schools. Your health and safety are of the utmost importance, and we want to be able to contact your friends and family if you experience a medical emergency. Please remember to keep your emergency contact information updated in Employee Self Service. [Employee Self Service Link](#)

The Employee Assistance Program offers free tools for all employees such as free confidential counseling for the employee and all family members 24 hours a day; 7 days a week. [Employee Assistance Program Link](#)

Site administrators conduct fire, tornado, and other emergency drills designed to assure the orderly movement of students and personnel to the safest areas available. Each substitute is responsible for keeping current with all employee safety training requirements. Email reminders will be sent out with these requirements through district email from the Substitute Placement Office.

All employees must take all required/mandatory district safety training. Please continue to monitor your district emails regarding requirements and the most current information.

All substitute employees should become familiar with the district safety and security requirements which are included in the appendix of this handbook, as well as, the evacuation plans posted at their school site(s). Substitute employees should ask the campus principal or designee about safety plans and posted evacuation routes upon checking into any unfamiliar building.

Work Related Injuries

Work related injuries occurring during the course and scope of the substitute employee's job duties must be reported to the employee's primary supervisor (principal/assistant principal) at the time of the injury.

The substitute employee is required to complete an accident report at the school site regarding the injury.

Safety in the Classroom

- Never give medicine of any kind to students. (Ex: Cough drops, Advil, Tylenol, etc.)
 - If a student is ill call the front office and ask where to send the student.
- Notify the office of all injuries, accidents, or sickness that occurred during the school day.
- If a child asks to use the restroom or requests to go to the clinic, send him/her.
- If a student appears to be having an issue with their mental health, please contact the school office to assist in getting them the assistance they need.

**Please note: We are mandatory reporters of suspected child abuse or neglect.
Reporting Child Abuse 1-800-96-ABUSE**

[Child Abuse Reporting Link](#)

SCHEDULES AND SCHOOL LOCATIONS

[List of Schools and Information](#)

Link to School Calendars:

- [2024-2025 Calendars](#)

The school day schedule varies at the different schools. Frontline Absence Management/Aesop will have specific substitute work hours listed. Substitutes work the schedule that is listed in the Frontline Absence Management System.

Absence Management Procedures:

Work Requirements

Substitutes must work a minimum of 4 days per month with half of those days being a Friday and/or Monday.

- All job assignments must be accepted through the Frontline Absence Management System/Aesop.
- If a substitute cannot meet the average work minimum, they will need to apply for a military, education, seasonal, or medical waiver through the Substitute Placement Office.
- To be eligible for a waiver, you must be actively working as a substitute teacher. Waivers will only be approved for individuals currently fulfilling substitute assignments on a regular basis.
- Waiver approvals are considered on a case-by-case basis, not to exceed 4 months
- If a substitute no longer wishes to work, they should email subdocs@pcsb.org Subject Line: "Resignation."
- Substitutes who do not meet the minimum requirements may be subject to termination.
- If a substitute is terminated or resigns from the district, they will need to wait 6 months to reapply.

Utilize Frontline Absence Management/Aesop to enter your workday availability. Some days it may become too dangerous for students and employees to travel to and from school because of weather conditions. If you have accepted jobs for any of these days, you should monitor the Pinellas County Schools website for information on district closings. Substitutes are not compensated on district closings due to inclement weather.

If the Pinellas County Schools computerized absence reporting system continues to call you the morning of a closing, please press the * button to discontinue calls, or refuse the job by pressing the number "2" in accordance with computerized absence reporting instructions.

Substitutes are not paid for any day that Pinellas County School district is closed or for nonstudent days.

Current long-term substitutes are eligible to work teacher training and planning days.

Accepting Assignments in Frontline Absence Management

- All substitute jobs must be accepted and/or assigned through the Frontline Absence Management/Aesop.
- All substitute employees need to check in with the campus Substitute Coordinator, generally the principal's secretary, with Sub ID and government issued photo ID when reporting for work. Do not report to the classroom, as you risk not being paid for that day if you fail to complete the sign-in process. If you cannot fulfill an assignment accepted previously, you are responsible for canceling the assignment in Frontline Absence Management/Aesop as soon as possible.
- Assignments for teacher substitutes are listed as a half day or full day. Classroom assistant substitute positions are by the hour.
 - A half-day assignment consists of any assignment that lasts half of the workday. Teacher substitutes who work half of the workday or less per day will be credited for one-half day's work.

- Full day assignments consist of any job that covers most of the instructional day. Substitutes who work more than half of the workday will be credited for having worked one full day. This schedule is not to be the normal schedule and will be monitored.

Substitutes are expected to remain on duty through their Frontline Absence Management/Aesop hours and until all students have safely left the campus or have been picked up by the appropriate parent, bus, daycare service, etc.

Substitutes who are originally scheduled for a half day assignment but work long enough to qualify for full day pay, are expected to stay for the full day and teach additional classes or perform other duties within reason if requested by the campus.

Substitutes may be placed on school priority lists in accordance with the individual school processes or preferences based on previous performance.

[Accessing Frontline Absence Management/ AESOP](#)

Web Access

- Via the link <https://login.frontlineeducation.com/sso/pcsd> and entering your <<District Name>> Username and Password. *(This is the same Username and Password assigned to you by the PCS Help Desk.)*
- Via www.pcsb.org, click on the "Log In" or "User Options" at the top right of the page and use the drop-down box to click "FRONTLINE ABSENCE MANAGEMENT/AESOP." Then enter your PCS District Username and PCS District Password. (This is the same Username and Password assigned to you by the PCS Help Desk.)
- Via www.pcsb.org, click on the "Log In" or "User Options" at the top right of the page and use the drop-down box to click "PCS Portal". Then sign in with your PCS District Username and PCS District Password. (This is the same Username and Password assigned to you by the PCS Help Desk.) Then click "Frontline Absence Management."

Mobile App Access

- Access the app store for your mobile device and enter "Frontline Education" in the search bar. Click button and install app.
 1. Click "Get Started." *(If requested: Type in the code 7354.)*
 2. Click "Or Sign in with Organization SSO." *(This is in small white print under the white box.)* Note: You may need to click "Or Sign in with Organization SSO" again.
 3. Enter your entire PCS email address in the box "Organizational Email Address. "It may turn red at first but continue.
 4. Click "Look up Organization Sign in Page."
 5. Type in your PCS District Username and PCS District Password.
 6. Click "Sign in."
 7. If requested: Click "Sub" or "Employee".
 8. Click "Continue" at the bottom of the screen.

If you need assistance with the Frontline Mobile App, email mobile@frontlineed.com for assistance.

Telephone Access

- You can interact with the Frontline Absence Management System/Aesop via a toll-free, automated voice instruction menu at 1-800-942-3767. Here, you can proactively search for jobs. We recommend calling in to check the computer recording of your name by pressing Option 4.
- Your ID and PIN for this Dial in Option are as follows:
 - ID Number: Ten Digit Phone Number (no dashes)
 - PIN Number: Sent to your email via the district

AESOP Technical Difficulties

If you are not able to access Aesop by one of the methods above, please see the steps that you can take to be proactive and ready for jobs during technical issues.

1. If the substitute system is down, monitor your district emails closely for the latest information and the possibility of daily sub jobs being posted via email. (It is a job requirement to regularly monitor your PCS email for valuable information. Monitoring it during a period when we are experiencing technical difficulties is even more important.)
2. If the substitute system is down, email site secretaries where you substitute regularly to let them know if you are available.
3. If the substitute system is down, it would be beneficial to have your substitute assignments, location, and hours already listed in a planner, or weekly calendar.
4. Print out your welcome email from netpost@aesoponline.com with instructions for downloading the free Frontline APP, and a CALL IN ID and PIN to use to phone in if needed. This information should be kept in a safe place and easily accessible.

Acronyms for Job Titles

- ASD = Autism Spectrum Disorder
- CD = Communication Disorder
- CDA=Child Development Associate*
- DD = Developmentally Delayed
- DHH = Deaf & Hard of Hearing
- DR PREV, DOP= Educational Alternative Services
- DSI = Dual Sensory Impaired
- E=Elementary
- EBD = Emotional/Behavior Disorder
- EMH= Intellectual Disabilities
- ESOL = English for Speakers of Other Languages
- HH = Hospital Homebound
- ID = Intellectual Disability
- M/J=Middle School
- PARA=Paraprofessional in the ABC Room*
- PE A=PE Assistant*
- Pre-K HDC = Prekindergarten Handicapped
- SH=High School
- SI = Speech Impaired
- SLD = Specific Learning Disability
- TMH=Intellectual Disabilities
- VE = VARYING EXCEPTIONALLIES
- VI = Visually Impaired

*Support positions are not eligible for Premier Pay.

Cancellation Policies

- One hour prior to a job start time, please check your Frontline Absence Management System/Aesop to verify you are still assigned the position prior to arriving at the site. If it has been cancelled, please accept another assignment.
- If you have followed the process above, and the school inadvertently neglected to cancel the absence in the Frontline Absence Management/Aesop please have the site cancel the assignment and accept a full day's assignment at another site or please assist the school as needed for ½ a day's compensation.
- A substitute cannot cancel one job to take a job at another site on the same day. If they are approved for a long-term substitute assignment, they are permitted to cancel daily sub jobs that are 48 hours (about 2 days) or more in advance.
- Any sub cancellation 24 hours prior to the job is noted as a late cancellation and should be for health reasons only. After the job is cancelled in the Frontline Absence Management System/Aesop, the substitute should notify the school of the cancellation.
- For the school year, a substitute should cancel no more than 10 assignments. Late or multiple cancellations can result in restrictions from schools, and it could result in termination.
- Substitutes assigned multiple days in the job will need to contact the campus Substitute Coordinator to cancel the assignment.

Accepting a Job After the Start of the School Day

If you view a job that begins after the start of the workday, please contact the site secretary to see if you are still needed for the job. If the school would like you to work the position, you will have up to 30 minutes to arrive. Accepting jobs after the start of the school day should not be common practice, and recurring late job acceptance is monitored and prohibited.

No Show Policy

Failure to cancel a job and failure to notify the school that you will not be working a job that you have accepted could result in restriction and/or termination.

Arriving Late Policy

- Defined as arriving 10 minutes late from the Frontline Absence Management System/Aesop start time
- 1st Late Arrival-Verbal discussion
- 2nd Late Arrival-Verbal discussion/potential site restriction
- 3rd Late Arrival-Potential site and/or district wide restriction/termination

Leaving Early Policy

This practice is prohibited. If a substitute leaves prior to the end of their hours listed in Frontline Absence Management System this may result in school site restriction, district wide restriction, or termination. Substitutes are required to be on campus at all times during their work hours listed in Frontline Absence Management System/Aesop.

Compensation

Employees are paid bi-weekly. Instructional and support positions are paid during alternating weeks. It is recommended that you keep a calendar of the dates you worked, the Teacher/Classroom Assistant for whom you subbed, which campus you worked, whether it was a full or half day substitute job, and the job number. It is also recommended that you check

the Wednesday email of your pay week from payroll that shows a copy of your paycheck. If there is a discrepancy in your pay, please contact the site secretary where you fulfilled the assignment(s).

[Payroll Calendars](#)

| Support Services | Instructional | Premier Pay and Onsite Sub School List |
|---|---|--|
| Click here for Support Payroll Calendar | Click here for Instructional Payroll Calendar | 24-25 Premier Pay and On-Site Substitute School List |

The daily rate of pay for Pinellas County Schools' instructional substitute teachers is based on the type of substitute position, the school hours, and the school site. The instructional substitute pay rate varies from \$120-\$165 a day. The Premier Pay and On-Site Substitute School List lists daily substitute and on-site substitute pay rates for each site. This list is updated each school year.

Pay Rates:

Daily Substitutes - \$120-\$155

On-Site Substitutes - \$150-\$165 Day

Approved Long Term Substitutes - \$160-\$195 (Consecutive Day 16+)

Classroom Assistant Substitute- \$15 per hour

[Substitute Employee Conduct](#)

Review the information link below. This link provides detailed information addressing Professionalism Through Integrity.

[The Code of Ethics and The Principles of Professional Conduct of the Education Profession in Florida](#)

An employee shall cancel his/her future substitute position and notify the Office of Professional Standards at 727-588-6472 or immediate supervisor within 48 hours of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude, which include:
 - Dishonesty, fraud, deceit, theft, misrepresentation
 - Deliberate violence
 - Public lewdness or base, vile, or depraved acts that are intended to arouse or gratify sexual desire of the actor
- Felony driving while intoxicated (DWI)
- Felony or misdemeanor possession, conspiracy to possess, any misdemeanor, felony transfer, sale, distribution, conspiracy to transfer, sell, or distribute any controlled substance
- Acts constituting public intoxication, disorderly conduct, or operating a motor vehicle while under the influence of alcohol
- Prostitution
- Acts constituting abuse or neglect

Discipline

Interventions for Poor Performance

- Conferences with school administrators
- Restrictions from school(s)
- Letters of caution
- Suspension
- Disciplinary Committee
- Conferences/actions conducted by the Office of Professional Standards
- Conferences/actions conducted by Sub Placement Office
- Additional required training
- Dismissal

Site Based Restriction

- The administrator or designee will discuss the incident of concern and notify you that you are restricted from the site.
- The district will send a formal letter to the substitute.
 - A copy of the memo that the principal sends is then sent to the substitute and the Office of Professional Standards to become part of the substitute teacher's personnel file.
- If there are multiple restrictions or if the restriction is of a serious nature, the substitute may face suspension from duties as they wait for the disciplinary review committee to meet to determine the consequential action.
- A substitute who receives multiple restrictions or any serious infraction may be cause for termination.

Termination

Substitutes are "at will" employees. An employer has the right to terminate an employee at any time and for any (or no) reason. It also means that the employee has the right to terminate his or her own employment at any time and for any (or no) reason.

If the substitute chooses to terminate their PCS substitute job status, he/she must email Substitute Placement Office subdocs@pcsb.org with effective end date and reason. A substitute must wait 6 months to reapply.

Expectations at the School Site

Dress Code Expectation

Recognizing that all substitutes reflect the standards of Pinellas County School District, it is the district's expectation for all substitutes to maintain professional responsibility, therefore substitutes shall:

- A. be physically clean, neat, and well groomed;
- B. dress in a manner consistent with their instructional responsibilities;
- C. dress in a manner that communicates to students a pride in personal appearance;
- D. dress in a manner that does not cause damage to District property;
- E. be groomed in such a way that their hair style or dress does not disrupt the educational process or cause a health or safety hazard.

The following are meant as examples, not an exhaustive list:

APPROPRIATE: Business Attire: Coats/ties, slacks, khakis, collared shirts, casual dresses/skirts, dress pants, cropped

pants (just above ankle), capris, clean, comfortable shoes

INAPPROPRIATE: Flip flops, athletic wear (unless assigned to a physical education assignment), shorts, sweat suits, tank tops, sundresses, sleeveless shirts or dresses, midriff/cleavage/undergarments should not be visible

It is understood that different clothing may be appropriate under certain circumstances and for different work assignments. You will be notified of this when you accept an assignment. If you have doubts about your attire, it is best not to wear it. Substitute teachers should maintain a positive environment wherever assigned and develop conditions for a positive work environment for students and staff.

Site Expectation

The substitute teacher and classroom assistant substitute have the same legal and moral responsibility for the welfare of students as all Pinellas County School's employees.

Substitutes should sign in at the front office with photo ID and substitute ID card and ask the school secretary if there will be any drills or special activities, ask for the office contact number, and ask if they should check the teacher's box upon arrival. At the end of the day the substitute signs out at the front office at their assignment ending time.

Substitute teachers should feel free to call upon the principal, assistant principal, or other teachers for assistance concerning the day's work. The neighboring teacher can be of tremendous help with scheduling, lesson plans, and knowledge of any special situations.

Substitutes should familiarize themselves with all safety drill regulations and assigned exits upon entering the classroom.

Substitutes shall maintain classroom discipline and should refer any disciplinary problems to a neighboring classroom teacher or campus administrator.

Substitutes should follow the teacher's lesson plans left for the day. If lesson plans are not present immediately, ask the teacher next door, and then report that information to the campus office as they will guide the substitute on where to locate plans for the day.

Substitutes should always abstain from inappropriate stories, remarks, and conversations about personal life, which could be construed as objectionable in any way.

Substitutes shall take on all duties of the absent teacher including lunch periods, assembly programs, bus duty, recess, hall duty, outside duty, etc.

Substitutes shall leave a summary of each class and the work completed (and not completed), as well as any information that would be helpful.

Substitutes are expected to hold all student information as confidential in accordance with FERPA.

Substitutes may be asked to cover for a different position by the principal or designee if circumstances necessitate. If it is a similar position, and you both agree, the substitute will be moved to that assignment.

If requested by administration, substitutes are paid for teaching during their planning period.

Classroom Management

Classroom management may be the most challenging aspect of substitute teaching. The following suggestions may be helpful to you in the classroom:

- Start the day/each class period by giving a brief introduction of yourself to the class.
- Review classroom management rules/rewards/consequences as posted in teacher's lesson plan folder or on classroom walls.
 - Establish your expectations at the beginning.
 - Follow established procedures. Do not rely on the student's interpretation of procedures. Ask a neighboring teacher.
- Learn the names of the students as quickly as possible or create a class-seating chart as the day starts if one is not present.
- Catch students following the rules within the expected norms and compliment them early and often to give attention to desired behavior.
- Check for lesson plans.
 - If materials and plans are not available, check with the teacher next door.
 - If they are not there, report to the office immediately to seek their guidance on steps to locate lesson plans and bring your time fillers with you.
- Always maintain discipline in the classroom. Each school has a disciplinary procedure, usually clearly posted in each classroom. Should discipline problems occur, follow the discipline plan.
- Notify a neighboring teacher or contact the campus administration if any discipline problems occur that you feel you are not equipped to handle.
- Refrain from touching students.
- Exhibit enthusiasm and confidence. These are visible indicators to students and often set the tone for student behavior.
- Be friendly, firm, and consistent.
- Model the behavior you expect of the students. Students will follow your lead.
- Be sure students understand what is expected of them.
- Use appropriate vocabulary for the classroom.
- Walk the room and stand by students who are talking, or seem to have trouble following directions
- Refrain from sarcasm, ridicule, hasty decisions and/or physical contact when correcting children or in any other situation.
- The Team Leader/Department Chairperson and the team members will be helpful. They will provide additional assistance.
- Always remain in the class while students are present.
 - Accidents/incidents happen when the supervisor leaves the classroom unattended.
- Use of cell phone to make personal calls, text or check personal email must be done only during your 30-minute duty free lunch or during a planning period when you are not in the presence of students.
- Call students only by their names. Do not use "pet names" to acknowledge students.
 - Even if this is your "style" you are not the regular teacher and do not have the same relationship with the students that the regular teacher may have, so "pet names" such as "big guy," "sweetie," etc. are to be avoided.
- When and if a special problem arises, feel free to contact a neighboring teacher or campus administration.
 - Do not feel that such a request for help is a reflection of your ability or that it will be considered so by the principal. The school office is there to assist. Call them if needed.
- In all Pre-K-5th grade classes students are to be accompanied to recess, lunch, co-curriculum classes, etc.

Giving and Getting Directions

- Get student's attention before giving directions
- Give no more than 3 directions at a time
- Give directions in sequential order
- Write directions on the board as given orally
- Give directions at the time of the activity
- Model the directions
- Check for understanding
- Provide practice for following the directions
- Correct any miscommunication immediately

Strategy to Assist with Classroom Conflicts

- Do not show anger
- Take a moment and count to 10 before responding
- Only state what you can follow through on and follow through on what you state
- Call the front office for assistance
- Send two students to the office for assistance
- Send two students to a teacher nearby for assistance
- Do not raise your voice
- Remain calm and rational
- Do not touch the student
- Do not block the door or restrain the child if he/she tries to exit/Call for immediate assistance

Student Supervision

- When a student leaves the class for any reason, utilize a sign in/sign out process documenting location and time.
- If elementary students are supposed to go to another classroom for specialized instruction, the teacher should have noted it in the lesson plan. Call the secretary if you have any questions. Elementary students should always go in groups of 2-3.
- If a student is gone for an unreasonable amount of time, call the office and notify the secretary or administrator.
- If a parent comes to the class to pick up a child, they must go to the front office. The office will then call your class for the child.
- If a student leaves your classroom without permission, contact the office immediately. Do not try to restrain the student. Call for assistance.
- NEVER leave students unattended for any reason.

Summing Up: The Do's and Don'ts

DO:

- Use effective verbal and written communication skills
- Always maintain a professional appearance
- Establish childcare for your own children during your workday
- Observe the same hours and perform all duties of the teacher that is being replaced
- Teach students to the best of your ability
- Follow the teacher's lesson plans
- Complete accurate attendance records
- Consider all records confidential
- Follow copyright guidelines
- Supervise classes at all times
- Maintain a degree of formality (Students will not call you by first name)
- Notify the office immediately regarding any student or personal injury
- Arrive on time in order to prepare for lessons
- Remain on school site during the assigned Frontline Absence Management/Aesop hours
- Follow district policies
- Remind students to sign out with time noted if they leave the classroom for any reason and sign in when they return
- Allow students to go to bathroom and clinic if requested by the student
- Call the office and/or send students for assistance from the office if needed to maintain physical/emotional safety in the classroom
- Report any type of abuse to administrator or counselor
- Report any type of student threat to administrator, counselor, or secretary (Threat to self, or threat to others)
- Sign in and out with the secretary with the correct time noted
- Treat students with respect
- Display ethical conduct at all times
- Self-report all arrests and notices to appear in court within 48 hours to the Office of Professional Standards and the Substitute Placement Office. Cancel any upcoming substitute jobs.
- Maintain physical and emotional safety of all students. (Call the office for help as needed.)
- Follow and adhere to all school and state policies/regulations
- Use intercom/class phone to contact the school office if needed
- Understand and respect the values/traditions of diverse cultures
- Leave a note for the teacher regarding the day
- Obtain permission from the principal to communicate with parents if you are a long-term sub
- Circulate around the classroom to maintain classroom management

DON'T:

- Have any physical contact with students
- Use cell phones in the presence of students
- Leave a student or a class unattended
- Administer medication to a student (Call the front office)
- Contact or make plans to contact a student outside of the school setting (This includes online)
- Leave school grounds during Frontline Absence Management/Aesop hours
- Use any type of picture/recording device on school grounds
- Transport students
- Show videos/movies to students that are not part of the lesson plan
- Use inappropriate language or remarks to students or anyone associated with the school
- Be alone with a student for any reason
- Use school equipment for personal use
- Bring in food/snacks for students

- Move an injured student (Call the front office)
- Release students prior to dismissal (Call the front office)
- Conduct personal business during school hours
- Be sole supervision in the release of students to a bus or vehicle
- Discuss comparisons between schools and situations within the district
- Discuss student records
- Communicate with parents of students (Unless long term assignment) and with administrator permission
- Make any adverse comments regarding students, staff, parents, or administration
- Use any type of corporal punishment
- Introduce any type of controversial subject matter
- Order a disruptive student to leave the class unsupervised
- Socialize with or date students
- Allow students access to teacher grade book
- Restrain a student trying to leave the classroom without permission (If a student leaves the class, call the office immediately for assistance.)
- Discuss your personal life
- Allow visitors in the workplace
- Share any personal contact information (Ex: social media/phone)
- Talk to students outside the school setting (Ex: social media/phone)
- Keep students after school/class
- Discriminate or embarrass a student
- Distort teaching material with personal opinions or bias
- Talk to the media on behalf of Pinellas County Schools
- Misrepresent your certifications to others
- Utilize teacher's computer or technology equipment without permission from teacher or secretary
- Bring personal valuables to school site
- Bring your personal computer

Time Fillers: Strategies When the Lesson is not Enough

Even in the event of a teacher's absence, we want the instructional momentum to continue in the classroom. If the lesson plans are completed, or if lesson plans inadvertently were not left for the substitutes, time filler activities are an effective way to keep students working and engaged throughout the day. They can be used to build vocabulary, teach teamwork, and build problem solving skills and writing/reading fluency.

If you cannot locate the lesson plans or if the lesson plans do not last throughout the day:

- Ask the teacher next door, team leader, academic coach, or the administrator what you can work on with the students
- Check with the school secretary to see if lesson plans or emergency lesson plans are available.
- Check in the teacher's substitute folder for additional activities
- Utilize your list of time filler activities. If you need to make copies for the students, please ask the school secretary to help you.

Time Filler Examples:

- Draw pictures depicting vocabulary words
- Write songs about vocabulary words
- Word Webs- Students can make connections with vocabulary
- Venn Diagrams-Student can compare and contrast concepts
- Blank bingo boards can be used for vocabulary and concept review
- Students may illustrate vocabulary words in the form of small comic strips or on index cards
- Students may act out vocabulary words while classmates try to guess what vocabulary word they are depicting
- Students may use blank 1 cm. grid paper to create a crossword puzzle for key concepts and vocabulary words
- Writing in a journal about what you will tell your teacher tomorrow about how I (the substitute) ran the classroom today
- Write scrambled words on the board for students to unscramble
- Riddles
- Mental math or quick oral math problems to which the students need to find the answer
- Category games where you list a category and students list as many things that go into the category as possible
- Students drafting an article for a newspaper on a current event

Brain Break Time Fillers

If the assignments have been completed, and there are 5–10-minutes left in the class, a brain break type of filler can be utilized.

- Art activity
- 4 Corners, Silent Speed Ball, Heads up 7 up
- Simple Science Experiment that does not involve toxins or animals
- Computer Activities Ex: Go Noodle, Jeopardy

Super Sub Sack: Example Substitute “Kits”

Please note: These items are not mandatory for you to purchase.

- *Basic Supplies: crayons, colored pencils, pencils, pens*
- *Paper clips, staples, small stapler, Post-it notes*
- *Name tags*
- *Rewards: Stickers, Certificates, Tickets*
- *Substitute Teacher Report*
- *Water bottle/coffee mug*
- *Whistle for PE*
- *Calculator*

Contacts:

| | | | |
|---|---|--|---|
| Frontline Management AESOP Cheryl Keys keys@pcsb.org 727-588-6270 | Degree/Certificate Updates Cheryl Keys keys@pcsb.org 727-588-6270 | Teacher Certification Certification@pcsb.org | Bencor All substitutes are enrolled in this FICA Alternative. 1-866-296-9712 Option #3 |
| Outlook Email Issues/Tech Assistance 727-588-6060 | Waiver Requests Starting September 1 st Cheryl Keys keys@pcsb.org 727-588-6270 | Talent Acquisition Teacher Recruitment Deb Cucchiara Cucchiara@pcsb.org 727-588-5136 | Pay Questions: Contact School Secretary |
| Office of Professional Standards 727-588-6472 | Professional Development Office <i>Assistance registering for trainings</i> Register for Professional Learning Courses 727-588-3097 | Child Abuse Training Vicki Koller kollerv@pcsb.org Christina Finocchio finocchioc@pcsb.org | Active Threat Response Training Alicia Ann Pearson pearsona@pcsb.org |
| Bloodborne Pathogen Training John Scacca scaccaj@pcsb.org | Classroom Assistant Sub Bus Training ESE: MBA Bus Video Module 1B Kelly Hendrickson Hendricksonk@pcsb.org <i>For classroom assistant subs that want to be bus eligible during extended positions</i> | Classroom Assistant Sub Bus Training ESE Support on Buses Herbert Graham Grahamhe@pcsb.org <i>For classroom assistant subs that want to be bus eligible during extended positions</i> | Classroom Assistant Sub New Hire Orientation Kristen Redding Reddingk@pcsb.org <i>For new classroom assistant subs that have gone through onboarding.</i> |

Professional Development/Training

One of the ways the district provides support is through on-going professional development opportunities. We want to continue to provide our employees with training that will give the latest tools for a safe and effective learning environment. Please see the information below regarding our substitute training requirements and some of our training options. Monitor your district email for current training information.

How To Use Professional Learning Network:

Directions:

[Register for Professional Learning Courses](#)

Directions:

[How To Withdraw From A Course in PLN](#)

Directions:

[How To Take A Course Completion Survey](#)

Directions:

[How To View Your Transcripts for Courses Taken](#)

Additional Resources**Moodle**

[How To Access Online Content for a Course in PLN](#)

“How to register for classes on PLN.” APPENDIX E

“How to take a course completion survey.” APPENDIX F

After reading the instructions on APPENDIX E and APPENDIX F, if you are still having difficulty registering for classes in the Professional Learning Network (PLN), or taking your course completion survey, please contact the Professional Development Department. 727-588-6224

Yearly Employee Training Requirements

Substitutes

- Child Abuse Course
- Active Threat Response Training
- *Including any additional trainings per email communication from the district office
- View the Bloodborne Pathogen video

School District Policies

[Link to Pinellas County School Board Policy Manual](#)

Employee Standards of Conduct & Board Policy

Each district employee shall perform his or her duties in accordance with state & federal law, district policy, administrative regulations, and ethical standards. Each district employee shall recognize and respect the rights of students, parents, other employees, and members of the community, and shall work cooperatively with others to serve the best interests of the district. An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a district employee. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination of employment.

Tobacco Products

Smoking and the use of tobacco products, including “e-cigarette” devices, by employees shall be prohibited on school property, in school-owned vehicles, and while supervising students in school-related events.

Policy 3213.01 Communication with Parents and Students via Electronic Media

(1) The School Board encourages positive and professional communication by staff with parents and students by means which best protect the interests of all concerned. Communications via personal electronic media such as social media posting/messaging, cell phone messaging, and other personal electronic means regarding school matters have the potential to create both public records and education records, or to contain personally identifiable student information. The School Board is ultimately responsible for the maintenance and proper disposal of such records and for the protection of such confidential information and is dependent upon its employees to meet this responsibility.

(2) The School Board has provided staff with the means to communicate electronically with parents and students concerning school matters. These means currently include Canvas, Microsoft Office 365, PCS Portal, and district email (Outlook), and are sufficient for the purposes intended. For staff to communicate on school matters with parents and students by personal electronic means when sufficient School Board means are available exposes the School Board to a possible violation of its legal obligations. Such communication could cause the appearance of inappropriate association with students. Accordingly, staff shall utilize School Board resources in all electronic communications with parents and students regarding school matters provided, however, private electronic media, such as a cellphone, may be used when District resources are not available, when such use is in the best interest of all concerned.

(3) Staff communications with parents and students via private electronic media concerning non-school-related matters are governed in part by, and may lead to discipline under, Board Policies 1140, 3140, and 4140.

(4) Volunteers shall abide by Policy 1213.01 and shall utilize School Board resources in all electronic communications with parents and students regarding school matters; provided, however, private electronic media, such as a cellphone, may be used when District resources are not available, when such use is in the best interest of all concerned.

Policy 3210 Standards of Ethical Conduct for Instructional Staff

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding.

All instructional staff members shall adhere to the *Code of Ethics for Public Officers and Employees* as set forth in F.S. 112.311, et seq.

The School Board hereby establishes the following as additional standards of ethical conduct for all instructional staff members in the District:

A. An instructional staff member shall:

1. make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;
2. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
3. take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;
4. maintain honesty in all professional dealings;
5. except for probationary terminations and non-reappointments of contractual personnel, provide upon the request of a certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment;
6. self-report within forty- eight (48) hours to an immediate supervisor any arrest or receipt of a Notice to Appear for any criminal offense, including driving under the influence (DUI) and other criminal traffic offenses and local ordinance violations punishable by any period of incarceration, or charged in any way with such offenses. The supervisor shall promptly notify the Office of Professional Standards. Administrators and supervisors who become aware of subordinates who have been arrested, charged or given a Notice to Appear for such offenses will immediately notify the Office of Professional Standards.

Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, instructional staff members shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and 943.059(4)(c).

7. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795;
8. seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795;
9. comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice;
10. cooperate with the Education Practices Commission in monitoring the probation of a subordinate;
11. not unreasonably restrain a student from independent action in pursuit of learning;
12. not unreasonably deny a student access to diverse points of view;
13. not intentionally suppress or distort subject matter relevant to a student's academic program;
14. not intentionally expose a student to unnecessary embarrassment or disparagement;
15. not intentionally violate or deny a student's legal rights;

16. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and make reasonable efforts to assure that each student is protected from harassment or discrimination;
17. not exploit a relationship with a student for personal gain or advantage;
18. not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;
19. not use institutional privileges for personal gain or advantage;
20. not accept any gratuity, gift, or favor that might influence professional judgment;
21. not offer any gratuity, gift, or favor to obtain special advantages;
22. not on the basis of race, color, religion, sex, sexual orientation age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization;
23. not interfere with a colleague's exercise of political or civil rights and responsibilities;
24. not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, make reasonable efforts to assure that each individual is protected from such harassment or discrimination;
25. not make malicious or intentionally false statements about a colleague;
26. not use coercive means or promise special treatment to influence professional judgments of colleagues;
27. not misrepresent one's own professional qualifications;
28. not submit fraudulent information on any document in connection with professional activities;
29. not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position;
30. not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
31. not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these *Principles of Professional Conduct for the Education Profession in Florida* and other applicable Florida statutes and State Board of Education rules;
32. not engage in conduct unbecoming of an employee of the Board that brings the District into disrepute or that disrupts the orderly processes of the District.

B. No instructional staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in conflict with the proper discharge of his/her duties in the public interest.

C. All District instructional staff members shall adhere to the principles enumerated above.

All instructional staff members shall be required to complete training on the standards established herein.

F.S. 112.313, 1001.42(6), 1012.23

F.A.C. 6B-1.001, 6B-1.006, 6A-10.081

Policy 3362 Policy Against Harassment and Discrimination

No employee, student, applicant for employment, volunteer, vendor, or member of the public, shall, on the basis of age, sex, race, color, national origin, religion, disability, sexual orientation, marital status, or any other characteristic protected by federal or state law or Board policy, be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination or harassment under, any educational program, activity, service, or in any employment condition, policy or practice conducted by the Board.

The Board encourages any individual who feels that he or she has been subjected to unlawful discrimination or harassment to seek assistance to rectify the problem. The Board will investigate all allegations of unlawful

discrimination or harassment and, in those cases where unlawful discrimination or harassment is substantiated, will take immediate steps to end the discrimination or harassment. The Board will take appropriate disciplinary action against any employee found to have engaged in unlawful discrimination or harassment and will take such other appropriate action against individuals who are not employed by the Board but may be under the control or supervision of the Board.

Definitions

A. Unlawful Discrimination is conduct which deprives a person of the opportunity to participate in employment, educational programs or activities, Board, or school sponsored activities, or in any other activity offered or provided by the Board, on account of age, sex, race, color, national origin, religion, disability, sexual orientation, marital status, or any other characteristic protected by federal or state law or Board policy.

B. Harassment is conduct directed by a person or persons against another person or persons on account of age, sex, race, color, national origin, religion, disability, sexual orientation, marital status, or any other characteristic protected by federal or state law or Board policy, which is severe, persistent, pervasive, and objectively offensive to the point that the prohibited conduct substantially impairs the person's participation in their employment, educational programs, school sponsored activities, or any other activity offered or provided by the Board.

C. Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, occur when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
2. Physical assault.
3. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
4. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
5. Sexually suggestive objects, pictures, audio or visual representation, or literature, placed in the work or educational environment, which may embarrass or offend individuals.

6. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
7. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
8. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
9. Consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
10. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of a crime.

D. Other Prohibited Conduct

The Board will also take immediate steps to impose disciplinary action against an employee or take such other appropriate action against individuals engaging in any of the following prohibited acts:

1. Retaliating against a person who has made a report or filed a complaint alleging unlawful discrimination or harassment, or who has participated as a witness in a discrimination or harassment investigation.
2. Filing a malicious or knowingly false report or complaint of unlawful discrimination or harassment.
3. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful discrimination or harassment, when responsibility for reporting and/or investigating such charges comprises part of one's supervisory duties.

COMPLAINTS

A. Procedure for Filing a Complaint

Any employee, applicant for employment, student, or third party, who believes that he or she has been unlawfully discriminated against or has been harassed in violation of this Policy by an employee, student, or other party who is subject to the jurisdiction of the School Board, and who wishes to file a complaint, shall use the following complaint procedure:

1. The complaint shall be filed in writing with the Compliance Officer, appointed pursuant to Policy 1122, in the Office of Equal Opportunity, and shall be signed by the complainant or reporting administrator. The complaint shall be filed within 30 calendar days from the date of the incident.
2. Upon receipt of the complaint, the Compliance Officer shall review the complaint to determine whether it alleges the essential elements of unlawful discrimination or harassment prohibited by this Policy. If it does not, the Compliance Officer will notify the complainant in writing and no further action will be taken.
3. If the complaint does allege the essential elements of unlawful discrimination or harassment prohibited by this Policy, the Compliance Officer will investigate the allegations of the complaint. A copy of the complaint shall be forwarded to the School Board Attorney. The Compliance Officer is authorized and encouraged to assign the investigation to an administrator at the school or site.
4. Upon completion of the investigation, the site-based administrator or the Compliance Officer, as the case may be, in consultation with the Assistant Superintendent, Human Resources, and the School Board Attorney, will prepare a final written report containing factual findings.

5. In cases where the complaint is substantiated in whole or in part, the Compliance Officer will meet with the complainant regarding the factual findings, provide a copy of the investigative report and seek complainant's input into any resolution of the complaint.

6. A substantiated complaint against personnel will be forwarded to the Office of Professional Standards. Any employee against whom a complaint has been substantiated will be subject to an employee disciplinary action, which could range from conference summary to termination of employment.

7. If the complainant disagrees with the determination either under paragraph 2 or 5, the complainant may request in writing a review by the Superintendent within five (5) working days after receiving notification of the determination. Upon fifteen (15) working days following receipt of the complainant's request for review, the Superintendent shall render a written decision. The decision of the Superintendent shall be final.

8. If an administrator learns of an alleged incident of unlawful discrimination or harassment prohibited by this Policy against an employee or applicant, he or she is required to report complaints immediately to the Compliance Officer. These complaint procedures will be followed the same as if the complainant originally filed the complaint.

9. The use of these complaint procedures shall not prohibit the complainant from seeking redress from other available state or federal sources.

10. The right to confidentiality of student records will be respected, consistent with federal and state law and Board policy.

11. All complaints and other records that relate to a complaint of discrimination are exempt from the Public Records Act until a finding is made relating to probable cause, the investigation of the complaint becomes inactive, or the complaint or other record is made part of the official record of any hearing or court proceeding.

B. Alternative Remedies

The complaint procedures set forth in this Policy are not intended to interfere with the rights of any complainant to pursue a complaint of unlawful harassment or discrimination with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

F.S. 1000.05, 1001.42, 1006.147

F.A.C. 6A-19.001 et seq., 6B-1.006(3)(g)

42 U.S.C. 2000d et seq.; 42 U.S.C. 2000e et seq.; 29 U.S.C. 621 et seq.

29 U.S.C. 794; 28 C.F.R. Part 35; 29 C.F.R. Part 1635

42 U.S.C. 12101 et seq.; 20 U.S.C. 1681 et seq.; 42 U.S.C. 1983

34 C.F.R. Parts 100, 104 and 106

Policy 2260.01 Religious Expression in Public Schools

Pinellas County Schools is committed to the constitutional principle of separation of church and state. Our Board Policy makes it clear that employees will neither advance nor inhibit religion. Employees may not pray with or in the presence of students. However, nothing prevents a teacher or other employees from praying or reading religious material during a time when students are not present, and you are not responsible for students.

Policy 3217 Firearms

A person shall not possess any firearm or weapon, except as authorized in support of school-sanctioned activities, at a school-sponsored event or on School Board property, including the property of any school, administration building, school bus, or school bus stop; however, a person may carry a firearm:

1. In a case to a firearms program, class or function which has been approved in advance by the principal or chief administrative officer of the school as a program or class to which firearms could be carried;
2. In a case to a career center having a firearms training range; or
3. In the case of non-employee persons 18 years of age or older: within the interior of a private motor vehicle and the firearm or weapon is carried for a lawful purpose, is securely encased or is not readily available for immediate use; provided, however, this exception shall not apply for purposes of student and campus parking privileges on school property; or

4. In the case of employees: If the employee is in lawful possession of a legally owned firearm that is locked inside or locked to a private motor vehicle in a parking lot and when the employee is lawfully in such area; provided, however, this exception shall not apply to any school property.

Concealed Weapon or Firearm. A person may be in lawful possession of a concealed weapon or firearm on School Board property with certain exceptions; a concealed weapon or firearm may not be carried:

1. Into any District elementary or secondary school facility or career center;
2. Into an administration building as defined below;
3. Into an athletic event that is not related to firearms; or
4. Into a School Board meeting.

For purposes of this policy the term "administration building" is any Board-owned or leased facility where one or more administrative employees are assigned.

For the purposes of this policy, "school property" means the property of any preschool, elementary school, middle school, junior high school, secondary school, career center, or postsecondary school, whether public or nonpublic.

"Firearm" means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun.

"Weapon" means any dirk, knife, metallic knuckles, slungshot, billie, tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife.

This policy shall not apply to possession by members of the armed forces, national guard, police or other licensed law enforcement officers, or other persons approved by the school or District on a case-by-case basis.

F.S. 790.001, 790.06, 790.115, 790.25, 790.251, 1001.32(2), 1001.41, 1001.42, 1001.43
18 U.S.C. 922

Suspected Child Abuse

Anyone who suspects that a child has been abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any Pinellas County School employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

Reports may be given to any of the following:

- Local Law Enforcement Agency
- CPS Hotline (1-800-962-2873) or <https://reportabuse.dcf.stat.fl.us/>

Reporting your suspicion to a school counselor, a principal or to another school staff member does NOT fulfill your responsibility under the law.

By failing to report a suspicion of child abuse or neglect:

- You may place a child at risk of continued abuse or neglect
- You are violating the law and may be subject to legal penalties, including criminal sanctions
- You are violating PCS Board Policy and may be subject to disciplinary action, including possible termination of employment
- Your certification from the State Board of Educator Certification may be suspended, revoked, or canceled.

Appendix

A: District Safety Guidelines

Per State Statute and FDOE Administrative Rule – **All District staff** must follow the requirements below for each school campus.

1. Exterior gates-Any pedestrian or vehicle gate that allow ingress/egress onto a school campus must be closed and locked or staffed at all times whenever a student is on campus.
2. School Building doors-Any door that allows ingress/egress into a school building must be closed and locked or staffed at all times whenever a student is on campus.
3. Classroom doors-Classroom doors must be closed and locked at all times when students are inside the classroom during instructional times. If the door must remain open, it must be staffed either by standing or sitting at the door.
4. Lockdown drills-anyone on campus during a lockdown drill must participate. a. If you are not sure of your responsibilities, please see the school principal for direction.
5. Entering Campus-All district personnel visiting a school must check in at the front reception area and be processed through the visitor management system (Ident-A-Kid).
6. Safe Areas/Safe Rooms- Safe areas/rooms are notated by a fluorescent green string placed above the threshold of the doorway leading into the safe room or across the ceiling notating the safe area in the corner of a classroom. If you are not sure of the location of these areas in your classroom, media center, gymnasium, or cafeteria, contact the school principal.

Frequently Asked Questions:

Can student teacher assistants (TAs) be utilized to walk students in order to gain entry from an administrative office to another building/classroom? No. Having student TAs assist with other students to gain entry between buildings/classrooms will not be allowed.

Can teachers allow students to open the door for a student returning to class? Yes. Students are allowed, based on teacher discretion, to open locked classroom doors for students returning to class on a hall pass.

Do classroom doors need to be locked after-school or during tutoring opportunities? Yes. If a teacher is tutoring or providing a space for students to be present within a classroom, the classroom door must be locked. It is recommended that such opportunities be scheduled in a general location such as the media center, career center, etc.

Do organizations that lease PCS buildings to provide before/after-hour services have to follow all safety guidelines? Outside organizations that lease our sites (e.g., the R'Club or YMCA) in order to provide before/after-hours services are solely responsible for the care, custody, and control of those students. However, once the first PCS student arrives on campus for school for activities not associated with the leasing organization, or if there are any school-sponsored events after school (e.g., ELP, athletics, chess club, etc.), all safety and security mandates are in effect and must be staffed by the school accordingly.

B. Emergency Know Your Options and Personal Threat Planning Guide

EMERGENCY KNOW YOUR OPTIONS

CLOSED CAMPUS! GET INSIDE. LOCK OUTSIDE DOORS.

HAZARDS

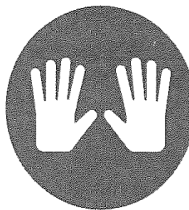
- Police activity nearby
- Suspicious person nearby
- Dangerous animal nearby

STUDENTS

- Return inside
- Business as usual

TEACHER

- Bring everyone indoors
- Lock perimeter doors
- Increase awareness
- Business as usual
- Take attendance



LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

HAZARDS

- Missing child
- Intruder
- Unknown location of threat on campus

STUDENTS

- Move to safest place
- Maintain silence
- Do not open the door

TEACHER

- Lock interior doors
- Turn out the lights
- Move to safest place
- Do not open the door
- Maintain silence



EVACUATE! GO TO RALLY POINT.

HAZARDS

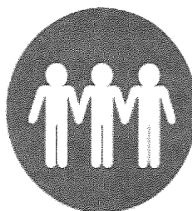
- Haz Mat inside
- Bomb threat
- Gas leak
- Fire

STUDENTS

- Bring your phone
- Leave your stuff behind
- Follow instructions

TEACHER

- Lead students to rally point
- Take attendance
- Notify administrator of missing, extra, or injured students



SHELTER! GET TO A SAFE PLACE.

HAZARDS

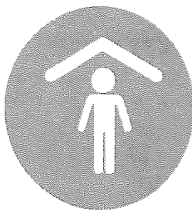
- Haz Mat outside
- Thunderstorm
- Tornado
- Hail

STUDENTS

- Bring your phone
- Leave your stuff behind
- Follow instructions

TEACHER

- Lead **safety strategy**
- Increase awareness
- Take attendance



Shelter Safety Strategy

- Evacuate to safe place
- Seal the room
- If necessary, "Duck and Cover"



© Copyright 2009-2016, All Rights Reserved. The "I Love U Guys" Foundation.



PERSONAL ACTIVE THREAT PLANNING GUIDE

Use the guide below to plan your active threat response.

2 Locations you are most often
2 Places to Run
2 Places to Hide



| | |
|--------------------------|--|
| <input type="checkbox"/> | MY PRIMARY LOCATION (classroom, office, etc): |
| <input type="checkbox"/> | My primary location's best exit route is: |
| <input type="checkbox"/> | My primary location's primary rally point is: |
| <input type="checkbox"/> | My primary location's backup exit route is: |
| <input type="checkbox"/> | My primary location's backup rally point is: |
| <input type="checkbox"/> | In my primary location, my best hiding place is: |
| <input type="checkbox"/> | I can use the following to cover the vision panel in the door: |
| <input type="checkbox"/> | I can use the following to quickly barricade the door: |
| <input type="checkbox"/> | MY SECONDARY LOCATION (if applicable): |
| <input type="checkbox"/> | My secondary location's best exit route is: |
| <input type="checkbox"/> | My secondary location's primary rally point is: |
| <input type="checkbox"/> | My secondary location's backup exit route is: |
| <input type="checkbox"/> | My secondary location's backup rally point is: |
| <input type="checkbox"/> | In my secondary location, my best hiding place is: |
| <input type="checkbox"/> | I can use the following to cover the vision panel in the door: |
| <input type="checkbox"/> | I can use the following to quickly barricade the door: |
| <input type="checkbox"/> | I have my school's main office number programmed in my phone: |
| <input type="checkbox"/> | I have a secondary office number of my school programmed in my phone: |
| <input type="checkbox"/> | I have School's Police phone number programmed in my phone 727-547-7221. |

If you are hiding in a locked room, you are in a very safe place. In the unlikely event that an assailant gains access to your room be ready to defend yourself.

REMEMBER to always alert the school's main office after you call 911.



B: See something, Say something

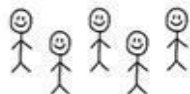


If a student comes to you with any type of concern that could be a possible threat to themselves or others you are to act immediately and tell another trusted adult at the school, call 911 or submit a tip in the Say Something Anonymous Reporting System. Please note all reports of bullying/harassment are always reported to an Administrator.



2

If a student reports a concern to you as a substitute teacher, you are to act immediately and tell another trusted adult at the school. Call 911 or submit a tip. Please see below on how to submit a tip in the Reporting System.



Step 1: Submit
Youth or Adult
Submits a Tip
using our App,
Website, and
Hotline

App



Website



24/7 Hotline



Every user **MUST** associate themselves with a school within the district in order to submit a tip

3

C: Reporting Child Abuse

What is Child Abuse/Neglect?

Abuse is emotional, physical, or sexual abuse, neglect, or abandonment of a child by a parent or caregiver. Willful or threatened act resulting in physical, mental, or sexual injury or harm, causing or likely causing impairment of physical, mental, or emotional health

Neglect is negligent treatment or maltreatment of a child, including the failure to adequately provide food, clothing, shelter, medical treatment, or supervision

Mandatory Reporter: Any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, includes: **School teacher or other school official or personnel**

MANDATORY TRAINING- Child Abuse Course- #109872

Facilitator: Vicki Koller 727 588-6528 kollerv@pcsb.org

**REPORT
ABUSE,
NEGLECT AND
EXPLOITATION**

Contact the Florida
Abuse Hotline at
**1-800-96-ABUSE (or
1-800-962-2873)**



D: Emergency Contact Update in Employee Self Service

The screenshot displays the PCS Employee Self Service (ESS) portal. At the top, there are navigation links: **TRANSLATE**, **LOGIN**, and a **SEARCH...** field. A blue arrow points from the **LOGIN** link to a text box that reads: "Click the Login icon, a drop down will appear and click on Employee Self Service (ESS)." Below the navigation bar is the PCS logo and the text "PINELEAF COUNTY SCHOOLS". The main heading is **Employee Self Service**. Below this, a green bar shows the user's information: "Primary Job: CLERK SPECIALIST II" and "Sch/Dept:". A yellow sidebar on the left contains a list of links: Home, About ESS, Pay Info, Salary, 12 Month Pay Opt, Summer Bridge Application, Leave, 1095C, W2, W4, Personal/Emergency Contact Info, Benefit & Comp. Guide, Certification, Employee Contracts, Classroom Supply Assistance, Benefits & Insurance, Hurricane Shelter Commitment, and Beneflex Confirmation. Two blue arrows point from text boxes to the sidebar. The first arrow points to "Pay Info" with the text: "View paystubs by clicking here." The second arrow points to "Personal/Emergency Contact Info" with the text: "Update your personal and emergency contact information by clicking here."

E: Register/Complete Professional Development Course

What is PLN?



- PLN is the website that contains all the information for trainings (for professional growth) for Pinellas County School Board Employees.
- You can also view where you can find classes, register for class and view your transcripts.
- You can log into PLN a couple of different ways:
 - Portal
 - PCSB.org

PROFESSIONAL DEVELOPMENT INFORMATION

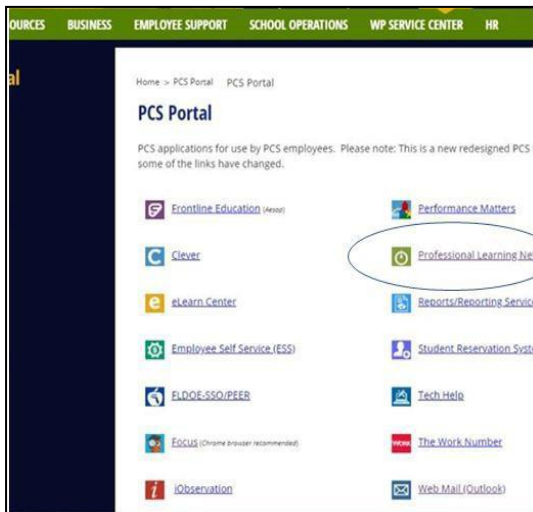
PCSB.org

Sign into pcsb.org

On the orange box there is a drop down menu (see yellow arrow).

Choose PCS Portal (Staff Only)

You might need to sign in again until you get to the PCS Portal Page.



PLN

- Click on Professional Learning Network
- Log in with your credentials.
- You can also go to the PCSB.Org website and type in the address bar "pinellas.truenorthlogic.com". After you log in with your credentials, that will also take you to the PLN Home Page.

Courses Page

- The **Course Search Box** is used to search for courses by Course Number, Section Number, or Title of the course.
- Under the Course Search box you will see two options, Courses and PD Playlist.
- Choose Courses
- Enter the section information and click Search.

Registering for classes

Once you have found a class you are looking for, the course will show up.

If you click on Course Title, the course information will appear.

Once you hit the "Register" button be sure to hit **"Next"** on the following screen or it will not register you.

If you are interested in the amount the credit the class is worth, click the credit icon (see small blue arrow).

Registration

Instructor List | #27388 "The Deuces History" Urban Hike
 This course is designed to support educators as they develop and implement more equitable instructional and leadership practices, by deepening their understanding of the racial history of South St. Petersburg. Participants will learn about the connections and contributions of African Americans to culture, commerce, faith, family, and education in Pinellas County.

[Recommend](#) [Cancel](#) [View 1588](#)

Select a section to register

| Section | Date | Time | Seats | Register |
|----------------------|----------------------|----------------------|-------|--------------------------|
| #27388 February 2019 | 02/23/2019 @ 9:30 AM | Full | | Register |
| #27388 March 2019 | 03/23/2019 @ 9:30 AM | Seats: 8 left of 30 | | Register |
| #27388 October 2019 | 10/12/2019 @ 9:30 AM | Seats: 28 left of 30 | | Register |

[View All Sections](#)

If the Course has more than 3 sections, the "View All Sections" line will appear. Please click on that line to show all the sections available to you.

Registering for classes

Course Registration
 Registering for Course: Schoolwires Content Management System for School Web Sites
 Registration Progress: 25%

Confirm Course Selection
 Please confirm the following information to complete the course registration. Click Next to continue.

Course Information

| | |
|---|--|
| Course Title: Schoolwires Content Management System for School Web Sites Section: Schoolwires - May 21, 2019 Class Credit Hours: 4.0 How much do I have? General Certification Hours | Location & Room Number: Admin Building - Room C112 Location Street Address: 301 4th St, SW Location City: Largo Location State: FL Location Zip: 33770 Map |
|---|--|

Section Notes: You must be approved by your administrator/principal to attend this class. Please have your administrator send their approval to jonesbr@pcsb.org. Also, you may need to bring a jacket as the room may be a little cool.
Class Dates: 05/21/2019 - 05/21/2019

[Next](#)

This is the screen you will see when you hit the "Register" button.

Once you hit the "Register" button be sure to hit "Next" on the this screen or it will not register you.

Registering for classes

Congratulations
 Congratulations

Register for Schoolwires Content Management System for School Web Sites

✓ **Congratulations**
 You have successfully registered for Schoolwires Content Management System for School Web Sites.

[Go To Course](#) [My Course List](#) [Course Search](#)

Calendar Updates
 Click here to connect this event and your other calendar data to an external calendar or to download the .ics file.

This is the screen you will see when you hit the "Next" button.


Congratulations – You are now registered.

Once you take a class, you will need to take the survey to show completion to get credit for the course.

If you have completed these trainings, please go on to PLN – Professional Learning Network to complete the survey. To do this go to the PCS main website, to the gold “Login or User Options” button at the top right of the page and **click** on the Login in button.

+ TRANSLATE **LOGIN**

In the drop down **click** on Portal (Staff Only), log in, and then **click** on Professional Learning Network.

 [Professional Learning Network](#) (Chrome browser recommended)

Once your profile loads, **click** on Transcripts at the top – left, then scroll to the bottom of the page.



On the left side of the page, there will be a tab that says “take survey.” Please complete this survey (and any others that may be there) in order to receive credit for the class.

[Take Survey](#)

To print the certificate, go to the number in the Certificate column for the corresponding course, click on the number and you should be able to print the certificate.

| Survey | # | Section # | Title | Start Date | End Date | Completion Date | Certificate # | Registration Status | Credit Hours |
|--------------------------------|-------|-----------|---------------------------|------------|------------|-----------------|---------------|---------------------|-------------------------------------|
| Survey completed June 15, 2020 | 29800 | 102914 | COVID 19 Summer Protocols | 06/11/2020 | 06/30/2021 | 06/15/2020 | 84872342 | Completed | 1.0 Credits Non-Certification Hours |

F: Teacher Substitute Daily Checklist

| ✓ | GUEST TEACHER DAILY CHECKLIST |
|---|---|
| | HOME |
| | Check Aesop to verify job before leaving home |
| | Bring sub sack with time fillers |
| | SCHOOL OFFICE |
| | Sign in with school secretary with Sub ID and Photo ID |
| | Ask for the office contact number |
| | Collect the school map, room keys, 2 class attendance sheets, sub folder, schedule, and a list of any special activities/drills for that day |
| | CLASSROOM (Before start of school day) |
| | Locate the lesson plans, seating chart, and instructional materials (If no lesson plans-check with the teacher next door, and then the secretary) |
| | Review any instructions for individual students needing accommodations/medications/allergies |
| | Review safety/emergency information (Ex: Classroom 2-2-2 Emergency Safety Plan-2 locations you are most often, 2 places to run, and 2 places to hide) |
| | Review dismissal routine |
| | Review classroom and school wide discipline plan |
| | Check the sub plan to see if you have any additional duties (Ex: Bus duty, car duty, etc.) |
| | Introduce yourself to teachers on both sides of the classroom |
| | Write down the day's schedule for a quick and easy reference |
| | View the student assignment, review the lesson, and make notes in your lesson plans to prepare |
| | CLASSROOM (With students) |
| | Greet students in the class, and ask student's names to mark attendance |
| | Introduce yourself with a quick 30-60 second introduction to the students |
| | Begin as soon as the bell rings |
| | CLASSROOM (During the Day) |
| | Follow the lesson plan and schedule |
| | Circulate around the room giving help as needed |
| | Be positive in your interactions with students |
| | Work in cooperation with any teacher assistant assigned to the class |
| | CLASSROOM (End of the Day) |
| | Give instructions to students for any required homework assignment |
| | Encourage students to straighten the room |
| | Leave a note for the teacher informing them of the day's activities/events |
| | Grade papers if teacher instructed you to do so |
| | Return all materials to the proper location |
| | At your Aesop ending time, sign out with the school secretary and return your keys |

G: Sample Substitute Teacher Communication Form

Guest Teacher Communication Form

Please use this form to share information regarding
the day with the absent teacher.

Thank you for being here for our students!
We appreciate you!

Date: _____

Name: _____

Guest Teaching for: _____

COMMENTS: _____
