

Substitute Teacher Handbook

2022 – 2023 School Year



MARTIN COUNTY
SCHOOL DISTRICT

M|C|S|D



Dear Substitute Teacher:

Welcome to the Martin County School District! Whether you have been serving as a substitute teacher within the District for many years or for one day, we value your contribution to our mission: “Educate all students for success.” As an educator, we know you have chosen a demanding part-time job, yet one with many personal and professional rewards.

In addition to the training you have received, the *Substitute Teacher Handbook* provides you ready reference information on important topics such as general duties, teaching and classroom management, and crises. Only as a team can we effectively educate over 19,000 students each day from preschool to Advanced Placement to ensure our students are prepared for their future roles in the workforce. Therefore, it is imperative that no instructional time be lost.

As we prepare our students for the 21st century workforce, it is important that we also build character in our young men and women not only through the “Character Counts” program but also by leading through example and our personal actions. Professionalism is a hallmark of the Martin County School District; hence, it is expected of all faculty, staff and substitute teachers.

I want to thank you for serving our students and know each school’s faculty and staff are here to support you.

Sincerely,

John D. Millay, Ph.D.
Superintendent



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Employment

Maintaining Active Status

- To remain on the active substitute teacher list, you must work at least one day a month during the current school year. Active substitute teachers are eligible to return to work after any school breaks/holidays and subsequent school semesters, unless you have resigned, have been removed from the substitute list or been terminated for one of the reasons listed in the section below. If no work history is shown within a thirty-day period with the exception of the months of June, July, August and December, you will be notified that your work status is in danger of being inactivated. Contact the Human Resources Department (772-219-1200, #30249) as to the process to be reinstated.
- To change your name, address, or telephone number, please submit your change via Skyward Employee Access. The directions for these processes are located on the martinschools.org webpage, select Human Resources click Forms.
- If you do not wish to work as a substitute teacher in Martin County and wish to be removed from active status, complete the Skyward Employee Separation Task Process so that the substitute list may be updated.

Removal from the Substitute Teacher List

- Upon recommendation of the school site, the Superintendent or his/her designee, you may be removed from the active substitute teacher list
- Reasons for being removed from the active substitute teacher list include, but are not limited to: immorality, incompetency, insubordination, official misconduct, willful neglect, or being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude and any other lawful reason for which an at-will employee may be removed or terminated.



General Duties

Reporting to the School Office

1. Dress professionally. Professional dress is defined as clothing that is neat, clean and in good repair. Professional dress includes, but is not limited to, clothing articles such as slacks, sport shirts, skirts, blouses, dresses and capris. Clothing that exposes cleavage, midriff or undergarments is not professional. Also, clothing made of denim that has a double-stitched outside seam, rivets, appliqué on the back pocket or is inconsistent in color is not considered professional dress.
2. Must wear your employee ID at all times.
3. In general, you should arrive 15 minutes before the school day begins. However, contact the school site as to the specific arrival time.
4. Register in the school's office with the school secretary. You will be required to sign in with the school secretary for your shift. Verification of time spent on the job helps staff to know that you have worked and is used in determining your pay.
5. Secure substitute packet (i.e. lesson plans and seating charts, attendance and class rosters, and specific school/classroom policies) and classroom materials from the office staff.
6. Ask for a copy of the teacher's schedule. Find out if there are any extra duties or activities for the day. Clarify the lunch schedule, related arts schedule and dismissal procedure/schedule. (For example, elementary students are picked up from the cafeteria and high school students have complex bell schedules for lunch dismissals.)
7. Confirm school's policy regarding the reporting and recording of attendance.
8. Obtain the classroom key, if available.
 - a. If a key **is** provided, then the school site shall have procedures to ensure the key is returned.
 - b. If a key **is not** provided, then the school site shall have procedures to ensure the door is locked in the event of a lockdown.



9. Request a phone directory and routine forms (e.g. hall passes and referral forms). You may also request a campus map. **However, you shall not reproduce, share with unauthorized individuals, or remove district/school forms from the campus.** Additionally, ask about any special notices that need to be sent home with students.
10. Inquire about end-of-day responsibilities (such as walking the students to buses) and procedures (such as safeguarding the teacher's materials).

Preparing your Classroom

1. Write your name on the board.
2. With your District issued username and password, log into the network. Do not request or accept the teacher's log in credentials.
3. If adjacent teachers do not introduce themselves, then introduce yourself to them.
4. Review teacher notes, especially as they relate to medical issues, Individual Education Plans (IEPs) and 504 plans. Per Federal law (i.e. Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA)), do not share this information with anyone. Ensure you maintain discretion of the information to respect the student's privacy.
5. Familiarize yourself with the teacher's lesson plans and materials. As time permits, make notes on the lessons in your own words. As time permits, make notes on the lesson in your own words. Write down key concepts, definitions and examples, as well as questions to engage students in the lesson.
6. Organize materials to be used during the day and check equipment that will be used to ensure that it is working properly.
7. Familiarize yourself with the fire drill and other emergency procedures, the evacuation plan posted in the classroom, fire extinguisher locations and call button locations. (See Appendix A for crisis plans.)
8. Verify classroom clock displays correct time. If incorrect, remain cognizant of the correct time. It is imperative students are directed from the classroom either per the bell schedule or as directed by teacher plans.



Planning Period and Lunch

1. If you do not have a key—and the classroom was left unlocked—then ask adjacent teachers for assistance. Do not leave handbags/valuables unattended.
2. If it is necessary to leave the school campus during planning or lunch period, you must follow the school's sign-out procedures and notify office personnel. When you return to campus, you must sign in.
3. Grade assignments only when the teacher has directed you to do so. Organize and label all student work for the teacher.
4. Do not record grades in the teacher's grade book. Rather, maintain a separate list of students and grades earned. To safeguard student privacy, ensure assignments and grades are left on the teacher's desk and covered. If you are on extended assignment, then school site administrators will provide you instructions on grading policies and procedures.
5. Accompany students to lunch and pick them up after lunch promptly if it is part of your responsibilities.

End of Day

1. Leave a note for the teacher informing him/her of the day's event (i.e. what was/was not accomplished; student discipline issues; issues with the lesson plan).
2. Leave the teacher's materials and student work in the classroom or in the office as instructed.
3. Return to the office, the substitute folder, teacher preparation feedback form, and classroom key. You must sign out at the front office.
4. Ask the principal or his/her designee if your services will be needed the next day.



Teaching Duties

During each Class

1. Greet the students at the door as they enter.
2. Begin class as soon as the bell rings, for a prompt, organized start projects an aura of professionalism.
 - a. If any students are still standing after the bell, ask them to be seated.
 - b. Greet the class and briefly introduce yourself.
 - c. Students who arrive after the bell must have a pass; otherwise, follow school tardy policy.
3. Introduce yourself as “Mr./Mrs./Ms./Miss _____.”
(Using your first name will instantly undermine your authority with students.)
4. Present an overview of the day’s lesson and a review of the previous lesson if you are returning to a class from the day before.
5. Introduce the first activity, including the following information:
 - a. The title/type of the lesson.
 - b. Write the instructional objectives on the board.
 - c. The students’ responsibilities, such as taking notes or reading.
 - d. The amount of time to be spent on the activity
 - e. Related activities, such as discussion groups and homework.
 - f. Evaluation, such as project, composition or test.
6. During the introduction, motivate student interest by emphasizing the value of the lesson to them academically or personally.



7. Throughout the class ensure that the students understand the lesson.
 - a. Give clear, concise directions and explanations.
 - b. Use the board or verbal cues to emphasize important points or to clarify complicated directions.
 - c. Watch for signs from the students indicating confusion or an inability to hear or keep up with lecture notes and adjust your presentation accordingly.
8. If students are doing seatwork or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
9. Don't let the instructional pace drag.
 - a. Handle materials in an orderly manner. Have everything organized so that you don't waste time looking for books or lesson plans while students are idle.
 - b. Ask students to assist you in routine tasks, such as passing out and collecting papers and books. Check for lists of suggested helpers.
 - c. Move quickly from one activity to another.
10. As much as the lesson plan will allow, vary the students' roles during the class. For example, rather than have them be listeners for an entire hour, provide activities that will require them to alternately listen, write and discuss. Younger students in particular have short attention spans, so plan a variety of activities to prevent their getting restless.
11. Avoid confusing students by jumping abruptly from one activity to the next. Make the transition between activities systematically, as follows:
 - a. Summarize the first activity.
 - b. Pause for questions and comments.



At the End of Class

1. Collect the students' work.
 - a. Immediately secure papers with a paper clip or rubber band to ensure that none are misplaced.
 - b. Verify with the students that all papers have been turned in.
2. Review important points of the lesson following these steps:
 - a. Summarize the lesson and emphasize the purpose of the day's activities.
 - b. Ask specific questions about the lesson. For example: "Why are whales classified as mammals rather than fish?"
 - c. Review overall objectives.
3. Preview the next class if that information is available. For example: "Tomorrow you will view a film on the different types of whales and form discussion groups to brainstorm methods for protecting endangered species."
4. Review the homework assignment with the class.
 - a. Carefully explain the assignment, encouraging the students to ask questions about any aspect of the assignment that they don't understand.
 - b. Give directions on how the work is to be done and when the assignment is due.
 - c. Review or complete examples from the exercises with the class to ensure that the students know how to do the assignment.
 - d. Give directions for tomorrow's class (e.g. bring textbooks, complete worksheets, review notes).
5. Give the students specific directions for end-of-class housekeeping chores. For example, rather than asking the class to 'put everything away,' request that the first person in each row collect the materials or that the students throw away scrap paper as they leave the room.
6. Compliment the students on their performance.



7. Dismiss class only at the designated time.

After Class

1. Organize and label the students' work. As presented on Page 4, ensure student work and grades are safeguarded.
2. If you were unable to complete the lesson, leave a note for the teacher indicating how much you were able to complete.

Classroom Management

A well-managed classroom requires a balance between rapport and discipline. It is important that the students both accept you and respect your role as teacher.

The key to rapport is letting students know that you respect them. If the students see that you enjoy your work and genuinely care about them and their education, your interactions with them should be mutually rewarding.

The key to discipline is prevention. If you treat the students in a fair, firm and consistent manner and execute your teaching duties well and present an interesting lesson, then most discipline problems can be avoided. If they do occur, behave responsibly and calmly.

Establishing Rapport

1. Be yourself.
2. Be professional.
3. As much as possible, call on students by using their names.
4. Smile when speaking to students/staff members.
5. Whenever possible, assist students with their work.



6. Be firm, fair and consistent.
7. Admit your mistakes.
8. Maintain your professional distance from all students even if you know some of them personally from outside school contacts.

Avoiding Discipline Issues

1. Look the part. Dress professionally—to include proper hygiene—for appearances do count when making first impressions. If you look like a professional, then the students are more likely to respect you as one.
2. Act the part. The students do not need a buddy; rather, they need a teacher who they can respect and who provides a positive learning environment.
3. Sound the part. For example, do not refer to the students as: “you guys.” Address them as “class” or another appropriate term.
4. Remember that the first ten minutes sets the pace for the entire day.
5. Be organized and project an ‘in charge’ image. Students will take advantage of you if you appear uncertain and lack confidence.
6. Keep students engaged. Obviously if students are occupied with their assignments, they are less likely to get into trouble.
7. Don’t introduce rules that are not enforced by the school or teacher. It is unreasonable to expect students to adjust to your personal expectations.
8. Do not lose your temper with students; losing control of your temper indicates to the students that you have lost control of the situation.
- 9 Do not argue or threaten students. Rather, remind them of the expectations and consequences.
10. Be consistent. If you consistently give-in to students after you have made a decision, they will stop taking your directions seriously.



11. Talk distinctly so that you are heard by all students, but don't attempt to yell over noise. If the students are too noisy, tell them to give you their attention; pause until they are quiet and then speak to them.
12. Do not ignore the rest of the class while you attend to one student. If a student requires your attention for disciplinary or other reasons, give the class something to do while you take care of the student's problem. Never leave students unattended.
13. Become familiar with the school's discipline policy.

Teacher Characteristics which Influence Classroom Management

1. Voice
 - a. Projection – be commanding, but do not shout.
 - b. Inflection – avoid monotone.
 - c. Rate – do not speak too rapidly or slowly.
 - d. Pitch – lower tones are most effective for improving clarity.
 - e. Articulation – pronounce words clearly.
2. Eye Contact
 - a. Look at all the students, not just the ones sitting in the front row or the ones responding to questions.
 - b. Sustain eye contact.
 - c. Observe students for signs of trouble, such as problems with the lesson or potential discipline issues.
 - d. Be aware of students off task. Often the “teacher look” is all that is necessary to get students to behave.
3. Movement
 - a. Physical movement of the teacher can add variety to the lesson presentation.
 - b. Physical proximity can be a disciplinary technique.
 - i. Preventing problems-- students are less likely to be off task when you circulate.
 - ii. Spotting problems-- if you move about the classroom you'll be able to see behavior problems that may not be apparent to you from the front of the classroom.
 - iii. Stopping problems –Merely standing by the offender will often stop the behavior problem.
 - c. Physical proximity provides opportunities for one-on-one assistance.



Typical Issues Associated with Substitute Teaching

The following problems were identified by veteran substitute teachers as those most often occurring during substitute teaching assignments. The proposed solutions are based largely on their recommendations.

Problem: Not knowing students' names

Solution:

1. To help you match names and faces, ask students to raise their hands as you call roll.
2. Refer to a seating chart. If one is not provided by the teacher, make one yourself during roll call or have the students write their own names on a seating chart.
3. To ensure that no students answer for others during roll call, count the number of students in the classroom and compare the total with the number of students answering roll. If there are discrepancies, circulate a paper for students to sign to verify their attendance. The teacher will be able to check the students' signatures upon their return.
4. When necessary, privately ask trusted students to tell you the names of students you don't know.
5. To avoid embarrassing or annoying students, respect their preferences for nicknames. When you begin roll, ask students to tell you what name they prefer and make the appropriate notation on the roster. Also note unusual pronunciations so that you can say the names correctly.
6. Ask students to make name tents that match the name on the class roster.



Problem: Inadequate lesson plans

Solution:

1. Check the teacher's lesson plan book for the day's assignment.
2. Ask for assistance from the department head, another teacher in the same subject area, or the education paraprofessional.
3. If you are familiar with the subject area, review previous lessons with the students and improvise a suitable assignment.
4. Assign textbook work, such as grammar exercises, math problems, chapter discussion questions and vocabulary words.
5. Organize a spelling bee or any subject area "bee" in which students define vocabulary words, solve math problems and identify historical figures and events.
6. Organize discussions about current issues appropriate for the subject area. For example, social studies classes could discuss politics; science and math classes could discuss advantages and disadvantages of computers or other technology; and English classes could discuss themes of literature, movies or television shows.
7. Suggest that the students illustrate their work.
8. Have the students write fan letters to celebrities, to a local television station about their favorite shows, to sports figures, to pen pals, for example.

NOTE: If at all possible, don't let the students know that you are improvising lesson plans so that they will take their work seriously. Instead of revealing that the teacher did not leave lesson plans, simply state: "Today's lesson is _____."



Problem: Discipline

Solution:

1. Apply discipline in steps as specified in school's/teacher's discipline plan, warning students of the next action you will take if the behavior persists. Be Firm, Fair and Consistent.

Follow through on expectations.

1st instance of problem: Tell the student to get back to work and remind him/her of when the assignment is due.

2nd instance of problem: Speak to the student privately at his/her desk. Warn him/her that you will report his/her behavior to the teacher if the problem continues.

3rd instance of problem: Refer the student to the office.

2. Concentrate on the major problems and ignore minor distractions.
3. Immediately contact the office for extreme problems such as hostile behavior, fighting, stealing or leaving the classroom without permission. Refer to the phone directory for applicable extensions. Maybe give office phone number extension 0 for secretary and 101 for principal.
4. Avoid referring students to the office for minor infractions.
5. If the problem is persistent talking, separate the students by moving them to different desks.
6. Never assign school work as punishment – per Martin County School Board policy.



Problem: Students excused from class

Solution:

1. If you have trouble identifying which students should be allowed to leave during class:
 - a. Have the students who leave sign out or have the students who remain sign a roster.
 - b. Send a note to the teacher who has requested that the students be excused and ask him/her for a list of the names.
 - c. Check with the main office for a list of who should be excused.
2. Whenever students leave class early, remember to give them their homework assignments before they leave and advise the teacher that you have done so.

Problem: Transporting students to another on-campus location

Solution:

1. Walk students in an orderly fashion and remain until next supervising teacher arrives.
2. With older students, tell them you will call roll when you arrive at the destination, then do so. Note the names of any students who are missing.

Problem: Attention-Seeking Student

Solution:

1. Assign the student a classroom responsibility, such as passing out books, collecting papers or helping you with the students' names.
2. Give him or her attention for appropriate behavior, such as raising his/her hand, having materials ready or being quiet while other students are talking.



Problem: Physical Education Class Assignment

Solution:

1. Dress for outdoor activities.
2. Call roll at the beginning and end of class.
3. Have a plan for distributing and collecting equipment.
4. Inquire about “dressing out”, locker room, and showering policies.
5. Rely heavily on other physical education teachers.

Problem: Corridor Passes

Solution:

1. Students must have a pass while outside your classroom for any reason.
2. Have a procedure in place that ensures you know who is actually out on a pass.
3. Set clear expectations as to restroom breaks (i.e. only one student out-at-a-time, using the restroom closest to your classroom).
4. Rely on the guidelines for passes left by the teacher as well as your best judgment.
5. If you do issue passes, allow only one student at a time to leave the classroom or follow school policy. The only exception may be in the case of very young students. When sending out very young children to the clinic, always send in pairs.
6. If a student has been out of the classroom for a long time (more than five minutes), contact the office.
7. Be mindful of restroom requests that occur at the very beginning of class. Tell the students to wait until after you have reviewed the day’s assignment. Students with a genuine need will ask again; other students will probably forget they asked. If the student has asked twice to be excused, give the student a pass; rather than embarrass or create a confrontation. (With very young students, it is better to be safe than sorry.)



Helpful Hints

Preparations for Assignments

1. Obtain and review copies of teacher handbooks, school policies, and student conduct codes. Mark important information, especially rules that you will be expected to follow or enforce.
2. Familiarize yourself with the location and best routes to schools in anticipation of late calls.
3. Prepare essential classroom materials.
4. Plan emergency activities—in the event that incomplete (or no) lesson plans are provided. Activities involving critical thinking, word games and brain teasers are excellent all-purpose plans for a variety of grade levels and content areas.
5. Attend teacher workshops and in-service sessions to remain up to date on teaching strategies and educational trends.
6. Keep abreast of current trends and teaching strategies by reading professional literature.

Relationships with Faculty and Staff

1. Do not hesitate to ask questions of teachers or administrators. They know that the substitute's job is a tough one and are happy to help you in any way they can.
2. Take very good care of the teacher's materials and the students' papers. Keep the teacher roll book, grade book and plan book secure.
3. Grade as much student work as possible during your planning period, if the teacher requests this and if you feel competent in that subject area.
4. Be responsive to insights from staff. Remember that you are a visitor on campus and professional relationships are important.
5. If you are scheduled several days or weeks in advance for an assignment and discover later that you will be unable to substitute, notify the Principal or his/her designee immediately so that other arrangements can be made.



Classroom Survival

1. Keep the students on task with academic work.
2. Avoid touching students or their belongings.
3. Generally, avoid assigning impromptu oral reading. If a student is forced to read aloud and he/she has a reading or speaking problem, there may be resentment on the part of the student and/or their friends. Instead, if unprepared oral reading is required, ask for volunteers or read the passage yourself.
4. Resist the temptation to complain to the students. Statements such as "I worked hard for my degree" and questions like "Do you think it is easy substituting for this class?" rarely gets the desired reaction from students.
5. When students are giving listening or viewing roles, assign listening responsibilities to keep them actively involved with the material. For example, if they are viewing the filmstrip on poisonous snakes, suggest they note the names and descriptions of poisonous snakes found in Florida.
6. If your class has a "split" lunch, call roll when each section has returned from their lunch period.
7. Avoid making a big deal out of minor behavior problems. Some situations can be laughed off with a friendly warning or ignored altogether. If the students know they can get a rise out of you for every little thing, then they will try every little thing.
8. When talking to students about behavior problems, ask them what is bothering them. Getting at the root of the problem often solves the problem.
9. Praise students – remember "positive reinforcement."
10. If the student has questions on his/her grades, students must not have access to the teacher's grade book. Students can log into FOCUS to see their grades. They can then discuss their grades with the teacher when the teacher returns.
11. Students from other classes should not be permitted to see members of your class. Ask the 'visiting' student to get a pass/note from the other teacher to verify the errand.



Due Diligence

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

1. Never leave students unattended. Use the classroom intercom or send a student with a message if you need to contact the Principal or another teacher.
2. Never use corporal punishment. Corporal punishment includes hitting, pushing, pinching, forcing a child to stand up for long periods of time, making a student do push-ups, or using any physical force. Do not use physical force except to ensure the safety of the student or others.
3. Never give medicine of any kind to students. Refer students who are taking medicine to the office/nurse for supervision.
4. Follow all IEP/504 accommodations specified in the lesson plans or teacher directives.
5. Caution students against hazards or unusual conditions such as slippery floors which require extraordinary care.
6. Maintain a neat, orderly and safe environment for the students.
7. Know how to quickly contact school personnel who can assist with an emergency, such as an administrator or nurse.
8. Report all accidents or injuries to the office immediately regardless of severity. As soon as possible, complete a student accident report, noting all witnesses of the incident.
9. If a student appears to be ill, call for assistance. If the student does not return to class, check with the office to verify his or her status (e.g. excused to go home or waiting for parent pick-up).
10. Follow school procedures for allowing students to leave campus early.
11. Do not keep students after class or after dismissal.



12. Persons from outside agencies should not be permitted to question or interview a student except in the presence of a school administrator.
13. Only authorized school personnel are allowed to remove a student from the classroom.
14. Obtain permission from the Principal before sending notes or other communication home to parents.
15. Avoid introducing controversial subjects or materials. Do not express your own views on politics or religion, for example. Suggest students talk with their parents.
16. Do not advertise products or services or announce public meetings during class.
17. Do not discuss one student's behavior or conduct with other students.
18. Do not socialize or fraternize with students after school; avoid establishments suspected of serving alcohol to minors.
19. Avoid being left alone with a student. If a student must talk with you either before or after class, then relocate the conversation to the hallway.
20. Safeguard equipment and materials against abuse and theft.
21. If a student teacher is assigned to your class, remain on duty in the classroom, assisting the student teacher as necessary.
22. Do not take photographs, audio or video of students. Do not allow students to take pictures of other students, even if permission is granted.
23. Do not use chairs, desks or counters as ladders. Standing on inappropriate furniture is prohibited.
24. Do not introduce or permit any electrical or mechanical equipment, chemicals or processes into the classroom without administrative permission.
25. Do not use or allow students to use equipment that is not approved for use in the classroom setting and do not use equipment unless you have been properly trained to safely use the equipment.



Appendix A – Crisis Plans

This is not an all-inclusive list; rather, possible events that may occur. Refer to the school site's specific crisis plan for additional guidance.

Bomb Threat

1. PA announcement will be made.
2. Exit the room. Leave all electrical outlets alone.
3. Do **not** turn off anything.
4. Take attendance roster. Do **not** lock door.
5. Vacate using Fire Exit route.
6. Proceed to an area at least 300 feet from any building or where possible.
7. Report to Administration any unusual packages you may have observed.
8. Take attendance; inform Administration of missing students.
9. Do not use radios or cell phones.

LOCKDOWN PROCEDURES

If a threatening or otherwise dangerous situation arises that necessitates the quick securing of the school, the following procedures will be employed:

NOTE: All classroom doors are to remain locked at all times.

1. Students and staff will be called for a LOCKDOWN using any means necessary, examples: Crisis Alert badge, via intercom, or radios. DO NOT USE CODE WORDS! Anyone has the authority to call for a lockdown!



2. CrisisAlert System will alert law enforcement and fire rescue of emergencies at all schools and departments.
3. Staff and students will implement the Standard Response Protocol in responding to a lockdown.
4. Teachers and/or students will fortify classroom doors and cover classroom windows (if possible).
5. Teachers will check class rolls and account for all students. Teachers will only report to the office the names of students unaccounted for or additional students found.
6. If a teacher is not assigned to a classroom at the time of the LOCKDOWN, they will check the immediate area for students and then proceed to the nearest safe room.
7. Once the threat has subsided, Law Enforcement will CLEAR each room individually. Do not open doors at any time for anyone, Law Enforcement will have access to all classrooms.
8. After the resolution of the emergency situation, students will be assured that the situation has been resolved. Other information will be given, as appropriate.

LOCKOUT

There likely will be situations where a complete or full lockdown of a school or facility may not be necessary. However, circumstances and proximity of event such as a bank robbery or an escaped prisoner or other threatening event may require a school or facility to go into lockout. This type of event would allow the school or facility to continue to operate within the confines of the buildings or facility. However, the event and the proximity of the event to the school or facility may dictate that no outside activity be permitted. Outside activities such as Physical Education, sports events or practices, Extended Day and field trips should stop immediately, and all activities brought indoors. Class changes will have to be carefully evaluated depending on the event and after discussion with law enforcement. Until it has been determined that it is safe to change classes during a lockout by one of the authorized personnel noted above, these activities (other than in one building schools) are not permitted.

The lockout is a possible precursor to a full Lockdown depending on the circumstances of the event. One school or site in a region may go into a full Lockdown while the others are may not be affected or are in a lockout. They may also need to go into a lockdown as well.



School Evacuation

1. PA announcement will be made explaining the situation. Do not use codes.
2. Await and follow instructions for accompanying students to the dismissal location.
3. Take attendance roster with you as you leave the classroom.
4. Take attendance before boarding bus; inform Administration of missing students. Have students swipe their ID badges while on the bus.
5. Teachers and students ride the bus together—no cars are to be used—to the evacuation site.
6. Remain with your students until directed otherwise.

Tornado

1. Review “drop and tuck” command and designated areas of shelter with students.
2. Close windows, doors and blinds. Ensure all possible projectiles are removed from the windowsills.
3. Be prepared to “drop and tuck” if the immediate command is announced or if there is a need to do so.
4. If students are to be sheltered in rooms with windows, have the students get into the drop and tuck position along walls that are adjacent to the windows or according to predetermined plans.

Tornado Warning

1. Escort students to pre-designated areas of shelter.
2. Take a class roster and account for all students.
3. Ensure all students sit quietly against a wall on the floor and that they understand the “drop and tuck” command.
4. Close all fire doors and gates along the corridor to minimize injury from flying debris.

Student life-threatening Injury. Attempt to call administration; if no *immediate* answer, call 911.



THE SCHOOL DISTRICT OF MARTIN COUNTY, FLORIDA

Substitute Employee Handbook Acknowledgment

I acknowledge by my signature below that I have received information that the Substitute Employee Handbook is available on the Human Resources page of the district's website, www.martinschools.org, for information and future reference. To remain on the active substitute teacher list, I must work at least one day a month during the school year except for August and December. If you do not within the mentioned timeframe, your status will be inactivated. Upon separation of employment or notification of inactive status, the Employee Identification Card must be immediately returned to the Martin County School District, Human Resources Department

Employee Name (Print)

Employee Signature

Date

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www.martinschools.org



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