The information provided herein is summary in nature. In the event of any conflict between the content hereof and School Board Policy, established by either the School Board or the Administration, the provision hereof shall not control. This information is subject to change without notice.
In Loudoun County, we recognize the collaborative effort that it takes in the home, in the community and the schools to prepare our young people for their lives and careers. Our focus is on the student in all that we do in Loudoun County Public Schools, of which you are now a member.

As a substitute, you play a vital role in carrying out the activities planned by our teachers, teacher assistants, secretaries, health clinic assistants and school nurses while they are absent. Each day you are contributing to the on-going education of our young people and making our community a better place to live and learn. You have chosen a challenging road, filled with many rewards. Each day that you are with our students, you will see the rewards as you help our students to learn and become good citizens in our county.

I want to take this opportunity to thank you for becoming a substitute teacher with Loudoun County Public Schools, where excellence is an expectation. We all appreciate the talents you bring as a substitute and the time you spend sharing them with our students. Your creativity and enthusiasm in working with our students will enhance their lives each day you spend with them in the classroom. And at the end of the day, we believe our students will have touched your lives in a positive way as well.

Sincerely,

Mary Ann Hardebeck, Ed. D.
Assistant Superintendent for Personnel Services
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INTRODUCTION
INTRODUCTION

The purpose of this handbook is to assist you in understanding your duties and responsibilities as a substitute in Loudoun County Public Schools.

If you should need additional information or assistance, please call the Sub-Central Office at 571-252-1675, we will be happy to answer questions you have regarding our substitute program.

This handbook is divided into six sections:

1. **Overview** contains the role of the substitute in the educational process.

2. **School Safety** contains information on the safety of students and personnel.

3. **Process and Procedures** contains information for the application process, use of the substitute assignment management system profile form, pay, and long-term assignments.

4. **Expectations and Responsibilities** contains a list of expectations, general guidelines, responsibilities, and suggestions for classroom management techniques.

5. **General Information** contains information on School Board members, maps, school opening and dismissal times, calendars, and school cancelation/delayed openings.

6. **“Sub-Sational Ideas”** contains ideas for a Super-Sub Pack, suggested activities, reference books, and work-schedule forms.

OVERVIEW

The substitute's role in the educational process of Loudoun County Public Schools is very important. **Providing continuity in the classroom instructional program is essential to a sound education.** Occasional absences from classes are unavoidable; however, the continuity of the program can and should be maintained by substitutes who are well versed in the policies, procedures and expectations of the school and classroom. Through professional training and experience, substitutes provide students with instruction to minimize negative effects in student achievement that may result from absences of employees.

A substitute teacher should expect the needs and intentions of a classroom teacher to be communicated prior to taking charge of the class; conversely, a classroom teacher should expect the plans and assignments, which he/she has left, to be carried out by the substitute teacher assigned to his/her classroom. Each substitute has an important role to play in the educational process. This handbook is intended to establish communication and expectation levels between the employee and the substitute.

The quality substitute teacher assistant, secretary, health clinic assistant, or school nurse also ensures that the students’ needs are met by fulfilling their roles with the high standards students are accustomed to receiving.

Any questions about assignments or problems in substituting at a school should be addressed with the school administrator. Concerns or issues about your availability for substituting or your enrollment on the substitute list should be addressed with Sub-Central.
IMPORTANT CONTACTS

DEPARTMENT OF PERSONNEL SERVICES

Sub-Central Office  
21000 Education Court  
Ashburn, VA 20148  
571-252-1675  
e-mail: Sub-Central@lcps.org

SmartFind Express™  
703-443-2431

Toll Free Number for Smart Find Express™  
1-877-885-2010

SmartFind Express™  
WWW.SUB4LOUDOUN.COM

Payroll Department  
21000 Education Court  
Ashburn, VA 20148  
571-252-1260

Web Site  
www.lcps.org

The information provided is summary in nature. In the event of any conflict between the content hereof and School Board Policy, established by either the School Board or the Administration, the provision hereof shall not control. This information is subject to change without notice.
School Locations

Briar Woods Cluster
- Briar Woods High 213420
- Creighton’s Corner Elementary 211540
- Eagle Ridge Middle 212880
- Hillside Elementary 211400
- Legacy Elementary 211430
- Mill Run Elementary 211910
- Rosa Lee Carter Elementary 211550
- Stone Hill Middle 212570

Broad Run Cluster
- Ashburn Elementary 101170
- Broad Run High 103740
- Cedar Lane Elementary 101840
- Dominion Trail Elementary 101470
- Farmwell Station Middle 102210
- Steuart W. Weller Elementary 101350

Dominion Cluster
- Dominion High 413990
- Lowes Island Elementary 411500
- Meadowland Elementary 411070
- Seneca Ridge Middle 412030
- Sugarland Elementary 411010

Freedom Cluster
- Aldie Elementary 311510
- Arcola Elementary 311770
- Buffalo Trail Elementary 311045
- Freedom High 313120
- Hutchison Farm Elementary 311960
- Liberty Elementary 311560
- Little River Elementary 311860
- Mercer Middle 312320
- Pinebrook Elementary 311340

Heritage Cluster
- Cool Spring Elementary 111160
- Harper Park Middle 112520
- Heritage High 113900
- John W. Tolbert, Jr. Elementary 111950

Loudoun County Cluster
- Catoctin Elementary 201710
- Evergreen Mill Elementary 201190
- J. L. Simpson Middle 202020
- Louloudun County High 203660
- Sycolin Creek Elementary 201280

Loudoun Valley Cluster
- Banneker Elementary 301650
- Blue Ridge Middle 302790
- Emerick Elementary 301730
- Hamilton Elementary 301230
- Lincoln Elementary 301290
- Loudoun Valley High 303680
- Middleburg Elementary 201490

Park View Cluster
- Forest Grove Elementary 501970
- Guilford Elementary 501720
- Park View High 503060
- Rolling Ridge Elementary 501040
- Sterling Elementary 501690
- Sterling Middle 502760
- Sully Elementary 501750

Potomac Falls Cluster
- Algonkian Elementary 401150
- Countryside Elementary 401890
- Horizon Elementary 401820
- Potomac Falls High 403140
- Potowmack Elementary 401250
- River Bend Middle 402930

Stone Bridge Cluster
- Belmont Ridge Middle 602940
- Belmont Station Elementary 601300
- Newton-Lee Elementary 601270
- Sanders Corner Elementary 601240
- Seldens Landing Elementary 601870
- Stone Bridge High 603850

Tuscarora Cluster
- Ball’s Bluff Elementary 111220
- Frances Hazel Reid Elementary 201310
- Leesburg Elementary 111080
- Luckett’s Elementary 201130
- Smart’s Mill Middle 202090
- Tuscarora High 223020

Woodgrove Cluster
- Harmony Middle 303920
- Hillsboro Elementary 301110
- Kenneth W. Culbert Elementary 301060
- Lovettsville Elementary 301780
- Mountain View Elementary 301980
- Round Hill Elementary 301180
- Waterford Elementary 301700
- Woodgrove High 323059

County-Wide Facilities
- Detention Center 205900
- Douglass School 205620
- Monroe Technology Center 204100
SubReady

Substitutes accepting assignments for the first time at a particular school, need to arrive earlier than usual to review that school’s SubReady School SubBinder. These School SubBinders are accessible in the main office to substitutes who are at that school for the first time or those who substitute at that school infrequently. In the School SubBinders, substitutes will find the following information pertaining to that particular school:

- Contact Information and School Schedule
- School Map
- Lunch Procedures
- Emergency Procedures
- Legal and Educational Issues
- School Policies
- Discipline Policy/Student Behavior Referral

The information is color coded and marked by tabs in the School SubBinder for easy review and reference. If a School SubBinder is not available in the main office please notify a school administrator and Sub-Central.
Note for All Positions: Must relate well to students of all ethnic groups; must be organized.

Library Assistant
Performs clerical work to assist the librarians and encourage library use. Employees provide assistance in processing library materials, circulating resources and locating materials for students and staff.

Secretary
Responsible for performing a variety of clerical functions to provide for the smooth and efficient operation of the office. The employee performs all office secretarial functions in addition to communicating with the public, staff and parents. The employee prepares written correspondence from rough notes and compiles and maintains information and data.

Study Hall Monitor
Responsible for supervising students in a study hall, keeping order and maintaining a quiet atmosphere for students to study.

Teacher Assistant (In-School Restriction)
Responsible for coordinating the daily activity of each student assigned to the program. This includes supervising student behavior and learning and applying specific behavior management techniques. Will perform a variety of tasks such as: assisting students to understand and follow directions and rules; encouraging students to work independently; assisting individuals and/or small groups in various subject areas assigned by the classroom teacher; reinforcing skills taught by the classroom teacher; and helping students individually with academic or adjustment problems.

Teacher Assistant (Preschool, Kindergarten, Regular)
Responsible for assisting the teacher by performing instructional duties, preparing classroom materials, supervising student behavior, learning and applying specific behavior management techniques, performing clerical duties, and providing assistance with personal hygiene and physical care needs as required.

Teacher Assistant (Special Education)
Responsible for providing instructional support, training, and personal assistance to physically and mentally handicapped students. An employee in this assignment is responsible for assisting the teacher by performing instructional duties, preparing classroom materials, supervising student behavior, learning and applying specific behavior management techniques, performing clerical duties, and providing assistance with personal hygiene and physical care needs as required.

Teacher Assistant (English as a Second Language)
Responsible for helping the student become proficient in the English language in order to function in a regular classroom situation. Provides instruction in language and culture to students of various ages and levels of English proficiency. The employee works with teachers and other tutors to determine various methods of instruction, evaluation strategies, and groupings that would best meet the needs of the students.

Technology Assistant
Provides technical assistance to students and school staff for use of computer software and hardware resources of the school.
PAYMENT OF SUBSTITUTES

The following guidelines regulate daily substitute pay:

1. Except for your first paycheck, all checks are electronically deposited into a checking account of your choice. Payroll will do a "Pre-note" to your bank to verify accurate routing numbers and account numbers. If you do not receive notification from Payroll that there is a problem with your “Pre-note,” then the next payment will be electronically deposited.

2. For each electronically deposited paycheck, a non-negotiable voucher is now available on the E-Pay system. Instructions are included for registration and view of pay checks as an appendix to this document.

3. Notify the Sub-Central Office of any name change, address change or phone number change by completing a “Substitute Information/Change Form.” The form is available from the Sub-Central Office. It is your responsibility to make sure all information on your records is accurate at all times.

4. Substitute teachers/substitute librarians are paid a daily rate of $108.15 based on working a full school day. Payment for time worked less than the appropriate hours that make up a school day will be pro-rated.

5. Substitute secretaries and substitute assistants are paid a rate of $14.06 per hour. (Assistants will include Regular Education Teacher Assistants, In-School Restriction Teacher Assistants, Library Assistants, Study Hall Monitor Teacher Assistant, Kindergarten Teacher Assistants, Special Education Teacher Assistants, Technology Assistants, Health Clinic Assistants, English as a Second Language Teacher Assistants, and Head Start Teacher Assistants.)

6. Substitute nurses are paid an hourly rate of $15.45. Payment for time worked less than the hours that make up a full school day will be pro-rated.
LONG-TERM SUBSTITUTE ASSIGNMENTS

(MORE THAN TEN CONSECUTIVE DAYS IN LENGTH)

School Board Policy 7-22, Section B. Special Substitutes:

- “A “special substitute”, certifiable in field, may be employed when (1) the term of the substitution is of long and indeterminate length, or (2) when the circumstances are such that the substitute may replace the regular teacher, or (3) under other conditions that the Division Superintendent may deem necessary.”

- “Special substitutes may be paid a daily salary based upon Step 1 of the Teacher Salary Scale without any regular fringe benefits.”

- “Any such substitute must be approved by and sign a contract with the Division Superintendent or his/her designee.”

1. The Principal/Administrator will contact the Department of Personnel Services by completing a Long-Term Substitute Assignment Form when a long-term substitute assignment develops. The Principal must receive advance approval for each situation.

2. The Principal/Administrator will make every reasonable effort to utilize substitutes licensed in the State of Virginia to fill a teaching position. If a substitute with a Virginia teaching license cannot be assigned, the Principal/Administrator should make every reasonable effort to assign a substitute licensed in another state.

3. If the Principal/Administrator depletes the long-term listing of substitutes with a Virginia license or an out of state license, he/she should try to find a substitute on the long-term listing that could be eligible for a license in Commonwealth of Virginia.

4. The pay rate for long-term substitutes is based on the per diem salary of a first-year teacher. No benefits are included. The long-term substitute teacher daily rate of pay, beginning with the first date of the assignment, based on the Principal/Administrator receiving advance approval, and based on working a full day, is:

   - Bachelor’s Degree $215.93 per diem
   - Master’s Degree $242.45 per diem
   - Doctorate Degree $268.97 per diem

   Payment for time worked equaling less than a full day will be pro-rated.

5. When an absence or vacancy is filled by a substitute, the appropriate per diem rate of pay is based on his/her educational background, indicating a Bachelor’s, Master’s, or Doctorate Degree.

6. Long-term substitute assignments may include extra duties such as: bus duty, lunch duty, detention supervision, or additional classroom supervision at the request of a school administrator. Long-term substitutes are required to fulfill these duties.
7. If the Principal/Administrator does not receive prior approval for a long-term substitute, the long-term rate of pay does not begin until the eleventh (11) consecutive day of the assignment for the same employee.

8. When a classified position is filled by a long-term substitute, the substitute will receive the appropriate rate of pay as follows:
   - **Secretaries/Library Assistant - Step 1 of the position on the Classified Employee Salary Scale Assistants $14.06 per hour**
   - (Regular Education Teacher Assistants, Kindergarten Teacher Assistants, Special Education Teacher Assistants, Technology Assistants, Health Clinic Assistants, and Head Start Teacher Assistants)
   - **Nurses $22.58 per hour**
   - **Study Hall Monitors $14.06 per hour**
   - **Teacher Assistant In-School Restriction $14.06 per hour**
   - **ESL Assistant $14.06 per hour**
   These rates begin with the first date of the assignment with advance approval.

9. When a substitute has secured a long-term assignment, this information is entered into the automated substitute system so the substitute will not receive other assignment calls that conflict with the long-term assignment. The Sub-Central staff handles this process once the Principal/Administrator has submitted paperwork.

10. Substitutes are **not paid if they do not work**. This includes days when schools are closed due to emergency situations and inclement weather.

11. Up to **TWO overlap days** with a permanent employee is available to the substitute at the discretion of the school administrator.
**SEMI-MONTHLY PAY SCHEDULE**

The Payroll Schedule for 2010-2011 is listed below.

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<th>DATES INCLUSIVE</th>
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<tr>
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<td>June 1, 2011 - June 15, 2011</td>
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**DEDUCTION EXPLANATION ON YOUR PAYCHECK OR VOUCHER**

FICA – OASDI .......................................................... FICA 6.20% of Salary
FICA – HI .............................................................. FICA - Health Ins. (Medicare 1.45% of Salary)
FEDERAL .......................................................... Federal Tax Withholding (Exemption Status Included)
STATE ............................................. State Tax Withholding (Name of State and Exemption Status Included)

Questions related to pay should be directed to the school or to the Payroll Department at (571) 252-1260.
Loudoun County Public Schools has implemented several programs and procedures in order to ensure the safety of our students and staff. Our practices are continuously reviewed and revised to increase their effectiveness.

Facility Safety
A committee of administrators, teachers, parents, and consultants was formed in 1997 to establish criteria for the safety of each school building.

Preparedness for Emergencies
A Division Emergency Response Plan has been formed with a central office team trained to assist in the event of a local school emergency. The Emergency Response Plan establishes the organizational base for emergency operations and defines the various roles to be carried out by local school and central office staff.

The Emergency Response Plan includes preparations for responding to:
- Acts of violence
- Fires or explosions
- Hazardous materials incidents
- Medical emergencies
- Severe weather – including tornadoes
- Structure or utility failures
- School bus emergencies

Most emergency responses begin with the evacuation of the building, triggered by the sounding of the fire alarm. For other incidents, one of the following announcements may be made through the public address system.

- **Code ORANGE** Bomb Threat  
  (Listen for instructions or alarm)

- **Code BLUE** Secure Building Procedure  
  (Students kept in classroom away from the door, doors locked, lights out, students seated against an inside wall and quiet.)

Ongoing Safety and Security Measures
Each secondary school serves as a base site for a School Resource Officer (uniformed police officer), who may also be dispatched to elementary or middle schools in the cluster. A Security Specialist is on staff at each of the high schools, in addition to the School Resource Officer.

Each classroom in the school system has an emergency call button or the availability of two-way communication. All schools have the use of two-way radios for administrators and other key personnel. In the middle and high schools there are hand-held metal detectors and alcohol detection devices. A toll-free Tip Line is available for reporting incidents (1-877-4-SAFE-VA). Conflict mediation and peer counseling programs are also available in Loudoun County Public Schools.

Staff and Substitute Teacher Responsibilities
Remember that being alert to activities around you leads to prevention. Always report any suspicious activity to a building administrator.
Be sure to secure all personal belongings while on school property. Ask the school office where personal belongings (purses or briefcases) should be stored during the school day.

**SUBSTITUTE TEACHER RESPONSIBILITIES**

**During Emergency Situations**

Substitute teachers are responsible for implementing appropriate procedures to protect students. Be sure to know the emergency procedures for the school you are substituting in and how to contact the main office in the event of an emergency.

These responsibilities include:

1. Following procedures for evacuation.
2. Supervising evacuation of students to a designated safe area.
3. Verifying the location and status of every student and staff member assigned to his/her class during this instructional period.
4. Completing the “Student Accounting Form” to be obtained from a member of the Student Accounting Team.
5. Maintaining order during the emergency and alleviating the fears of students by employing strategies to create a calming atmosphere during their supervision.
6. Remaining with students throughout the duration of the emergency until every student has been released through the official “student release process.”
7. With the principal, establishing a “teacher buddy” system to pair teachers and classes so that some teachers can carry out their duties on the Local School Emergency Team.

**SUMMARY OF UNIVERSAL PRECAUTIONS**

**Bloodborne Pathogens**

Universal Precautions are the steps taken to reduce the spread of bloodborne diseases from one person to another. It is very important that these steps be fulfilled within the school to protect children, staff members, vendors, visitors, and others who have contact with the facility.

1. It is a requirement to wear vinyl or latex gloves when touching body fluids.
2. Wash hands before and after all emergency procedures. If skin comes in contact with body fluids, wash the affected area immediately with soap and water.
3. If your skin comes in contact with body fluids, report the incident at once to a school administrator or immediate supervisor. Not all reported situations will automatically be considered “exposure incidents.” Each situation will be handled on an individual basis, including the determination by OSHA standards whether or not the Hepatitis B vaccine will be offered.

The Exposure Control Manual is located in the main office of the building in which you will be substituting. If you have questions about the prevention of the spread of bloodborne pathogens, speak with a school administrator.
All clinic substitutes are required to complete the four-hour clinic substitute training, in addition to the regular substitute training, prior to substituting as a School Nurse or Health Clinic Assistant. For dates and times of the clinic substitute training, contact Student Health Services at 571-252-1017. In addition to the four-hour training, we would like each substitute to be in the clinic to work for 2-3 hours of on-the-job training.

**Administrative:**

1. Know the principal’s and assistant principal’s name.

2. Be certain you know how to dial out on the school telephone; also know the school phone and fax numbers.

3. Wear the substitute nametag.

4. Locate the Health Services Substitute blue accordion folder.

5. Remember that all health information is confidential. Be sensitive to the fact that others are listening, including your elementary students.

6. Familiarize yourself with the major health concerns of the school. These are listed in the front of the Medication Log/Physician Orders Binder.

7. Find out when and where you are to eat lunch and who will cover while you are at lunch.

**Medication:**

1. Before you can administer medication, you must be a licensed RN, L.P.N., or have attended the Training and Orientation for Substitute Nurses/Health Clinic Assistants. Inform an administrator if you have not been trained in medication administration. Someone else will have to administer medication.

2. Obtain the keys to the medicine cabinets and remember that the cabinets must stay locked when you are administering medicine. The exception is the inhaler and epipen cabinet which is left unlocked during the day for easy access in an emergency. The keys must be kept on your person at all times. Keys need to be placed in a safe place at the end of the day.

3. Keep in mind the **6 Rights** when administering any medication:
   a) **Right** person
   b) **Right** medication
   c) **Right** time
   d) **Right** amount
   e) **Right** route
   f) **Right** documentation

4. Ascertain the school’s policy about administering acetaminophen (Tylenol).

5. Parent/guardian permission must be checked on the emergency card in order for acetaminophen to be given at school. At the elementary level, check with the parent to see if the student has had acetaminophen at home before administering at school. Notify the parent or after-school caregiver if acetaminophen was given after lunch. This is to prevent the parent/caregiver from administering acetaminophen too soon. Acetaminophen must be given according to manufacturer's directions.
6. Check the medication log to see which medications are to be given on a regular basis and locate the student if he/she does not report to the clinic. If a child routinely receives medicine, it is essential for his/her functioning in the school setting and must be administered on time each day.

7. Remember that you **MUST** have written physician orders to administer any prescription medicine: **NO exceptions**. If this problem occurs, call the Student Health Services office at 571-252-1017 or call one of the Resource Nurses for advice.

8. Remember that you must have written instructions from the parent/guardian to administer any over-the-counter medication. The medication can only be given according to the directions on the label. If a parent wants a larger dose to be given than is instructed on the label, a physician’s order must be provided.

9. All medications should be in their original containers. No medication in baggies, etc., can be given. New medications and refills should be counted and recorded on the medication sheet. Controlled medication (Ritalin, Dexedrine, Adderal, etc.) must be counted every day with another person at the end of the day before you leave and the number written in the space where you initial that you have given it.

10. Find out if any field trips are planned for the day or the next day, as medication may need to be prepared. If you are unsure of what needs to be done to prepare for the field trip or what is to be sent with the teachers, call one of the Resource Nurses.

**Clinic Procedures:**

1. Identify the first-aid bag and CPR mask. Know the location of the AED (Automatic External Defibrillator). The names of staff trained in CPR/AED can be located on the Medical Training list posted in the clinic.

2. For injuries and illness refer to the First Aid Guide to School Emergencies flipchart.

3. Ask an administrator or secretary if issues other than health-related ones need to be identified (example: custody issues).

4. If you are not an RN, a staff member trained in the **Virginia-Mandated Diabetes Training** must take care of students with diabetes.

5. All emergencies are seen first.

6. Students may lie down for 20-30 minutes. After that time, they must either return to class or, with parent’s permission, go home.

7. At the elementary level, if you send a student home, a parent/guardian or emergency contact must sign the student out in the office, at secondary level, check with a secretary or administrator as to the policy for that school and for students over 18.
8. If you call 911, be sure that the principal and the parent are notified. In addition, notify:
   - The Student Health Services Supervisor (571-252-1017)
   - The Risk Management Supervisor (571-252-1280)
   - If it is an elementary school, the Resource Nurse for that school.

9. For all bumps on the head/head injuries:
   - Student should be observed for at least 20 minutes in the clinic.
   - The parent should be notified.
   - A Head Injury Form (F9) sent home.
   - Accident Form filled out.
   - All students need to return to the clinic after two hours for rechecking. All elementary students should take the "Head Injury Alert" (flourescent red card) back to the classroom teacher.

10. Keep health notes on each child who comes to the clinic. This includes signing the Medication Log for any medication administered and recording acetaminophen in the blue clinic log at the elementary level.

11. If you have questions or concerns, call the Resource Nurse assigned to your school or the Student Health Services Office (571-252-1017).
WHAT A SUBSTITUTE SHOULD EXPECT

1. A substitute should expect to be contacted for work at the earliest possible time. The automatic calling system will contact a substitute up to thirty (30) days in advance. We strongly recommend that substitutes keep calendars to reference jobs they may have been assigned earlier. This avoids date conflicts or “double booking.”

2. A substitute should expect to be provided from the school where they are reporting for the substitute assignment a student roster and, if applicable, a seating chart for each class.

3. A substitute should expect to be provided from the school complete lesson plans that are easy to read and designed to cover the time allotted for each subject.

GUIDELINES

Each school has been encouraged to inform substitutes of guidelines that will make the substitute’s day comfortable and rewarding. Ask your school’s administrative office for a copy of their guidelines.

The guidelines should include some of the following:

- Work hours
- Intercom system
- Classroom management procedures
- Parking information
- Daily schedules (activity bell, lunch, etc.)
- Layout of building for fire exits
- Introduction to an employee within the building that a substitute could contact if a problem arises
- Explanation of forms, if needed, such as pupil attendance, tardy, discipline referral
- Explanation of the form a substitute would sign upon arrival and prior to departing the building
- Operation of audio/visual equipment

Some additional considerations:

- Know safety and evacuation procedures
- Handle accidents
- Know what to do on inclement weather days
- Escort students to school bus
- Take messages for the teacher
RESPONSIBILITIES OF A SUBSTITUTE

IF YOU ACCEPT A SUBSTITUTE TEACHING ASSIGNMENT

1. Arrive early so that you are at your assigned location at the start of the school day.

2. Take roll and follow the school's attendance procedures.

3. Maintain order in the classroom.

4. Learn and make use of routine procedures, which have been established by the classroom teacher, helpers and workers.

5. Leave plans and materials in order.

6. Follow the teacher’s plans in sequence.

7. Fulfill all responsibilities of the regular classroom teacher.

8. Supervise the students assigned to the regular classroom teacher at all times (i.e., home room, special classes, halls, dismissal, cafeteria, etc.).

9. Immediately report to the school administration all incidents involving student injuries or misconduct.

10. A substitute may handle various classroom situations in a manner comfortable to him/her within the framework of the teacher’s guidelines and school policy. However, at no time should a substitute use any form of corporal punishment or physical force in dealing with student discipline.

11. A substitute is encouraged to take any concerns to the school Principal/Administrator.

12. Leave a note for the classroom teacher in the lesson plan book at the conclusion of the instructional day. This note should include:
   a. work covered as specified in plan book
   b. any change in the lesson plan and the reason
   c. any misconduct of students
   d. any communication received from parents
   e. students who were helpful and well behaved

13. Work the same number of hours worked by the employee who is on leave or the scheduled number of hours for the vacant position.

14. Substitutes are not permitted to leave the school premises once they arrive.

15. For each day of substituting, sign in as directed by the individual school office. At that time, you will be issued a Substitute Badge to wear. The badge must be returned/signed in at the end of the day.
ADVICE FOR SUBSTITUTES

1. **Arrive Early.** Arrive at school with sufficient time to organize your materials and familiarize yourself with school rules, bell times and procedures.

2. **Report to the School's Main Office.** Take advantage of available resources, starting with the main administrative office at the school or facility. Check with administrators, counselors, and secretaries to get any general information you will need to know that day. Collect the classroom keys, class rolls, schedule, and lesson plans. Ask about special assemblies or events scheduled for that day. If questions arise during the day, determine whom should you ask. Should you check the employee’s mailbox? Do you have additional duties today (bus duty, lunchroom supervision)? Is the school discipline plan included in your materials? Whom do you contact in case of an emergency? How should you handle accidents?

3. **In the classroom.** Greet students warmly as they arrive. Before the bell rings, ask students to sit down.

4. **Locate seating chart.** Make sure to locate class seating chart(s) as soon as possible. Be on top of the roll call situation. If you are not sure how to pronounce a name, spell the child’s name and ask the student to pronounce it. Use the seating chart to call on students.

5. **A well-planned lesson.** While you should typically find a well-planned lesson available for use, always have supplemental plans handy in case the teacher’s plan does not cover the time allotted for class. Your plans should be generic and deal with appropriate subject material.

6. **Expect the unexpected.** Be ready for contingent action. Stay in control. Be flexible and demonstrate a sense of humor.

7. **Building relationships.** Building a positive relationship with students will increase your ability to manage the classroom.

8. **It is essential that good classroom discipline be achieved and maintained.** Pupils are masters at detecting when people are insecure and they sometimes take advantage of the situation.

9. **A good attitude and a feeling of self-confidence are essential.** If you have a cheerful, confident feeling about substituting, you can provide a rewarding experience for yourself and for the students involved.

10. **Punishment.** NO form of corporal punishment is acceptable. “Corporal punishment” means the infliction of, or causing the infliction of, physical pain on a student as a means of discipline.

11. **Be honest.** Don’t be afraid to admit to a student that you do not know the answer to a question, but say that you will try to find an answer for the student.

12. **Be positive.** Ensure that you start a class by being positive and convey that you will leave the students something of value.

13. **Avoid sitting in the teacher’s chair.** Try to avoid sitting in the teacher’s chair or standing behind a podium. Move around the room as you teach.

14. **Introduce yourself.** Write your name, today’s date, and the day’s lesson on the board. It is often helpful to number the assignments. Introduce yourself to the teacher next door or across the hall.
15. **Dress for Authority.** The wrong clothes can hurt you. Leave casual clothes at home, unless otherwise instructed. As a substitute, you need to establish yourself. Avoid dressing like the students. Substitutes working with pre-schoolers and special education students are advised/instructed to wear comfortable clothing.

16. **End of Day.** Take the time to clean the room and put the desks back in order at the end of the day. The best substitutes take the time to communicate in writing. Make it as easy as possible for the teacher to return to work. Try to provide specific, positive feedback about how the class went.

17. **Confidentiality.** During your employment within a school or administrative building, you will have access to and learn about confidential information. You are not to communicate or divulge confidential information. Confidentiality includes the work or behavior problems of a student.

18. **One Minute of Silence.** During the one-minute period of silence the substitute is responsible to have all pupils remain seated, silent, and making no distracting display. An announcement will be made at the beginning and at the end of the minute of silence. You, as well as the students, shall remain silent. If a student walks out of the room, you will make a note of the name of the student and report the action of the student to the teacher and to a school administrator.

19. **Pledge of Allegiance.** Virginia law requires the daily recitation of the Pledge of Allegiance. Students should stand during the pledge; however, no child shall be compelled to recite the Pledge if his/her parent or guardian objects to participating. Students who object shall remain quietly standing or sitting at their desks while others recite the Pledge and shall make no display that disrupts or distracts others. If you have a student who objects, you must allow the student to remain silent during the Pledge. Do not try to encourage the student to participate or in any way comment upon the student’s non-participation.
The following tips, if practiced routinely, may help eliminate classroom problems before they begin.

Take control early and let students know that rules will be enforced.

Explain how you intend to manage the classroom through the instructional period/day lesson. Help students understand your intentions with a lesson. Making lessons interesting will help you keep students’ interest.

Students are familiar with discipline plans left by their teacher; please try to follow them.

TIPS TO REMEMBER –

**Ignore** behaviors at first. Students may just be asking a neighbor a simple question. If problems persist, then start with a **positive reminder**. Making eye contact can sometimes be a reminder to students that you have an idea they are causing a problem. Making eye contact can stop problems very quickly.

**Proximity** is a strategy that is effective for good classroom management. Moving around the room will help keep all students involved in the lesson. Often moving to students who are causing problems will get them to stop acting inappropriately.

**Relocating** students may be done but should only be done if other requests to stop the undesired action fail. Asking students to change seat locations may be disruptive and challenging.

**Private conferences** or talking one-on-one to students is a good option for disruptive students. Never degrade or intimidate students when disciplining. Always stick to the rules. Remember, being fair and consistent is an important feature of working with students.

**Common sense** should be used anytime you are working with students. Make all consequences fit the infraction.

**Exercise self control** by always being in control. As the adult in the classroom the substitute is expected to be the authority figure. Treat all students with respect. Avoid discussions that contain controversial topics, personal qualities, decisions, opinions or judgments.

**Gifts** are not to be given to students by substitute teachers.

**Always consult the school administrator for major discipline issues.**
Members of the Board

John Stevens  
Chairman  
Potomac District  
571-223-9810

Priscilla B. Godfrey  
Vice Chairman  
Blue Ridge District  
540-687-5689

Thomas E. Reed  
At-Large Member  
571-223-9928

Bob Ohneiser MBA; JD  
Broad Run District  
703-729-6446

Jennifer Bergel  
Catoctin District  
571-252-1147

Robert F. DuPree  
Dulles District  
571-233-4610

Tom Marshall  
Leesburg District  
703-777-3252

J. Warren Geurin  
Sterling District  
703-437-9428

Dr. Joseph M. Guzman  
Sugarland Run District  
703-421-6528

Please be aware that correspondence sent to School Board members is subject to Virginia's Freedom of Information Act.

To contact all the School Board members or the Superintendent, send an email to schools@lcps.org or write to:  
21000 Education Court, Ashburn, Virginia 20148.
INSTRUCTIONAL PROGRAMS

Elementary School, Grades K-5
Beginning with half-day kindergarten, the elementary program emphasizes strong basic skills in reading, language arts, mathematics, social studies, and science and includes art, music, and health and physical education.

Middle School, Grades 6-8
Middle school offers opportunities for expanding knowledge while providing a transition from the self-contained elementary classroom to the departmentalized high school. Each middle school is divided into sub-schools called “houses.” Each “house” is headed by a dean and has full-time guidance counseling services. Curriculum focuses on academic areas and introduces a unified arts program of art, music, life management skills and technology education. Foreign language instruction is available in grades 7 and 8.

High School, Grades 9-12
More than half of a high school student’s subjects are determined by state requirements for graduation. Students must complete 22 course units for a standard diploma and 24 units for an advanced studies diploma.

Special Education
Special Education provides a free, appropriate education to eligible Loudoun children with disabilities between the ages of two and twenty-one, inclusive. Programs offered serve students with developmental delays, mental retardation (MR), emotional disturbance (ED), specific learning disabilities (LD), visual, hearing, speech, orthopedic, and other health impairments, autism, multiple disabilities, and severe disabilities.

Head Start
Head Start is a comprehensive pre-school program serving economically disadvantaged four year olds and their families at specified elementary schools.

Gifted Education
Programs are available for gifted students at all grade levels in all schools. Differentiated instruction is provided to gifted students in grades K-5; the SEARCH classroom resource program is part of the K-3 gifted curriculum; a county-wide, center-based (FUTURA) program serves certain gifted students in grades 4 and 5; all middle and high schools conduct special enrichment programs (SPECTRUM and SLP).

Vocational Education
Vocational Education offers a variety of programs to help equip students with career and life skills. Students in grades 6-8 participate in exploratory programs. Students in grades 9-12 explore and develop career opportunities. Monroe Technology Center is a program accessed by all high schools. There are a variety of occupational and technical programs offered. Monroe Technology Center is a school located in Leesburg, Virginia, serving as an extension of all county high schools.

English as a Second Language (ESL)
The ESL program helps non-English speakers acquire language skills so they can be successful in their studies. Elementary ESL classes are pull-out programs where the teacher works with students for a specific time each day. Middle and high school ESL students attend classes taught by ESL teachers two to four periods a day, depending on their language proficiency. These classes include English, social studies, math concepts, science concepts and reading.
1. Substitutes, regardless of the length of assignment, are not entitled to benefits.

2. The principal may assess a substitute's performance for quality standards.

3. Substitutes not meeting expectations of a school administrator may be removed from the school substitute roster. Upon receipt of a first deletion request for a particular substitute, the Assistant Superintendent for Personnel Services may remove the substitute from the central list based upon the nature and severity of the incident reported in the request. Once two schools request that a substitute be removed from their respective rosters, the substitute will be permanently removed from substitute roster for all Loudoun County Public Schools.

4. If there are questions concerning a paycheck (i.e., incorrect paycheck amounts, missing days, hours, etc.), it is the responsibility of the substitute to confirm all time worked. The substitute may contact the Payroll Department at 571-252-1260 with questions regarding paycheck amounts.

5. At the end of each school year, all active substitutes will receive notification of the required online refresher. Completion of an annual refresher course is required in order to remain on the substitute roster. If you require accommodations to complete the refresher course, please contact Sub-Central at 571-252-1675.
## OPENING AND DISMISSAL TIMES

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| Monroe Technology Center | 9:10  | 9:25          | 3:15              | 3:20            |

Notes:
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</tr>
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<tbody>
<tr>
<td>Aldie</td>
<td>Ms. K. Roche</td>
<td>23269 Meetinghouse Lane, Aldie, VA 20105</td>
<td>703-957-4380</td>
</tr>
<tr>
<td>Algonkian</td>
<td>Ms. J. Steeprow</td>
<td>20196 Carter Court, Sterling, VA 20165</td>
<td>571-434-3240</td>
</tr>
<tr>
<td>Arcola</td>
<td>Dr. C. Bowers</td>
<td>41740 Tall Cedars Parkway, Aldie, VA 20105</td>
<td>703-975-4390</td>
</tr>
<tr>
<td>Ashburn</td>
<td>Ms. M. Walthour</td>
<td>44062 Fincastle Drive, Ashburn, VA 20147</td>
<td>571-252-2350</td>
</tr>
<tr>
<td>Ball’s Buff</td>
<td>Dr. M. Carper</td>
<td>821 Battlefield Parkway, NE, Leesburg, VA 20176</td>
<td>571-252-2880</td>
</tr>
<tr>
<td>Banneker</td>
<td>Ms. D. Lee</td>
<td>35231 Snake Hill Road, Middleburg, VA 20117</td>
<td>540-751-2480</td>
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<tr>
<td>Belmont Station</td>
<td>Ms. P. McGinly</td>
<td>20235 Nightwatch Street, Ashburn, VA 20147</td>
<td>571-252-2240</td>
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<tr>
<td>Buffalo Trail</td>
<td>Ms. A. Rogaliner</td>
<td>42190 Seven Hills Drive, Aldie, VA 20105</td>
<td>703-722-2780</td>
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<tr>
<td>Rosa Lee Carter</td>
<td>Ms. M. Freeman</td>
<td>43330 Loudoun Reserve Drive, Ashburn, VA 20148</td>
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<tr>
<td>Catoctin</td>
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<tr>
<td>Cedar Lane,</td>
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<tr>
<td>Cool Spring</td>
<td>Ms. J. Broadus</td>
<td>501 Tavistock Drive, Leesburg, VA 20175</td>
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<tr>
<td>Countryside</td>
<td>Ms. A. Glaser</td>
<td>20624 Countryside Boulevard, Sterling, VA 20165</td>
<td>571-434-3250</td>
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<tr>
<td>Creighton’s Corner</td>
<td>Ms. K. Berkey</td>
<td>23171 Minerva Drive, Ashburn, VA 20148</td>
<td>703-957-4480</td>
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<tr>
<td>Kenneth W. Culbert</td>
<td>Ms. J. Brownell</td>
<td>38180 West Colonial Highway, Hamilton, VA 20158</td>
<td>540-751-2540</td>
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<tr>
<td>Dominion Trail</td>
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<tr>
<td>Emerick</td>
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<tr>
<td>Evergreen Mill</td>
<td>Ms. L. McDonald</td>
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<tr>
<td>Forest Grove</td>
<td>Ms. N. Torregrossa</td>
<td>46245 Forest Ridge Drive, Sterling, VA 20164</td>
<td>571-434-4560</td>
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<tr>
<td>Guilford</td>
<td>Mr. D. Stewart</td>
<td>600 West Poplar Road, Sterling, VA 20164</td>
<td>571-434-4550</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Mr. R. Marple</td>
<td>54 S. Kerr Street, Hamilton, VA 20158</td>
<td>540-751-2570</td>
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<tr>
<td>Hillsboro</td>
<td>Mr. D. Michener</td>
<td>37110 Charles Town Pike, Purcellville, VA 20132</td>
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<tr>
<td>Hillside</td>
<td>Ms. M. Green</td>
<td>43000 Ellzey Drive, Ashburn, VA 20148</td>
<td>571-252-2170</td>
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<tr>
<td>Horizon</td>
<td>Mr. W. Raye</td>
<td>46665 Broadmore Drive, Sterling, VA 20165</td>
<td>571-434-3260</td>
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<tr>
<td>Hutchison Farm</td>
<td>Ms. H. Latham</td>
<td>42819 Center Street, South Riding, VA 20152</td>
<td>703-957-4350</td>
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<tr>
<td>Leesburg</td>
<td>Mr. C. Magruder</td>
<td>323 Plaza Street, NE Leesburg, VA 20176</td>
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<tr>
<td>Legacy</td>
<td>Mr. R. Duckworth</td>
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<tr>
<td>Liberty</td>
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<td>Lincoln</td>
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<tr>
<td>Little River</td>
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<tr>
<td>Lovettsville</td>
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<td>49 S. Loudoun Street, Lovettsville, VA 20180</td>
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<tr>
<td>Lowes Island</td>
<td>Mr. B. Shafferman</td>
<td>20755 Whitewater Drive, Sterling, VA 20165</td>
<td>571-434-4450</td>
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<tr>
<td>Lucketts</td>
<td>Mr. M. Pellegrino</td>
<td>14550 James Monroe Highway, Leesburg, VA 20176</td>
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<tr>
<td>Meadowland</td>
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<tr>
<td>Middleburg</td>
<td>Ms. K. Roche</td>
<td>101 N. Madison Street, Middleburg, VA 20118</td>
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<tr>
<td>Mill Run</td>
<td>Mr. P. Vickers</td>
<td>42940 Ridgeway Drive, Ashburn, VA 20148</td>
<td>571-252-2160</td>
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<tr>
<td>Mountain View</td>
<td>Mr. D. Martin</td>
<td>36803 Allder School Road, Purcellville, VA 20132</td>
<td>540-751-2550</td>
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<tr>
<td>Newton-Lee</td>
<td>Ms. C. Winters</td>
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<td>Pinebrook</td>
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<td>25480 Mindful Court, Aldie, Virginia 20105</td>
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<td>Potowmack</td>
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<tr>
<td>Frances Hazel Reid</td>
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<tr>
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<td>Round Hill</td>
<td>Ms. N. McManus</td>
<td>17115 Evening Star Drive, Round Hill, VA 20141</td>
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<tr>
<td>Sanders Corner</td>
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<tr>
<td>Sterling</td>
<td>Ms. T. Finn</td>
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<td>Sugarland</td>
<td>Ms. A. Robinson</td>
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### ELEMENTARY SCHOOLS (Cont.)

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<td>Sully</td>
<td>Mr. T. Martino</td>
<td>300 Circle Drive, Sterling, VA 20164</td>
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<tr>
<td>Sycolin Creek</td>
<td>Ms. S. Keegan-Coppels</td>
<td>21100 Evergreen Mills Road, Leesburg, VA 20175</td>
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<tr>
<td>John W. Tolbert, Jr.</td>
<td>Ms. E. Layman</td>
<td>691 Potomac Station Drive, NE Leesburg, VA 20176</td>
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<tr>
<td>Waterford</td>
<td>TBA</td>
<td>15513 Loyalty Road, Waterford, VA 20197</td>
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<td>Steuart W. Weller</td>
<td>Ms. J. Platenberg</td>
<td>20700 Marblehead Drive, Ashburn, VA 20147</td>
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### MIDDLE SCHOOLS

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<tr>
<td>Belmont Ridge</td>
<td>Mr. T. Flynn</td>
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<tr>
<td>Blue Ridge</td>
<td>Ms. R. Griffith</td>
<td>551 East A Street, Purcellville, VA 20132</td>
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<tr>
<td>Eagle Ridge</td>
<td>Ms. B. Beichler</td>
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<td>Farmwell Station</td>
<td>Ms. S. Loya</td>
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<td>Harmony</td>
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<td>38174 West Colonial Highway, Hamilton, VA 20158</td>
<td>540-751-2500</td>
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<td>Harper Park</td>
<td>Mr. W. Shipp</td>
<td>701 Potomac Station Dr, NE, Leesburg, VA 20176</td>
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<td>Mercer</td>
<td>Mr. J. Duellman</td>
<td>42149 Greenstone Drive, Aldie, VA 20105</td>
<td>703-957-4340</td>
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<td>River Bend</td>
<td>Mr. B. Lacy</td>
<td>46240 Algonkian Parkway, Sterling, VA 20165</td>
<td>571-434-3220</td>
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<tr>
<td>Seneca Ridge</td>
<td>Mr. M. McDermott</td>
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<td>571-434-4420</td>
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<tr>
<td>J.L. Simpson</td>
<td>Mr. C. Runfola</td>
<td>490 Evergreen Mills Road, Leesburg, VA 20175</td>
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<tr>
<td>Smart's Mill</td>
<td>Mr. E. Stewart</td>
<td>850 North King Street, Leesburg, VA 20176</td>
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<tr>
<td>Sterling Middle</td>
<td>Ms. N. Gonzalez-Sales</td>
<td>201 W. Holly Avenue, Sterling, VA 20164</td>
<td>571-434-4520</td>
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<tr>
<td>Stone Hill</td>
<td>Mr. R. Moore</td>
<td>23415 Evergreen Ridge Drive, Ashburn, VA 20148</td>
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### HIGH SCHOOLS

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<tr>
<td>Briar Woods</td>
<td>Mr. E. Starzenski</td>
<td>22525 Belmont Ridge Road, Ashburn, VA 20148</td>
<td>571-957-4400</td>
</tr>
<tr>
<td>Broad Run</td>
<td>Mr. D. Anderson</td>
<td>21670 Ashburn Road, Ashburn, VA 20147</td>
<td>571-252-2300</td>
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<tr>
<td>Dominion</td>
<td>Dr. J. Brewer</td>
<td>21326 Augusta Drive, Sterling, VA 20164</td>
<td>571-434-4400</td>
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<tr>
<td>Freedom</td>
<td>Ms. C. Forester</td>
<td>25450 Riding Center Drive, South Riding, VA 20152</td>
<td>703-957-4300</td>
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<tr>
<td>Heritage</td>
<td>Ms. M. Huckaby</td>
<td>520 Evergreen Mill Road, S.E., Leesburg, VA 20175</td>
<td>571-252-2800</td>
</tr>
<tr>
<td>Loudoun County</td>
<td>Mr. W. Oblas</td>
<td>415 Dry Mill Road, Leesburg, VA 20175</td>
<td>571-252-2000</td>
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<tr>
<td>Loudoun Valley</td>
<td>Ms. S. Ross</td>
<td>340 N. Maple Avenue, Purcellville, VA 20132</td>
<td>540-751-2400</td>
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<tr>
<td>Park View</td>
<td>Dr. V. Minshew</td>
<td>400 West Laurel Avenue, Sterling, VA 20164</td>
<td>571-434-4500</td>
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<tr>
<td>Potomac Falls</td>
<td>Ms. J. Koslowski</td>
<td>46400 Algonkian Parkway, Potomac Falls, VA 20165</td>
<td>571-434-3200</td>
</tr>
<tr>
<td>Stone Bridge</td>
<td>Mr. J. Person</td>
<td>43100 Hay Road, Ashburn, VA 20147</td>
<td>571-252-2200</td>
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<tr>
<td>Tuscarora</td>
<td>Ms. P. Paul-Jacobs</td>
<td>801 North King Street, Leesburg, VA 20176</td>
<td>571-252-1900</td>
</tr>
<tr>
<td>Woodgrove</td>
<td>Mr. R. Gaurlioff</td>
<td>36811 Aldier School Rd, Purcellville, VA 20132</td>
<td>540-751-2600</td>
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### INSTRUCTIONAL CENTERS

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<tbody>
<tr>
<td>Douglass School</td>
<td>Dr. J. Robinson</td>
<td>407 E. Market Street, Leesburg, VA 20175</td>
<td>571-252-2060</td>
</tr>
<tr>
<td>C.S. Monroe Technology Center</td>
<td>Mr. W. Grier</td>
<td>715 Childrens Center Road, SW, Leesburg, VA 20175</td>
<td>571-252-2080</td>
</tr>
</tbody>
</table>

**NOTES:**
2010-2011 SCHOOL CALENDAR

September 6       Holiday (Labor Day)
September 7       FIRST DAY OF SCHOOL FOR STUDENTS
October 11        Holiday (Columbus Day)
October 29        End of Grading Period
November 1-2       Student Holiday (Planning/Records/Conference Days)
November 22-23    Employee Furlough Days
November 24-26    Holiday (Thanksgiving)
December 23-24/27-31 Winter Break (Classes Resume Jan. 3)
January 1         Holiday (New Year's Day)
January 17        Holiday (Martin Luther King Jr. Day)
January 21        End of Grading Period
January 24        MOVEABLE STUDENT HOLIDAY* (Planning/Records/Conference Day)
February 21       Holiday (Presidents’ Day)
April 1           End of Grading Period
April 4           Student Holiday (Planning/Records/Conference Day)
April 18-22       Student Holiday (Spring Break)
May 30            Holiday (Memorial Day)
June 16           Last Day of School for Students/
                   End of Grading Period

*NOTE: Parents with child-care or other weekday scheduling concerns - The date of the Moveable Planning/Records/Conference Day between the first and second semesters may change if the school calendar must be changed due to school closings for inclement weather or other emergencies.
When conditions require school closing or early dismissal of students, announcements will be given to the following radio and TV stations:

- WTOP – 103.5 FM/103.9 FM
- WINC - 92.5 FM
- WTOP - 1500 AM
- WMAL - 630 AM
- WRC TV 4
- WTTG TV 5
- WJLA TV 7
- WUSA TV 9
- News Channel 8
- FIOS Channel 43

Check the LCPS website at LCPS.ORG for calendar or schedule changes.

In the event of a delayed opening, please stay tuned to the radio/television station for at least one hour in case some change in the weather causes schools to be closed for the day. If school opening is delayed one-hour due to inclement weather, the substitute should report to work no more than thirty minutes later than originally scheduled. When a two-hour delay is called because of inclement weather, the substitute should report no more than one hour later than originally scheduled.

If it becomes necessary to close school early due to inclement weather conditions, you should continue with your normal work schedule until dismissed by the administrator of your building. **No substitute is authorized to leave his or her assigned duties until his or her assigned responsibilities have been fulfilled.**

Substitutes **should not call** school officials or radio stations to find out if schools are being closed. Telephone lines must be kept open to enable schools and radio stations to receive notifications of school closing.

Substitutes are paid for a full day of work if there is delayed opening or early dismissal because of inclement weather.

When schools are closed, substitutes are not expected to report to their assignment, unless otherwise notified by the administrator.

When schools are closed, jobs will be canceled as soon as possible by Sub-Central. Substitutes are not paid if they do not work.
CHECK LIST

At home:
- Dress neatly and appropriately for the assignment.
- If possible, arrive at least 20 minutes prior to the beginning of school.
- Be sure to take along your sense of humor and your Super Sub Pack.

Prior to entering the class:
- Report to the main office to let them know you have arrived.
- Pick up a Substitute Identification Badge.
- Ask about student passes, playground rules, bus duty, and lunch procedures.
- Ask if there will be any special duties associated with the regular employee’s assignment.
- Find out how to refer a student to the office.
- Look for fire alarm and know drill directions.
- Check on location of gloves for exposure incidents and/or additional protective devices.
- See if any child has medical problems.
- Obtain keys if necessary for your classroom or other locations.
- Find out how to report absences and tardiness.
- Find the location of restrooms, employees’ lounge, and health clinic.
- Find the location of equipment.
- Ask the names of the teachers on both sides of your classroom and, if possible, introduce yourself to them.

In the classroom:
- Enter the classroom with confidence. The first impression can take you a long way.
- Check for the exit map located by the door and for the emergency call button.
- Write your name on the board and introduce yourself.
- If audio or visual equipment is needed, make sure it is in the classroom and working properly.
- If lesson plans are provided, follow them as closely as possible.
- If money is to be collected, record the amount, the name of the pupil, and the purpose for the collection on a sheet to be turned in to the office at the end of the school day.
- Check to see if all the books, handouts, and paper are close at hand or in the classroom.
- Check the seating chart.

End of day:
- Remind students of homework. Have students clean their desks and the area around their desks.
- Leave desk, books, and room in good order.
- Return any keys, Identification Badge, or teacher materials.
- Turn in any money collected. Fill out paperwork for payment and turn in with other materials.
- Check for next day assignments, if applicable.
There will be situations when the teacher, for some reason, cannot leave lesson plans, when the plans that are left are impossible to decipher in the time provided, or too short for the time available. These situations leave you with the dilemma of having to fill that time with manageable and worthwhile activities on your own. Every good substitute should have some tried and true activities. The following items listed below can help you create your own "SUPER-SUB PACK."

- *The Substitute Teacher Handbook*
- A package of colored markers or pencils
- Several ball-point pens (red, blue, black)
- Pencils
- A roll of tape
- A pair of scissors
- A needle and small spools of dark and light thread, plus a safety pin or two
- A coffee cup and perhaps a tea bag or hot chocolate packet or two
- A few favorite picture books
- A number cube for games
- Several post-it notes
- Name tags
- 5 x 8 cards
- Non-food item rewards
- Stickers

**SUGGESTED ACTIVITIES FOR USE BY SUBSTITUTE TEACHERS**

A substitute teacher may use learning activities when regular classroom plans change.

Planning for these activities should allow for various levels of difficulty according to the needs of the students. As a substitute, you can use your creativity and imagination to meet the student’s program requirements.

**Writing Activities:**

Choose a word, name of the school, a month, names in the news, a day, a season and see how many words they can make from that word.

Choose an item (a seashell, a pencil, a football, a flower, etc.) and ask the students to write:

- Paragraph describing the item
- Directions for the use of the item
- Directions where the item is hidden in the room
- Fantasy stories from the item’s point of view
THIRTEEN (13) WAYS TO SINK A SUB

Thirteen Ways to Sink a Sub
by Jamie Gilson
An Archway Paperback Published by Pocket Books

Students will:
1. Make up the rules to tardiness
2. Invent responsibilities that provide a way to escape the class
3. Change names and say the seating chart is ancient
4. Pretend not to speak English
5. Pretend to drop a contact lens in front of the class
6. Make fun of the sub’s name by deliberately mispronouncing it
7. Throw a spitball at sub when his or her back is turned
8. Lead the class the longest way to music, art, library, etc.
9. Line up at the pencil sharpener
10. At a predetermined time, drop their books on the floor
11. Put paper clips in the forced air furnace
12. All ask to go to the bathroom
13. Stop up the sink and/or leave the water running in the sink
RESOURCES FOR SUBSTITUTES

Resources can be located at the Instructional Media Center located at 21000 Education Court, Ashburn, Virginia. The phone number is 571-252-1060. Circulation for book materials is 4 weeks and periodicals (magazines) is for 2 weeks. In order to check out materials, substitutes must be on the current substitute roster.

Substitute Teaching Institute
http://www.stedi.org

Substitute Teacher’s Reference Manual
By: Carol A. Jones
Published by: E T C Publications
700 E. Vereda del Sur
Palm Springs, CA 92262

A Survival Kit for the Substitute & New Teacher
By: Jennifer Gaither
ISBN: 096-641-54-OX
Published by: Jenrod, Inc.
6107 Hopeton Avenue
Baltimore, MD 21215

Teacher (Substitute) Survival Activities Kit, Vol. 1:
Emergency Activities Material on Class Control Guide
By: Thomas J. Rundquist
Published by: Nova Media, Inc.
1724 N. State Street
Big Rapids, MI 49307-9073

Substitute Teaching: Planning for Success
By: Elizabeth S. Manera
Published by: Kappa Delta Pi
3707 Woodview Trace
Indianapolis, IN 46268-1158

Effective Substitute Teachers: Myth, Mayhem or Magic?
By Terrie St. Michel
ISBN: 080-396-24-87
Published by: Corwin Press, Inc.
2455 Teller Road
Thousand Oaks, CA 91320-2218
RESOURCES FOR SUBSTITUTES CONTINUED

Substitute Teacher’s Step-By-Step Survival Handbook: Elementary Level
By: Lisa Robinson
Published by: Educational Systems Associates, Inc.
P.O. Box 96
Kearny, NE 68848-0096

Mastering the Art of Substitute Teaching
By: S. Harold Collins
Published by: Garlic Press, Inc.
605 Powers Street
Eugene, OR 97402

Recruiting & Training Successful Substitute Teachers: Participant’s Notebook
By: James B. Rowley
ISBN: 080-396-77-56
Published by: Corwin Press, Inc.
2455 Teller Rd.
Thousand Oaks, CA 91320-2218
Http://www.carwinpress.com

Substitute Ingredients
By: S. Harold Collins
ISBN: GP-001
Published by: Garlic Press
605 Powers Street
Eugene, OR 97402

Substitute Teacher: A Handbook for Hassle Free Subbing
By: Barbra Pronin
Published by: Saint Martin’s Press
175 Fifth Avenue
New York, NY 10010
You must be well organized to keep track of your assignments.

Keep a personal calendar with you both at home and when you are on an assignment. You may be asked to book a future date by the administrator of the school in which you are working. In order to give an accurate answer to a request, you must know your commitments.

Confirm all dates with the administrator. Employees may request specific substitutes, but the administrator, not the employee, secures a substitute.

When you report to each assignment, make sure you complete any paperwork the school requires. You may have forms to complete both before and after the school day. As you complete the paperwork, make sure your name is spelled correctly and that your PID number is correct.

Your personal calendar is also critical for keeping track of the days you worked and of the days you have been paid. Your paycheck may not arrive until several days or weeks after your assignment. You need to take the initiative in making certain that you are paid correctly. Your calendar on Smart Find Express™ will help you track your jobs.

**Advantages and Disadvantages of Being a Substitute**

**Advantages**
- Gain experience without all the nightly work and preparation
- Compare and contrast different schools and their environments
- Be better prepared for interviews by meeting administrators
- Teach and learn a variety of materials
- Get to know people – network
- See job postings and hear about possible vacancies
- Gain confidence in your abilities to teach
- Practice classroom management techniques
- Choose which days to work – flexible schedule

**Disadvantages**
- No benefits such as medical coverage, retirement plans, or sick days
- Must adapt quickly to different school philosophies
- Lack of continuity – may be teaching music one day, physical education the next
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<th>Date of Assignment</th>
<th>Location</th>
<th>Employee Name</th>
<th>Job No.</th>
<th>Additional Activities</th>
<th>Departure Time</th>
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**WORK SCHEDULE CALENDAR – School Year 2010 - 2011**
REGISTER TO VIEW YOUR PAYSTUB (ON LCPS COMPUTERS ONLY)
Web Address:  www.intranet.lcps

1. Select “More”
2. Click on “E-Pay”

3. Click on: “Register to View Your Paystub”

Complete the information requested on the registration page. (See BELOW)
4. The information in the first (3) fields **MUST** match the information in the payroll system. Refer to your most recent pay stub for this information. (LAST NAME ALL CAPS and include dashes for SSN#)

5. E-Pay passwords **MUST** be **8 characters long, are case sensitive and should contain at least one number & one special character.** Examples: abc@2007
   Topdog#1
   Emerick*1995

6. Employees may access the information from their school location or home. If the employee prefers to only access the information from the school location and not access from home, there is an opt-out election in the registration process. Just click inside the checkbox, **I elect to opt-out of access to my paystub via Internet.** Once you have completed all information, please click the “Register” button to complete the process. Once you have successfully registered, you will be directed to the login screen.

7. Complete the **Login** screen with your social security number (include dashes) and password (case sensitive).

8. Click on the **Login** button. If you have forgotten your password, then click on **Forgot Password.** This will automatically take you back to the registration screen. **Reminder:** Registration or password changes can only be completed from a school system network computer.
After completion of the registration and login, to view pay stub you will see this screen:

9. **Select a Pay Date - Check or Deposit** at the drop down arrow and select the pay date you want to view. (Scroll to the bottom of the screen to view your full pay stub document)

10. After viewing your pay stub, be sure that you click the “**SIGN OUT**” button.
TO VIEW PAY STUBS FROM HOME VISIT THE LCPS WEBSITE:  www.lcps.org

1. Under Quick Links Select “Employee Resources”

2. Select “E-Pay”
3. Click “Sign On”

You will then login with your Social Security Number (include dashes) and password (case sensitive). Remember to log out when you are done.