



# Substitute Handbook

**2020 - 2021**

E. Michelle Thomas Nimmons  
Director of Human Resource Services

**Dr. Thelma F. Sojourner**  
Superintendent

## **Bamberg School District Two Administrative Offices**

62 Holly Avenue

Denmark, SC 29042

Phone Number: (803) 793-3346

Fax Number: (803) 793-2006

Dr. Thelma F. Sojourner, Superintendent

Mrs. Deborah M. Anderson, Executive Assistant to the Superintendent

Mrs. Oggretta Tyler, Director of Finance

Dr. Ruby J. Johnson, Director of Instruction

Dr. Shannon Johnson, Director of Office of Exceptional Children

Mrs. E. Michelle Thomas Nimmons, Director of Human Resource Services  
Title IX Coordinator

Mrs. Vanessa D. Freeman, Accounts Payable

Mrs. Dorethea B. Roberts, Payroll and Benefits

Mrs. Amanda Bearden, Financial Analyst II

Ms. Shaquita Chatman, Medicaid Clerk/Secretary

Secretary/Receptionist

## **Denmark-Olar Elementary School**

1437 Sol Church Street

Denmark, SC 29042

Phone Number: (803) 793-3112

Dr. Lorraine Peeples, Principal

Ms. Lindsey Toomer, Assistant Principal

Ms. Simone Hinds-Moncrieft, Reading Specialist

## **Denmark-Olar Middle School**

1437 Church Street

Denmark, SC 29042

Phone Number: (803) 793-3383

Mr. Walter Baker, Principal

## **Denmark-Olar High School**

197 Viking Circle

Denmark, SC 29042

Phone Number: (803) 793-3307

Dr. Deonia A. Simmons , Principal

Mr. Jarvis Littlejohn, Athletic Director

Welcome to Bamberg School District Two:

We at Bamberg School District Two extend a hearty welcome to you as you begin your substituting. We are happy to offer this information designed especially to welcome to Bamberg School District Two. Enjoy!

Substitute Responsibilities:

The responsibility of substitute services is to replace the absent teacher/staff member with a person capable of carrying on the educational program or duties with as little loss to students as possible.

Bamberg School District Two considers each substitute teacher an important part of the teaching staff. As expressed by the National Education Association in its bulletin, How To Be a Good Substitute Teacher.

“The task of the substitute teacher is not easy. It requires a special kind of ingenuity and self-confidence. But the good substitute is a vital link in the chain of a child’s learning experience.”

**YOU MATTER!**

**Substitute teachers are responsible for teaching over ONE FULL YEAR of every child’s K-12 education.**



## The Top Seven Reasons to Become a Substitute Teacher!

1. You enjoy the challenge of being awakened at 7:15 and asked to be in class by 7:45!
2. You enjoy the challenge of guessing what to wear each time the principal calls and says, "We're not sure whether you will be teaching eighth grade language arts or second grade PE today, but just come prepared for either!"
3. You think that a large grease spot in the center of your dress is attractive.
4. Your pay is generous enough for you to retire early!
5. Your presence in the room gives students many opportunities to think creatively, especially when you ask such questions as "How do you usually begin class?" or "What does your teacher normally do when you finish an assignment early?"
6. You love the phrase, "But Ms. Smith doesn't do it that way!"

You believe that every child who wipes her nose on your best suite is displaying a positive sign of establishing good relationships with adults!



## The REAL Top Seven Reasons to Become a Substitute Teacher!

You have flexible work hours.

There are relatively few non-work responsibilities.

You can be influential to students.

Subbing is great practice for future teachers and for those who are considering becoming teachers.

You choose the age group of students to teach.

There are many chances to express your creativity.

Substitute teaching can be fun.

## I. General Information

### A. Placement on Substitute Roster

1. Applications can be obtained from the district office Receptionist and at Substitute Teacher Orientation Meetings held throughout the year.
2. Once applications are completed, health certificates are completed and returned and SLED checks are done, the substitute's name will be made available to the building principals and listed in the district office.
3. Each substitute must provide:
  - a. Current TB test results signed by licensed physician or certified health official.
  - b. A copy of his/her social security card and
  - c. A copy of his/her driver's license.
- d. Proof of educational level to include a copy of high school diploma, college degree/teaching license

### B. Procedure of Assignment:

1. The name, address, phone number, classification and grade level/assignment preference listed on the application form of each substitute is placed on the official substitute list and sent to the building administrators.
2. Each call for a substitute will be made by the building level administrator or his/her designee.
3. The substitute will be notified as far in advance as possible via call from the building principal or his/her designee.

### C. Salary for Substitute Teachers:

1. Substitutes are paid by the school district and never by the teacher/staff member who is absent.
2. The current rate of pay for a substitute is:
3. Checks will be picked up from the District Office on the 15<sup>th</sup> & 30<sup>th</sup> of each month.
4. Questions concerning the pay periods may be directed to the Office of Human Resources located at 62 Holly Ave., Denmark, SC

D. Substitute Termination:

1. When a substitute finds it necessary to no longer provide his/her service with Bamberg School District Two, please notify Human Resources at 793-3346 and we will change your status on the Approved Sub list to "inactive."
2. A substitute may be removed from the approved list or facility by the Director of Human Resources without prior notification to the substitute.

II. Administrative Policies:

Time Schedules for School Sessions:

Students

Denmark-Olar Elementary: 7:45 a.m.- 3:30 p.m.

Denmark-Olar Middle: 7:30 a.m. – 3:30 p.m.

Denmark-Olar High: 7:45 a.m. – 3:30 p.m.

- Note: In the elementary school, planning time is provided while students attend related arts classes i.e. music, library, or art. In the middle and high schools one planning time is provided during which substitutes are to remain available.

All substitutes **must** be on duty 15 minutes prior to the opening of each session and shall remain 15 minutes following student dismissal.

B. Substitute teachers are responsible for discharging the duties of instruction and control of pupils under their supervision.

1. No pupil shall be dismissed from class before the regular dismissal without authority from the school office.
2. No pupil shall be allowed to leave school with another person during the school day without authority from the school office.

C. **Substitutes shall not furnish any list of pupils, parents or teachers to Outside organization or individual without the approval of the building principal.**

III. The Substitutes Role:

A. Reporting for a School Assignment:

1. Again, you should arrive to your designated facility approximately 15 minutes prior to the beginning of each session.
2. Check in at the front office to receive instructions regarding your assignment.

3. Lesson plans should be found with the building principal or his/her designee or on the teacher's desk. If not, be prepared with emergency materials from a fellow teacher/worker.
4. Always check the teacher's mailbox for bulletins and messages relating to instruction for the day.
5. Collect excuse forms, notes or messages related to the students for the regular teacher.
6. Leave the classroom and desks orderly
7. Leave a note for the teacher if students didn't complete assignments.
8. Check out at the front office before leaving for the day. Again, you must remain 15 minutes post student dismissal.

### III. Duties and Responsibilities:

The nature of the substitutes teacher's services may vary according to the day's assignment and the administration of the individual school.

The specific duties include the following:

Teach to the best of your ability. It is important that lesson plans be followed to ensure that the student's learning environment is disrupted as little as possible.

Additional duties may be required. It is important to inquire with the principal as to any extra duties that may be expected of you.

Maintain neat and accurate records of the day's activities.

Maintain control of the classroom at all times. If you need assistance, ask for it.

Discipline in accordance with Bamberg School District Two's discipline policy.

Comply with state policies; time of arrival, remaining after school, preparing required records, and reporting accidents to the office.

Practice professional ethics in all relationships with students, parents, teachers and the community.

Report to the teacher any pertinent information concerning procedures used or assignments made.

Keep the assignment once it has been confirmed.

Stay up-to-date on views, trends, and issues in education. Read educational journals and books on education. Actively take part in your school and community meetings. Below are websites that offer information and assistance.

<http://www.csrnet.org/csrnet/substitute/>

<http://www.av.qnet.com/~rsturgn/index.html>

<http://users.erols.com/interlac/subtch.htm>

[http://www.educationworld.com/a\\_lesson/lesson/lesson169.shtml](http://www.educationworld.com/a_lesson/lesson/lesson169.shtml)

[http://teachers.net/mentors/substitute\\_teaching/](http://teachers.net/mentors/substitute_teaching/)

<http://www.subhelp.com/>



## **Confidentiality**

As a substitute teacher, you will often engage in activities or conversations that involve confidential information about students, families, and/or school personnel, and may be asked by others outside the school setting about these persons or issues. It is important, therefore, that substitutes are aware of confidentiality protocols and requirements.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. Generally, schools must have written permission from the parent in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest,
- Other schools to which a student is transferring,
- Specified officials for audit or evaluation purposes,
- Appropriate parties in connection with financial aid to a student,
- Organizations conducting certain studies for or on behalf of the school,
- Accrediting organizations,
- To comply with a judicial order or lawfully issued subpoena,
- Appropriate officials in cases of health and safety emergencies, and
- State and local authorities within a juvenile justice system.

In addition, schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance unless the parent has requested that those records not be released. Schools must notify parents and eligible students annually of their rights under FERPA.

A good rule of thumb is that information is passed on to others only on a "need-to-know" basis. Only those persons directly involved with the child's education (and therefore, have a "need to know") may receive information about the child.

BAMBERG  
COUNTY  
SCHOOL DISTRICT

### **Tell Students They Have the Ability to Do Well**

Another way to communicate positive expectations to students is by directly telling them they have the ability to do well. When you tell your students you have confidence that they can handle a difficult assignment or improve their behavior, you impart a very powerful message. Students often will work hard and behave appropriately to prove that your confidence in them is justified. Every child needs to have at least one significant adult in his or her life who believes that he or she can do well. Ideally, children would hear this from their parents, but the sad truth is that is not always the case. Teachers have the unique opportunity and privilege to communicate daily to a number of students that they believe in them. What a gift to be able to be that significant adult in even one student's life.

Using this strategy might lead a teacher to say this to a student: "Aniya, I know you'll do your best on this math test. You've been working very hard on remembering to write down your thinking as you solve math problems, and I know you can transfer that skill to this test. I'll check back with you later." This approach can be modified for any grade level or subject area. Once again, this is a positive relations strategy as well as an instructional strategy.

You can also let students know that you have positive expectations for them by referring to past successes (Kerman et al., 1980). When you tell a student that you know he will behave appropriately at recess because he was successful yesterday, you help build confidence in the student and increase his chance for success. And after a student demonstrates good behavior or academic achievement in a specific situation, telling her you knew she would be successful (Kerman et al., 1980) also instills confidence and a culture of positive expectations. Students need to know that their teachers respect them and have confidence in them. Using these different strategies to consistently communicate your positive expectations will work wonders. We challenge you to begin using one or two of these strategies today to build high expectations and positive teacher-student relations.

### **Using Your Voice Effectively**

It has been said that the first ten words out of the teacher's mouth sets the tone for the entire class for that day. Develop your "teacher voice" so that students perceive confidence, authority, and knowledge. In addition, your voice, words, and demeanor should let students know that you are friendly, but firm. You may want to practice with a tape recorder to hear yourself and listen to other teachers as they interact with students before you begin substituting.

### **Correcting Students in a Constructive Way**

Correcting and disciplining students for inappropriate behaviors is a necessary and important part of every teacher's job. However, it doesn't have to be a negative part of your job. In fact, you can actually build positive relationships when you correct students. If you do not believe this, think for just a minute about students, you have had in the past that came back to school to visit you. Often it is the students who were the most challenging and with whom you had to spend the most time who continue to visit you over the years. This is due to the positive relationships you developed with them.

The goal in correcting students should be to have them reflect on what they did, be sorry that they disappointed you, and make a better choice in the future. It should not be that they go away thinking, "I hate my teacher. I'm going to be sure I don't get caught next time." The difference in students' reactions to being disciplined is often related to the manner in which you correct them. If you allow students to keep their dignity, you increase the chance that they will reflect on their behavior and choose their behaviors more wisely in the future. The correction process will be counterproductive if students are corrected in a manner that communicates bitterness, sarcasm, low expectations, or disgust. The goal is to provide a quick, fair, and meaningful consequence while at the same time communicating that you care for and respect the student.

Figure 1.1. Steps to Use When Correcting Students

1. Review what happened
2. Identify and accept the student's feelings
3. Review alternative actions
4. Explain the building policy as it applies to the situation
5. Let the student know that all students are treated the same
6. Invoke an immediate and meaningful consequence
7. Let the student know you are disappointed that you have to invoke a consequence to his or her action

Communicate an expectation that the student will do better in the future

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Imagine that Malik hit Samiya because Samiya called his mother a name. This is how you could put these disciplinary steps in place:

1. *Review what happened.* Discuss the incident with Malik. Begin with fact finding to be sure that you are appropriately correcting the student. The worst way to affect teacher-student relationships is to unfairly discipline a student.
2. *Identify and accept the student's feelings.* Tell Malik that you understand why it upset him to hear somebody call his mother a name and that you, too, would be upset if someone maligned your mother. It's important to understand that this step communicates that you respect and understand his feelings but that you are not accepting his actions.
3. *Review alternative actions.* Go over with Malik the different actions he could have taken, such as ignoring the remark or reporting it to a teacher.
4. *Explain the building policy as it applies to the situation.* Remind Malik of the building policy of not fighting and that the rule is if anyone hits another student, he or she will be sent to the office and possibly be suspended from school.
5. *Let the student know that all students are treated the same.* Make sure that Malik understands that all students must adhere to the policy and that any student who disregards the rule will suffer the consequences.
6. *Invoke an immediate and meaningful consequence.* Communicate with the office about what happened and send Malik to the office.



1. *Let the student know you are disappointed that you have to invoke a consequence to his or her action.* Tell Malik that you are disappointed that his actions have led to this situation.

*Communicate an expectation that the student will do better in the future.* Remind Malik that, although you do not approve of his actions and do not like to send him or any student to the office, you like him and know that he will make a better choice next time. Also tell him that you are there to support him and work through these issues with him in the future.

### **Demonstrating Caring**

Demonstrating caring is one of the most powerful ways to build positive relationships with your students (Kerman et al., 1980). When your actions and words communicate that you sincerely care for your students, they are more likely to want to perform well for you and enjoy coming to school. Caring also fosters a preventive approach to discipline, as students who feel cared for are more likely to want to please you by complying with your wishes and policies. It is a tragedy when a student mistakenly believes that his teacher does not care for or like him. In most cases, teachers do care but fail to do the things that directly communicate this valuable message. Figure 1.2 lists some strategies to communicate to your students that you care about them.

Figure 1.2. Strategies to Show You Care

- Show an interest in your students' personal lives
- Greet the students by the front door as they enter the classroom
- Watch for and touch base with students who display strong emotion
- Sincerely listen to students
- Empathize with students

*Inquiring about aspects of students' personal lives* is a powerful way to communicate that the students are important and cared for. You can do this by asking about a recent trip, a hobby, or a sports activity. Some teachers make it a point to watch sporting events that their students are involved in, which is a wonderful way to show students you care about them beyond the classroom walls. The caution with this approach is to be as equitable as possible so that there is not a perception that you have "favorites." A proactive way to do this is to have students write a journal at the beginning of the year in which they list what they did during their vacation, what pets they have, what sports they enjoy, and what hobbies they have. With this information, you can look for opportunities to ask questions or make comments to individual students using these facts. You might say to one student, "Susie, I read that you have a cocker spaniel. I have one, too. Does your dog know any tricks?"

*Standing by the door and welcoming students* as they enter the classroom is a quick and easy way to show students they are important and that you are glad to see them. This procedure also helps you start the day with personal contact with each and every student. This is a procedure Wong and Wong (1998) advocate as a way to begin the day and the school year on a positive note.

When you see *students display strong emotions* (e.g., when they are happy, excited, or angry), you have an opportunity to build positive relationships by asking how they are doing and what is going on with them. Statements such as, “Are you all right?” and “Can I help with anything?” let students know they are cared for, valued, and noticed.

*Listening intently and sincerely* to students is a powerful way to communicate how much you care. Maintaining eye contact and paraphrasing helps students realize that you have heard them.

In addition, when you *empathize with students*, they understand that they are recognized and valued. This does not mean that you have to agree with all their actions, but that you let them know that you recognize the emotions behind their actions. You can communicate empathy by telling students that even though it's wrong to hit someone, for instance, you understand the emotions behind an incident.

These are just a few ways that you can demonstrate to your students that you care about them. As indicated earlier, you must never forget the power of caring. The bottom line is that caring helps build strong positive relationships that in turn help prevent discipline problems in the future.

## **Safe Schools Act**

Section 59-63-110. This article may be cited as the ' Safe Schools Act '.

Section 59-63-120. As used in this article:

(1) 'Harassment, intimidation, or bullying' means a gesture or written, verbal, physical, or sexual act that is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, mental, physical or sensory disability, height, weight, socioeconomic status, or by another distinguishing characteristic that:

(a) A reasonable person should know, under the circumstances, has the effect of harming a student or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage; or

(b) has the effect of insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school.



2) 'School' means in a classroom, elsewhere on or immediately adjacent to school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the child.

Section 59-63-130. (A) A person may not engage in:

- (1) Harassment, intimidation, or bullying; or
- (2) Reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information about an act of harassment, intimidation, or bullying.

(B) A school employee, student, or volunteer who witnesses, or has reliable information that a student has been subject to harassment, intimidation, or bullying shall report the incident to the appropriate school official.

Section 59-63-140. (A) Before September 1, 2004, each local school district shall adopt a policy prohibiting harassment, intimidation, or bullying at school. The school district shall involve parents and guardians, school employees, volunteers, students, administrators, and community representatives in the process of adopting the policy.

(B) The content of the policy must be determined locally, but must contain at least the following components:

- (1) A statement prohibiting harassment, intimidation, or bullying of a student;
- (2) A definition of harassment, intimidation, or bullying no less inclusive than the definition in Section 59-63-120;
- (3) A description of the type of behavior expected from each student;
- (4) Consequences and appropriate remedial action for a person who commits an act of harassment, intimidation, or bullying;
- (5) A procedure for reporting an act of harassment, intimidation, or bullying, including a provision that permits a person to report an act of harassment, intimidation, or bullying anonymously. This item does not permit formal disciplinary action solely on the basis of an anonymous report;
- (6) A procedure for prompt investigation of reports of serious violations and complaints, identifying either the principal or the principal's designee as the person responsible for the investigation;
- (7) The range of ways in which a school plans to respond once an incident of harassment, intimidation, or bullying is confirmed;
- (8) A statement that prohibits reprisal or retaliation against a person who reports an act of harassment, intimidation, or bullying, and the consequences and appropriate remedial action for a person who engages in reprisal or retaliation;
- (9) Consequences and appropriate remedial action for a person found to have falsely accused another;

- 10) A statement of how the policy is to be publicized, including notice that the policy applies to participation in school-sponsored functions; and
- (11) The toll-free telephone number, 1-888-NO-BULLY, established by the South Carolina Attorney General's Office to receive reports on school violence and to give out useful information.
- (C) To assist local school districts in developing policies for the prevention of harassment, intimidation, or bullying, the State Board of Education shall develop model policies applicable to grades kindergarten through twelve. These model policies must be issued no later than December 1, 2003.
- (D) The local school board shall ensure that notice of the school district's policy developed pursuant to this article is included in a school district publication of the comprehensive rules, procedures, and standards of conduct for schools within the school district, and in a student handbook.
- (E) Information regarding a local school district policy against harassment, intimidation, or bullying must be incorporated into a school's employee training program.
- (F) Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members.
- (G) To the extent funds are appropriated for these purposes, a local school district shall:
- (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and
  - (2) Develop a process for discussing the district's harassment, intimidation, or bullying policy with students.
- (H) Schools shall include on the report cards information related to the development and implementation of bullying prevention programs, including a report on the number of bullying incidents.

Section 59-63-150. (A) This section must not be interpreted to prevent a victim from seeking redress pursuant to another available civil or criminal law. This section does not create or alter tort liability.

(B) A school employee or volunteer who promptly reports an incident of harassment, intimidation, or bullying to the appropriate school official designated by the local school district's policy, and who makes this report in compliance with the procedures in the district's policy, is immune from a cause of action for damages arising from failure to remedy the reported incident."

**Administering Medication:**

Substitute Teachers are prohibited from administering any medication to students. It is the district's policy to have the school nurse administer medication to students. Therefore any situation that calls for a student to receive medication should be referred to the School Nurse.

# Policy Use of Technology

## IJNDB

### USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

#### Internet Access

Internet access is available to students and teachers in Denmark-Olar School District Two. The Board of Trustees believes the Internet offers vast, diverse and unique resources to both students and teachers. The district's goal in providing this service to teachers and students is to promote educational excellence in school by facilitating resource sharing, innovation and communication.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The district shall establish guidelines which detail the responsibilities of staff and students using the Internet. In addition, the district shall prepare an Internet Use Agreement for each student user of this resource. The parent/guardian must sign the agreement if the student user is under age 18.

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#### Legal references:

##### Federal law:

1. 47 USC Section 25 4 – Children's Internet Protection Act.

##### SC Code of Laws, 1976, as amended:

1. Section 16-3-850 – Encountering child pornography while processing film or working on a computer.

Adopted: 1997

Updated: October 14, 2005

Denmark-Olar School District Two





## Internet Use

The Internet is an electronic highway connecting thousands of computers around the globe and millions of individual subscribers. Students and teachers will have access to the following:

Electronic mail communication with people all over the world

Information and news from NASA as well and the opportunity to correspond with the scientists at NASA and other research institutions

Public domain software and shareware of all types

Discussion groups on many topics ranging from Chinese culture to the environment to music to politics

Access to many university library catalogs, the Library of Congress and ERIC (Education Resources Information Center)

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so the user is aware of the responsibilities he/she must assume. In general, this requires efficient, ethical and legal utilization of the network resources. If a Denmark-Olar School District Two user violates any of these provisions, his or her access will be terminated and future access could be denied. Signatures affixed to the Internet Use Agreement document are legally binding and indicate the signed parties have read the terms and conditions carefully and understand their significance.

## Terms and Conditions

**Acceptable Use** – Denmark-Olar School District Two’s purpose for using the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. Student use of account must be in support of education and research and consistent with the educational objectives of Denmark-Olar School District Two. Use of another organization’s network or computing resources must comply with the rules appropriate for that network. All public domain software and shareware must be registered.

Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use of commercial activities is generally not acceptable. Use for product advertisement or political lobbying is prohibited.

# USE OF TECHNOLOGY RESOURCES IN INSTRUCTION – RULE

**Accessing Inappropriate Sites** – Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

**Privileges** – Each student who uses an account will take part in a discussion with a Denmark-Olar School District Two faculty member pertaining to the proper use of the network. The use of the Internet is a privilege, not a right. Violations of these guidelines may result in the loss of Internet access privileges and appropriate discipline and/or legal procedures consistent with existing policies and procedures of Denmark-Olar School District Two. The school principal will deem what is inappropriate use and his/her decision is final.

**Networking Etiquette** – The user is expected to abide by the generally accepted rules of network etiquette. When appropriate, violations may be subject to the Denmark-Olar School District Two student discipline policy. Etiquette rules include, but are not limited to, the following:

The user must be polite. Do not use abusive language in messages to others.

Appropriate language must be used. No swearing, use of vulgarities or any other inappropriate language is allowed. Illegal activities are strictly forbidden.

The user must not reveal his/her personal address or phone number of those of others.

Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the proper authorities.

The network must not be used in such a way that would cause disruption of the use of the network by other users.

All communications and information accessible via the network should be assumed to be private property.

## **USE OF TECHNOLOGY RESOURCES IN INSTRUCTION – RULE IJNDB**

**Responsibility** – Denmark-Olar School District Two makes no warranties of any kind, whether expressed or implied, for the service it is providing. Denmark-Olar School District Two will not be responsible for any damages the user incurs. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruption caused by its own negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. Denmark-Olar School District Two specifically denies any responsibility for the accuracy, quality, or cost of information, goods, or services obtained through the Internet.

**Security** – Security on any computer system is a high priority, especially when the system involves many users. If the user feels he/she can identify a security problem on the Internet, he/she must notify a school staff member, a system administrator, or the district Internet coordinator. The user must not demonstrate the problem to other users. The user must not use another individual's account without written permission from that individual. Attempts to log on to the Internet of a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

**Vandalism** – Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses. All acts of vandalism will be dealt with according to Denmark-Olar School District Two's student discipline policy.

Adopted: 1997

Revised: January 14, 2002

Denmark-Olar School District Two

## Drug and Alcohol Free Workplace

It is the policy of Bamberg School District Two that the work environment should be free from drugs and alcohol. All employees shall be prohibited from:

1. The unlawful manufacture, distribution, dispensing, possession, use or being under the influence of a controlled substance while on district premises or while performing work for the district.
2. The distribution, consumption, possession of or being under the influence of alcohol while on district premises or while performing work for the district; and

Engaging in conduct off district property and/or performing non-work related activities, which result in a criminal conviction involving a controlled substance, which reflects upon the employee's moral turpitude.

For purposes of this policy, a controlled substance is one which is:

1. not legally obtainable;
  2. being used in a manner different than prescribed; or
- legally obtainable but has not been legally obtained by the one in possession.

As a condition of employment, each employee shall:

1. agree in writing to abide by the terms of the district policy respecting a drug and alcohol-free workplace; and
- agree to notify his or her supervisor of his or her conviction of any criminal drug statute for a violation occurring on the district premises or while performing work for the district, no later than five (5) days after such conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the district shall:

1. provide each employee with a copy of the district drug and alcohol policy;
2. publish notice of the district drug and alcohol policy in the personnel handbook;

make available materials from local, state, and national anti-drug and alcohol abuse organization; and enlist the aid of community and state agencies with drug and alcohol informational rehabilitation programs to provide information to district employees.

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**After the earthquake:**

1. Check for injuries, give or seek first aid.
2. Check for safety hazards: fire, electrical, gas leaks, water supply, etc.
3. Do not use telephones or roadways unless necessary. Keep them open for emergency use.
4. Be prepared for aftershocks.
5. Cooperate, keep informed, remain calm and help clean up.

**If evacuation is ordered:**

Seek out any disabled or injured per

2. Beware of falling debris or electrical wires as you exit.
3. Go to an open area away from buildings, trees, power lines and roadways.
4. Wait for further instructions from emergency personnel.

**Explosion**

In the event of an explosion in the building, employees should take the following actions:

1. Immediately take cover under tables, desks, or other such objects, which will give protection against flying glass and debris.
2. After the effects of the explosion have subsided, call the local Fire Department.
3. If necessary, activate the building alarm system.
4. Evacuate the immediate area of the explosion.
5. Seek and assist injured and disabled persons in evacuating the building. Do not use the elevator.
6. Once outside, move at least 150 feet away from the affected building. Keep roadways and walkways clear for emergency vehicles.
7. Wait for further instructions from emergency personnel.
8. Do not reenter the building until they instruct you to do so.

## Fire

Know the location of fire extinguishers in your area and how to use them.

Upon discovery of a small fire:

1. Promptly direct the charge of the fire extinguisher toward the base of the flames.
2. Get help, if necessary.
3. Notify the principal's office when it is safe to do so.

Upon discovery of a large fire:

1. Pull emergency alarm and give verbal alarm.
2. Call local Fire Department.
3. Evacuate building, alerting people as you go. Seek and assist any disabled persons in the area. Exit the stairway. Do not use elevators to evacuate.
4. Make sure all doors leading to the main hallways are closed to prevent further spread of fire. Do not lock doors.
5. Once outside, move to an open area at least 150 feet away from the affected building. Avoid inner courtyards. Keep roadways and walkways clear for emergency vehicles.
6. Wait for further instruction from emergency personnel. Do not reenter the building until they instruct you to do so.
7. Notify principal's office when it is safe to do so.

**If someone's clothes are on fire, he/she should drop to the floor and roll. Smother them.**

\*Check with the principal of your school for specific emergency procedures



## **Fire Drill and Evacuation Plan**

Each teacher is responsible for seeing that the Fire Drill and Evacuation Plan is posted in a conspicuous place in each classroom to which the teacher is assigned. Each teacher is also responsible for informing all students in each classroom of the evacuation plan for that room.

### **Special Instructions to the Substitute Teacher**

Remove the roll book.

Check for evacuation of all students.

Turn off the lights.

Close all doors and windows.

Proceed with the class to the evacuation area.

If a disaster is within the evacuation path or area, proceed in the opposite direction.

Take the roll

Keep all students quiet, orderly and away from emergency personnel and vehicles.

Stay with Your students and follow the directions of the administrator or emergency personnel until the "All Clear" signal sounds.

For more information on disaster plans, see your site administrator or supervisor to review the disaster plan for the site.

Check with the principal of your school for specific emergency procedures.

## FIRST AID

\*Check with the school principal for specific emergency procedures

Give first aid, if appropriate, until emergency personnel arrives.

**Do not move victim unless absolutely necessary.**

1. If you notice any jewelry with an inscription of medical information, bring it to the dispatcher's attention.
2. Call Regional Center office/Administrator.
3. File appropriate form/report with Community School.

### **Mouth-to-Mouth Resuscitation**

1. Place victim on side and remove foreign matter from mouth with finger.
2. Place victim on back.
3. Tilt victim's head back to open airway.
4. Check for breathing, if not detected:
5. Close victim's nostrils with fingers.
6. Inhale and place your mouth over victim. If small child, place mouth over nose and mouth of victim.
7. Exhale and give two effective breaths for adults and two half breaths for children or infants.
8. Check for rise and fall of victim's chest. If problem, check victim for airway obstruction.
9. Repeat every five seconds for adults or older children and every three seconds for young children and infants.
10. Check for pulse by palpating (feeling) the carotid artery for 10 seconds. If no pulse, begin chest compressions at the rate of 15 compressions for every two breaths.
11. Keep trying until help arrives.



**Choking**

1. Check victim's mouth and clear foreign matter.
2. Lower head and give four back blows.
3. If still choking, use four abdominal thrusts.

**Burns: Thermal and Chemical**

1. Immerse burned area in cold water.
2. Flood chemical burn with cool water.
3. Cover burn with dry bandage.
4. Keep victim quiet and comfortable.

**Fractures and Sprains**

1. Keep victim still.
2. Keep injured area immobile.
3. Apply ice wrapped in cloth and elevate area to reduce swelling.

**Fainting, Unconsciousness and Shock**

1. Have victim lie or sit down and rest.
2. Keep victim comfortable, not too hot or cold.
3. Place victim on side if unconscious.
4. Ask or look for emergency medical I.D.
5. Treat other injuries as necessary.

**Severe Bleeding and Wounds**

1. Apply direct pressure on wound.
2. Use clean cloth or hand.
3. Apply pressure to blood vessel if necessary.
4. Elevate body part.
5. Add more cloth if blood soaks through.
6. Keep pressure on wound until help arrives.
7. Use tourniquet only as a last resort.

## Stroke

Signs and Symptoms:

- ☒ Sudden severe headache
  - ☒ Sudden nausea and/or vomiting
  - ☒ Warm, flushed, clammy skin
  - ☒ Slow, full pulse – may have distended neck veins
  - ☒ Absent, slurred or inappropriate speech
  - ☒ Partial or complete blindness
  - ☒ Blurred vision
  - ☒ May have unequal pupils
  - ☒ “Facial droop’
  - ☒ Paralysis, weakness or loss of coordination of limbs, usually on one side of the body.
  - ☒ Loss of balance
  - ☒ Salivary drool
  - ☒ Urinary incontinence
  - ☒ Brief loss of consciousness
  - ☒ Unconscious – ‘snoring’ respiration
  - ☒ May have seizures
  - ☒ May show signs of rapid recovery (TIA)
1. Make victim comfortable. Make sure position does not block or obstruct airway.
  2. Check mouth for mucus or saliva that might block the airway.
  3. Call 911.
  4. Talk to the victim, even if unconscious. Make victim feel reassured and safe.
  5. If unconscious, lay victim down on his/her side.
  6. Maintain body temperature.

## **CHILD ABUSE REPORTING**

All employees of Bamberg School District Two who are childcare custodians or health practitioners, as defined by the state of South Carolina are required to report known or suspected instances of child abuse.

For specific school site policies and procedures regarding this matter, please contact the building principal.

### **Appearance and Dress**

Bamberg School District Two deals with the public. Common sense in your personal appearance should be considered in your neatness, cleanliness, and clothing and is expected of all employees.

Inappropriate attire is identified as any item of clothing that causes distractions to other employees, causes a break in the normal flow of office routine, or creates an unsafe situation for the job being done.

1. Employees working with students should consider the issue of safety and avoid wearing clothing or accessories which may cause a distraction. Loose jewelry, such as necklaces, bracelets and extremely large dangling earrings, should not be worn as it could catch on an apparatus or distract students.
2. Employees who work in areas that require climbing, lifting, and kneeling should consider the safety factor and wear clothing that is compatible with the job function they are performing.

Employees who interface with the public should give extra consideration to the appropriateness of their apparel and overall appearance.

Extremes in fashion and leisure activity clothing should be reserved for wear during non-work time. If a special activity or environmental change requires special needs, the supervisor should recognize these needs. Again, common sense should be the guiding principle in selecting apparel.

If you change your name, address or phone number, remember to report the change to the secretaries' at all three schools and to the Office of Human Resource Services.

### **Public Relations**

Because you are temporarily employed by Bamberg School District Two, you have an important public relations responsibility. Your work, attitude and appearance are all subject to close inspection by your employers...the taxpaying public. In many cases, you are the only Bamberg School District Two employee a certain individual may know, and total judgment of the efficiency and character of the organization is based on the way you perform. For this reason, it is important that you give a good days work and courteous treatment to people you have agreed to serve.

Courtesy means among other things: being prompt to wait on people; being patient and a good listener, and taking a personal interest in seeing that students are properly handled.

## Visitors

Whenever possible, discourage friends, relatives or others from visiting you while y you are on the job. This is obviously necessary in order to prevent possible confusion and work stoppage. If such visits are necessary, they should be made as short as possible.

Any person who does not work at the school site is considered a visitor and is required to register upon entering school premises during school hours. In order to register, a visitor shall report immediately to the school office to sign in and receive permission to visit another area of the school building.



## Effective Instruction

### Planning for a Successful Lesson

The following procedures will help you have a successful lesson:

- Start the class promptly.
- Follow the teacher's lesson plans as closely as possible. If you need to change the plans, be sure to leave a note of explanation for the teacher.
- You may or may not have a seating chart. If one is not present, make your own as you take role. This will allow you to address your students personally.
- Be enthusiastic; motivation is the key to class control.
- Make directions and instructions clear and concise. In addition to giving oral directions, write them on the board. This will prevent your having to repeat them.
- State questions clearly, allowing time for students to think before responding.
- Involve as many students as possible in the lesson. Avoid allowing any student to dominate the class.
- Provide equal opportunity for all students to respond.
- Summarize each teaching segment.
- Give clear and concise assignments.

Have some plans and activities of your own that can be used if there are no lesson plans, or if the class covers the planned material before the end of the day (or period).

Effective budgeting of classroom time will make your day run more smoothly. Most lessons are built around the following structures:

Warm-up or mind set,  
Statement of the objectives of this lesson,  
Delivery of the lesson,  
Guided practice,  
Independent practice, and  
Review/wrap-up activities.

The use of educational films and television in the classroom can be a valuable tool for instruction. Films and videos must meet the following guidelines in order to be used in the classroom.

- All films must be part of a standards-aligned lesson.
- Films may not be used for purely recreational, entertainment or reward purposes.

The use of any films other than those available through the Media Center must have prior approval of the site administrator. This includes rentals, videos, and taped programs.

Use of computers and internet should be related to the assigned learning task. If a student is using the internet, be sure that the screen can be seen by you at all times. Although most schools and systems use a filter to stop users from entering undesirable sites, be aware that filters often do not stop all websites that contain material that is inappropriate for children. When computers are used by students, the substitute is responsible for monitoring the sites that they enter.



## Classroom Management

Classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities. Classroom management involves everything that happens before, during, and after instruction. Without effective classroom management, no learning takes place in the classroom. Effective teachers create an atmosphere that is conducive to teaching and learning. As a substitute teacher, you will often encounter classrooms where there appears to be only chaos. Please understand, however, that many teachers have established very effective teaching environments that students do not recognize or obey when the teacher is absent. Most teachers will leave information in their plans regarding procedures and expectations. If they don't, you will need to establish those with the class before beginning the day's lessons.

EducationWorld.com has several helpful articles on classroom management. Among those are

[\*Teachers, Start Your Engines: Management Tips from the Pit Crew\*](#),  
[\*Creating a Climate for Learning: Effective Classroom Management Techniques\*](#),  
[\*TONS of Tips! -- Six Great 'Teacher Tips' Sites on the Web\*](#),  
[\*The Secret's in the Little Things: Simple Tips for Successful Teachers\*](#),  
[\*Classroom Management: Ten Teacher-Tested Tips\*](#),  
[\*'Speaking of Classroom Management' -- An Interview with Harry K. Wong\*](#),  
[\*Classroom Management: Principals Help Teachers Develop Essential Skills\*](#),  
[\*Do Seating Arrangements and Assignments = Classroom Management?\*](#),  
[\*Class Meetings: A Democratic Approach to Classroom Management\*](#),  
[\*Microphone-Toting Teachers Grab Students' Attention\*](#),  
[\*I Found My "Teacher Voice" and Transformed My Classroom\*](#),  
[\*A "Nuts and Bolts" Approach to Classroom Successes\*](#),  
[\*Creativity Flourishes in the Structured Classroom\*](#).

Below are some tips for good classroom management.

## Be Prepared

Arrive early to allow time for you to get organized.

Obtain needed administrative information.

Scout the classroom to learn the location of all materials.

Locate the instructional plan and schedule for the day. You should have a copy of the teacher's schedule and information on any special event that is to occur during the day. Review the lesson plans again to determine:

Are the plans clear?

Are there any special assignments?

What materials are necessary for each class assignment?

What audiovisual equipment is needed?

Are there any special requirements unique to this assignment?

Locate needed teaching resources such as books, materials, or equipment necessary to performance of duties.

Ask whether you have other duties such as lunchroom or bus supervision.

## Take Charge of the Classroom

Start the class decisively. Establish your authority as their teacher for the day. A positive, but firm attitude will help to make your day successful.

Introduce yourself to the class; write your name on the board.

Take roll efficiently.

Give directions concisely.

Supervise students at all times. Circulate the classroom and offer assistance.

Treat students with respect. This includes listening carefully and allowing everyone to participate without criticism or sarcasm.

## Clarify Expectations Regarding Student Conduct

Use the classroom discipline plan.

Give specific directions about desired behavior.

Give specific feedback about actual behavior.

Circulate frequently around the classroom.

## Communicate the Significance of Learning

Minimize time spent on procedural matters.

Require student's attention and participation.

Provide feedback to students about their work.

Provide closure at the end of class.

## Manage Records

- a. Familiarize yourself with attendance procedures and/or appropriate lunch count. Locate the roll book and lunchroom records.
- b. Make note of homework received.
- c. Collect and label work accomplished in each class.

## Communicate with the teacher

- a. Leave a note for the teacher regarding assignments completed.

# Substitute Cafeteria Workers

## Essential Functions

- Observes and promotes safe work practices and procedures;
  - Prepares food according to standardized recipes and established food preparation procedures;
  - Plans food production for the following days by preparing the designated food items ahead of time;
  - Plans and implements an acceptable placement of steam-table pans on the cafeteria line prior to serving time;
  - Transfers supplies and equipment between storage, work, serving, and cleaning areas in an appropriate manner;
  - Stores food in designated areas, utilizing knowledge of temperature requirements and food spoilage guidelines;
  - Stores food in refrigerators after covering, labeling, and dating; properly discards outdated food items;
  - Courteously serves food with accuracy and speed while adhering to portion control, safety and appearance standards;
  - Maintains kitchen work areas, equipment, and utensils in clean and orderly condition;
  - Sweeps and mops floors;
  - Washes tables, walls, and equipment as directed;
  - Washes pots and pans according to established procedures;
  - Scrapes food from dirty dishes and washes them in dishwasher following established procedures;
  - Inspects cleaned dishes for cleanliness, chips, cracks, etc., and stores in the appropriate location;
  - Accepts payment for food, using cash register or other means as directed by cafeteria manager;
  - Follows trash separation and proper disposal procedures;
  - Reports needed supplies and equipment malfunction to cafeteria manager;
  - Follows established sanitary techniques while preparing and serving food and while handling clean utensils;
  - Attends in-service training sessions to develop and improve knowledge and skills;
  - Performs job activities in a timely efficient manner and displays a willingness to work beyond the end of the contract work time as the infrequent need arises;
  - Recommends changes and improvements regarding his/her job; accepts changes readily;
  - Adheres to uniform and personal hygiene requirements;
  - Complies with and supports school and division regulations and policies;
  - Maintains proper boundaries with students at all times, assuring respect for the ethical and legal duties in the staff-student relationship and the essential duty to serve as a role model;
  - Provides a good role model in appearance, demeanor, dress and behavior for the students served;
  - Models non-discriminatory practices in all activities;
- Performs related duties as assigned by the manager and/or the Director of Food and Nutrition Services in accordance with school/division policies and practices.

## Mandatory Attire

- Shoes: flat, closed-toe and rubbers soled
- Must wear hair net No jewelry, false eyelashes, fingernail polish or acrylic nails may be worn (if worn must be covered by gloves)



## Sources of Materials Used in This Handbook

- Sturgeon, “Substitute Teaching: Tricks of the Trade” found at website <http://www.qnet.com/~rsturgn/index.htm>.
- Substitute Teacher Handbook, San Diego County Office of Education Human Resources and Technology Division, May 2005
- Website: [http://teachers.net/mentors/substitute\\_teaching/](http://teachers.net/mentors/substitute_teaching/)
- Website: <http://users.erols.com/interlac/subtch.htm>
- Website: <http://www.av.qnet.com/~rsturgn/index.html>
- Website: <http://www.csrnet.org/csrnet/substitute/>
- Website: [http://www.educationworld.com/a\\_lesson/lesson/lesson169.shtml](http://www.educationworld.com/a_lesson/lesson/lesson169.shtml)
- Website: <http://www.subhelp.com/>





## Self Examination

After your day as a substitute teacher, take a few minutes to reflect on how you performed.

Have you:

- \_\_\_\_ 1. Reported to the office on arrival?
- \_\_\_\_ 2. Become familiar with the routine of the school?
- \_\_\_\_ 3. Prepared all materials needed for the day?
- \_\_\_\_ 4. Written your name on the board?
- \_\_\_\_ 5. Introduced yourself to neighboring teachers?
- \_\_\_\_ 6. Started class on time?
- \_\_\_\_ 7. Taken the time to have students give you their names?
- \_\_\_\_ 8. Followed lesson plans?
- \_\_\_\_ 9. Fulfilled the classroom teacher's extra duties?
- \_\_\_\_ 10. Involved all students in some way?
- \_\_\_\_ 11. Been enthusiastic?
- \_\_\_\_ 12. Acted professionally?
- \_\_\_\_ 13. Left the room orderly with all items returned to storage?
- \_\_\_\_ 14. Checked papers?
- \_\_\_\_ 15. Closed windows, turned off lights, turned off AV equipment?
- \_\_\_\_ 16. Filled out any reports due at the end of the day?
- \_\_\_\_ 17. Avoided criticism of the regular classroom teacher?
- \_\_\_\_ 18. Returned keys?
- \_\_\_\_ 19. Written a note to the classroom teacher?
- \_\_\_\_ 20. Checked with the principal or secretary to see if you are needed the next day?