



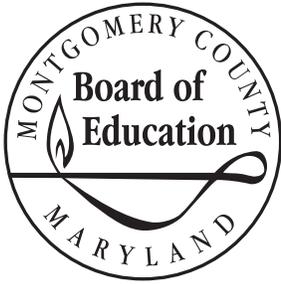
Office of Human Resources  
and Development

# Substitute Teacher

Montgomery County Public Schools, Rockville, Maryland

2024-2025 HANDBOOK





## **VISION**

*We inspire learning by providing the greatest public education to each and every student.*

## **MISSION**

*Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.*

## **CORE PURPOSE**

*Prepare all students to thrive in their future.*

## **CORE VALUES**

*Learning  
Relationships  
Respect  
Excellence  
Equity*

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# Substitute Teaching in Montgomery County Public Schools

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CONGRATULATIONS on your selection as a Montgomery County Public Schools (MCPS) substitute teacher. Substitute teachers are vital to the continuity of the instructional program and are essential to a high-quality education for each student.

The material in this booklet was developed by MCPS Human Resources and Development staff, teachers, and experienced substitute teachers. It contains guidelines and practical suggestions to help you work effectively as a substitute teacher.

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# Montgomery County Public Schools at a Glance

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## Our School System\*

- 160,564 students
- Largest school system in Maryland
- 14th largest school system in the United States
- 2010 Malcolm Baldrige National Quality Award recipient
- Students from 157 countries speaking 150 languages
- 16 million meals served during the 2018–2019 school year
- 1,307 buses transport more than 103,000 students
- 209 schools
  - 135 elementary schools
  - 40 middle schools
  - 25 high schools
  - 1 career and technology center
  - 5 special schools
  - 1 alternative education program
- 42 National Blue Ribbon Schools

## Our Students

- Demographics
  - 32.4 percent Hispanic/Latino
  - 26.9 percent White
  - 21.4 percent Black or African American
  - 14.1 percent Asian
  - ≤ 5.3 percent Two or more races
  - ≤ 5.0 percent American Indian or Alaskan Native
  - ≤ 5.0 percent Native Hawaiian or other Pacific Islander
- 33.3 percent participate in Free and Reduced-price Meals System (FARMS)
- 11.7 percent receive special education services
- 18.2 percent participate in English for Speakers of Other Languages (ESOL)
- 1098 average combined SAT score for class of 2020

## System Resources

- \$2.76 billion FY 2021 Operating Budget
- \$1.728 billion six-year Capital Improvements Program (FY 2021-2026)
- 22,589 employees
- 13,646 teachers
- 86.8 percent of teachers have a master's degree or equivalent

For the most up to date MCPS At a Glance Information, go to the "About MCPS" page at [www.montgomeryschoolsmd.org/about/](http://www.montgomeryschoolsmd.org/about/)

# Professional Expectations

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## School Information Packet

Each school retains an information packet relevant to the operation of the school. It is beneficial to arrive early enough to familiarize yourself with the information contained in this packet.

## Work Schedule

In accordance with the agreement between the Montgomery County Education Association (MCEA) and the Montgomery County Board of Education (Board), “Each substitute unit member will work the same number of normal hours worked by the unit member who is on leave or the scheduled number of hours for the vacant position. Starting and dismissal times shall be assigned by the principal.”

## Required Days

A substitute teacher must work five days during each semester as a substitute teacher (half or full days) to remain employed with MCPS. If you have no reported earnings as a substitute teacher during the semester, substitute employment will be terminated at the end of that semester.

## Employee Code of Conduct

Each substitute should review the *MCPS Employee Code of Conduct*, available on the MCPS website at [www.montgomeryschoolsmd.org/staff](http://www.montgomeryschoolsmd.org/staff). This document provides a general overview of the legitimate expectations and standards of conduct that MCPS and the broader community expect employees to follow in carrying out their important part of the district’s mission. In addition, this *MCPS Employee Code of Conduct* summarizes the disciplinary procedures that MCPS uses to address situations where employees fall short of our expectations and standards of conduct.

The *MCPS Employee Code of Conduct* applies to all MCPS employees, both certificated and noncertificated, full- and part-time, as well as substitutes and others employed in a temporary or seasonal capacity. Many aspects of this *MCPS Employee Code of Conduct* are based on applicable Board policies and MCPS regulations and other guidelines (referred to hereafter as MCPS rules), as well as negotiated agreements and state and federal laws. This *MCPS Employee Code of Conduct* is not intended to replace these resources, but rather to provide a one-document summary and reference point of appropriate items that would be useful to all employees. Please note that this *MCPS Employee Code of Conduct* is not a contract, and the policy and legal requirements that it references are subject to change and supersede the statements contained in this publication.

Each substitute should review the *MCPS Employee Code of Conduct* because it provides expectations for the following:

- Ethical Conduct in the Work Environment
- Ethical Conduct with Students
- Ethical Conduct with Colleagues, Parents/Guardians, and the Community.

Further information about performance and misconduct issues and discipline procedures can be found in MCPS Regulation GEF-RA, *Substitute Teachers*.

## Student Rights and Responsibilities

*Student Rights and Responsibilities* is available on the MCPS website at [www.montgomeryschoolsmd.org/students/rights](http://www.montgomeryschoolsmd.org/students/rights).

This booklet is a guide to the rights and responsibilities that students enjoy in MCPS, and is only a summary of state and federal laws, Board policies, MCPS regulations, and MCPS rules that affect students. It is not a definitive statement of student rights in any particular situation. Board policies and MCPS regulations are available at [www.montgomeryschoolsmd.org/departments/policy](http://www.montgomeryschoolsmd.org/departments/policy). MCPS rules also are subject to change and shall supersede the statements and references contained in this publication. Substitutes are to review *Students Rights and Responsibilities* to learn more about student’s rights and responsibilities in MCPS.

One area in which students are protected is participation in patriotic exercises.

## Patriotic Exercises

Students will have the opportunity to participate in and/or watch patriotic exercises in school. Students have a right to not be compelled to participate in patriotic exercises, or be penalized or embarrassed for failure to participate. A student may not interrupt others who are participating in patriotic exercises.

## Nondiscrimination

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community’s long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. Some examples of discrimination include acts of hate, violence, insensitivity, harassment, bullying, disrespect, or retaliation. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. This prohibition will not be used, however, to prevent responsible discussion of such language, images, or symbols for educational purposes. For more information, please review Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. The MCPS Nondiscrimination Statement can be found on the MCPS website at [www.montgomeryschoolsmd.org/info/nondiscrimination/](http://www.montgomeryschoolsmd.org/info/nondiscrimination/) and on the back cover of this handbook.

## **Guidelines for Respecting Religious Diversity in MCPS**

MCPS is committed to promoting respect and appreciation for the religions, beliefs, and customs of our diverse student population. MCPS believes that multiculturalism is one of our greatest strengths and should enrich our community as we learn together in our schools. Respect is a core value of MCPS and, therefore, fostering a culture where all families feel respected is of utmost importance. *MCPS Guidelines for Religious Diversity* is available on the MCPS website at [www2.montgomeryschoolsmd.org/students/rights/](http://www2.montgomeryschoolsmd.org/students/rights/).

## **Guidelines for Student Gender Identity**

MCPS is committed to a safe, welcoming school environment where students are engaged in learning and are active participants in the school community because they feel accepted and valued. To this end, all students should feel comfortable expressing their gender identity, including students who identify as transgender or gender nonconforming. (Related Board Policies and MCPS Regulations: ACA, ACF, JHF, JHF-RA, ACA-RA, ACF-RA). It is critical that all MCPS staff members recognize and respect matters of gender identity; make all reasonable accommodations in response to student requests regarding gender identity; and protect student privacy and confidentiality. To assist in these efforts, MCPS has developed guidelines for student gender identity that are aligned with the Board's core values, guidance from the Maryland State Department of Education (MSDE), and the Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, which prohibits discrimination, stigmatization, and bullying based on gender identity, as well as sex, gender, gender identity, gender expression, and sexual orientation, among other personal characteristics. These guidelines cannot anticipate every situation which might occur. Consequently, the needs of each student must be assessed on a case-by-case basis.

All students have the right to be referred to by their identified name and/or pronoun. Students should be addressed by school staff members by the name and pronoun corresponding to the gender identity that is consistently asserted at school. The student's identified name should be used for classroom rosters (especially those provided to substitute teachers), identification badges, announcements, certificates, newspapers, newsletters, and yearbooks.

The *2024-2025 Guidelines for Student Gender Identity* can be found at [www2.montgomeryschoolsmd.org/students/rights/](http://www2.montgomeryschoolsmd.org/students/rights/) along with the *Student Rights and Responsibilities*, the *Student Code of Conduct*, and the *Guidelines for Respecting Religious Diversity in MCPS*.

## **Classroom Control and Discipline**

Each substitute should review the *Student Code of Conduct*, which is available on the MCPS website at [www2.montgomeryschoolsmd.org/students/rights/](http://www2.montgomeryschoolsmd.org/students/rights/). The purpose of this document is to promote fairness and equity through clear, appropriate, and consistent expectations and consequences in addressing student misbehavior and to ensure that students learn from

their mistakes and make appropriate amends when their behavior affects others. MCPS strives to create positive school climates where students, parents/guardians, and all staff work together respectfully to maintain an orderly and safe learning environment focused on teaching and learning.

The use of physical restraint or seclusion is prohibited in MCPS, except under very limited circumstances specified in MCPS Regulation JGA-RA, *Classroom Management and Student Behavior Interventions*. Care should be taken during the resolution of disciplinary matters to avoid physical contact, unless absolutely necessary.

Inappropriate language, threatening statements, or profanity used by substitutes will not be tolerated.

If you feel immediate follow-up is needed regarding any student's behavior, contact a school administrator or counselor immediately. Do not attempt to contact a parent or guardian directly in a short-term substitute assignment.

## **Corporal Punishment**

MCPS Regulation JGA-RA states that the use of corporal punishment is prohibited in MCPS under any circumstances, and that administering of such punishment is grounds for disciplinary action.

## **Alcohol-free and Drug-free Workplace**

MCPS Regulation COF-RA, *Alcohol, Tobacco, and Other Drugs on MCPS Property*, states:

- No person may possess, use, or sell alcohol on MCPS property, except for very limited circumstances when it may be approved by the Board.
- No person may sell or use tobacco on MCPS property at any time.
- No person may manufacture, distribute, dispense, or possess with intent to distribute, a controlled dangerous substance in, on, or within 1,000 feet of an MCPS property or in an MCPS vehicle.

## **Confidentiality**

All substitutes are expected to maintain the confidentiality of information that they obtain through their work, including employee and student records.

## **Inclement Weather**

Long-term substitute teachers working more than six consecutive days in the same assignment do not report to work on snow days. These substitutes will be granted emergency leave and paid for any snow day occurring during their long-term substitute tenure. Short-term substitutes are paid for a full day for delayed openings and early closings. They are not reimbursed for snow days.

## **Emergency Preparedness**

You are a very valuable member of the MCPS family. Our students are entrusted into your care, and it is imperative that you know what to do and where to go if an emergency arises. Remember to be prepared, because the students will look to you for direction. Please also see "Emergency Preparedness Procedures: Guidelines for Lockdown-Evacuation-Shelter" on page 10.

## Board Policies and MCPS Regulations

Board policies and MCPS regulations are available on the MCPS website, [www.montgomeryschoolsmd.org/departments/policy/](http://www.montgomeryschoolsmd.org/departments/policy/).

## Child Abuse and Neglect

All MCPS employees are personally and directly required to report any suspected instances of abuse and/or neglect of a child/student to Child Protective Services (CPS), pursuant to Maryland Law and MCPS Regulation JHC-RA, *Reporting and Investigating Child Abuse and Neglect*. The Annual Districtwide Compliance Training, Recognizing and Reporting Child Abuse and Neglect Module, outlines the mandated procedures for reporting suspected child abuse and/or neglect.

**IF THERE IS DOUBT ABOUT WHETHER TO REPORT ABUSE OR NEGLECT, ALWAYS ERR IN FAVOR OF MAKING THE REPORT.**

## Mandatory Districtwide Compliance Training

**All staff are required to complete an Annual Districtwide Compliance Training every school year.**

This training is designed to ensure that every employee has the necessary information to establish and maintain a positive, safe, healthy, and lawful climate and culture in which all adults and students are able to thrive and do their best work.

The training is available in English and Spanish, and covers three important areas of focus; **a) Student Safety, b) Respecting Student Differences, and c) Workplace Expectations**. Topics from these modules include preventing, recognizing, and reporting child abuse and neglect, employee code of conduct, bullying, harassment (including sexual harassment) and intimidation prevention, recognizing and reporting incidents of hate-bias, religious diversity, and many other important issues.

Based on your MCPS position you may be required to complete job-specific trainings that are separate and in addition to the districtwide compliance modules. Your principal or supervisor will notify you of these requirements.

## Advice for Substitute Teachers

We value the cultural background and experiences of all MCPS employees. Each substitute should review the *MCPS Employee Code of Conduct*. The following suggestions come from successful substitutes and apply across grade levels and subjects.

- Arrive at school with sufficient time to organize materials and familiarize yourself with local school rules, bell times, and procedures.
- Take advantage of available school resources, starting with the office. Check with administrators, counselors, and secretaries to get any general information you will need to know that day.

- Greet students warmly at the beginning of class.
- Make sure to locate class seating chart(s) as soon as possible. Take attendance. If you are unsure how to pronounce a student's name, spell the student's name and ask him or her to pronounce it. Use the seating chart to call on students.
- While you should typically find a well-planned lesson available for use, it is always a good idea to have supplemental plans handy in case the teacher's plans do not cover the time allotted for class. Your plans should be generic and deal with appropriate subject material. The following are some suggestions:
  - » Ask the students to write down 5 to 10 questions pertaining to the subject matter they are reviewing, and then use the questions to have a class discussion.
  - » Write vocabulary words (10 to 20) on the board, and ask students to use them in sentences. Have the sentences read, and/or use the words to build a crossword puzzle.
  - » Keep exercises, brain teasers, mathematic detective puzzles, and mysteries to fill in a mathematic lesson. Check the media center for materials. Let students work individually or in teams, based on your comfort with classroom control.
- Expect the unexpected. Be ready for contingent action. Stay in control.
- Those teaching in the same grade can review leave plans, make suggestions, and give you ideas. Resource teachers and interdisciplinary resource teachers are excellent resources to consult in secondary schools. Please ask for their support if needed.
- The media specialist can answer questions about the relevance of materials or share resources that are related to the lesson plan. The media specialist's help can be critical if a lesson is too short or to check the appropriateness of personal materials.
- Building positive relationships with students will increase your ability to manage the classroom.
- Show an interest in each student you encounter.
- Never leave students unattended. Adherence to school rules (e.g., regarding food, drinks, hats) is expected at all times in a fair, firm, and consistent manner. Refer students to the school nurse, health room technician, or other appropriate staff member in the case of cuts, injuries, or use of medication. Other circumstances also may warrant referral to the same individuals.
- Refrain from any action or conduct that endangers or potentially threatens the health and/or safety of self or others.
- Always address students in a friendly, nonconfrontational, nonthreatening tone of voice.
- Dress for work in a professionally appropriate manner to encourage student cooperation and respect.
- Follow lesson plans, in accordance with the teacher's directions. Ask questions of appropriate staff regarding meaning, intent, availability,

location of resources, or any obstacles to strict adherence to the teacher's lesson plans.

- Leave written feedback for the teacher regarding the day's activities (positive as well as negative student behavior, notification of any unusual events).
- Leave the classroom and instructional materials in an orderly manner.

## Important Telephone Numbers

Automated Calling System . . . . .	301-298-2861
Central Substitute Calling Office. . . . .	240-740-8060
Payroll . . . . .	240-740-8100
Technical Help Desk . . . . .	240-740-9000

## Using the Substitute Employee Management System

### How Substitutes Receive Assignment

Teachers and principals register requests for substitutes with an automated Substitute Employee Management System. Substitute coverage is arranged by referring to the school's lists of preferred substitutes or by requesting one specific substitute. Also, teachers can register prearranged assignments directly with a substitute so that the substitute does not get calls for other jobs that day. If a preferred substitute is not assigned, the system calls other substitutes, based on subject and location preferences submitted during new-substitute orientation.

### Calling Times

During the school year, the substitute system calls substitutes from 5:45 a.m. to noon and from 4:30 p.m. to 9:30 p.m. Calls also will occur afternoons and evenings, weekends, and some holidays. Morning calls are limited to jobs for that day, but the computer arranges coverage as far into the future as it can each evening and on weekends. Schools maintain separate lists of preferred substitutes for each subject area. These substitutes are always called first, unless a teacher specifies that a particular substitute is to get the first call. The computer then calls other substitutes whose location and subject preferences match the assignment.

### Tips on Using the System

*Hit the phone keys squarely and briefly.* When entering data, **do not hold a key down for very long.** The system allows 30 seconds between entries so that you do not have to rush, but a long tone may be improperly interpreted.

- If you make a mistake or the computer does not respond, hitting the star (\*) key repeatedly will bring you to a point where you can start over.
- If you make a mistake while trying to accept a job, call the Central Substitute Office immediately.

**Remember, until you hear the job number, you have not accepted an assignment offered by the computer.**

- If you have call-waiting, complete your interaction with the Substitute Management System before transferring to the other line. If you do transfer, the computer will disconnect within 30 seconds.
- If the system disconnects after you have entered your PIN, the system registers the call as a decline and will not offer you that job again.
- As you become familiar with the system, bypass the instructions. As soon as the system answers you may enter your PIN before the system requests the PIN.
- If you know the option you want, you do not have to listen to the other options before entering your choice.
- If you press a key while the system is talking, it will normally execute the option you have selected as soon as the message is complete.

### Prearranged Assignments

Teachers should register jobs on the computer even when they contact you directly to arrange an assignment. Teachers are required to register prearranged substitute jobs for three important reasons:

1. *If you have to cancel a job, the computer immediately seeks a replacement.* If the job is not registered, the teacher and the school must be contacted so that alternative coverage can be arranged.
2. *Principals and coordinators call to review absences.* If problems arise and your job is registered, the system provides the information schools need to contact you.
3. *The system will avoid calling you to offer other jobs on a day when you already have an assignment.* Most substitutes appreciate this, and it allows the system to concentrate on other assignments.

If you accept an assignment directly from a teacher, you do not have to confirm acceptance with the computer. Teachers will confirm your acceptance when registering the absences. Please confirm with the teacher that he or she will register the assignment so that you will not be contacted for other assignments that day. You may call and obtain the job number using the review process, but this is not required.

### Substitute Misconduct and Performance Issues

Substitute teachers are maintained on the MCPS roster of eligible substitutes, contingent upon their ability to comply with personal and professional standards of conduct. Article 6 of the Substitute's Contract, which appears on page 91 of the collective bargaining agreement between the Montgomery County Education Association and the Montgomery County Board of Education, states: "No substitute teacher will be disciplined without proper cause." This standard recognizes that employees should adhere to expected standards of behavior and failure to do so may constitute "proper cause" for discipline or

discharge from employment. Discipline of a substitute may include reprimands and warning notices, as well as removal from a substitute list at a school or systemwide. Discipline is subject to review and appeal through grievance and appeal processes provided by law, Board policies, MCPS regulations, and negotiated agreements. In general, if a substitute is deleted from the list of those eligible to substitute at three different schools, the substitute also will be removed from the list of those eligible to substitute in any MCPS school. Nevertheless, a more serious infraction may warrant termination of a substitute teacher, even for a first-time offense such as prohibited criminal conduct.

Below are examples of inappropriate behavior or performance issues that violate the standards in the *MCPS Employee Code of Conduct*. The examples are illustrative and nonexhaustive. Nonetheless, conduct that is not expressly listed may warrant disciplinary action:

- Poor classroom management or poor performance of substitute duties
- Arriving late, leaving early, or not reporting for the substitute job assignment
- Improperly departing from (not following) the MCPS curriculum
- Theft or destruction of MCPS's or another's property
- Inappropriate use of technology

Guidelines on these issues are set forth in more detail in the *MCPS Employee Code of Conduct*, as well as applicable laws, Board policies, MCPS regulations, MCPS rules, and negotiated agreements.

## Marketing Yourself

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You may wish to search for jobs or wait for the central substitute calling system to offer you a substitute position. If you wish to search for open substitute jobs, do the following:

- Choose the schools where you would like to work. Telephone those schools and leave your name, telephone number, email address, and qualifications. Express your interest in desired grade levels. Also, you may notify the schools by leaving a business card or handwritten note with the same information. Leave enough business cards and/or notes for distribution.
- After substituting in a particular school several times, ask the principal to include your name on the priority substitute list. If the principal does this, your chance of getting calls from the central substitute calling system for that school increases dramatically.
- Do your best at each substitute assignment you receive. Satisfied teachers will recommend you to their teammates and friends.
- If you still do not have a position at 7 a.m. on a day you want to work, call the Central Substitute Office at 301-279-3280. A staff member will place you for that day if there are appropriate jobs available.
- Teach each class as if it were your own.



**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
**Substitute Quick Reference Card**

<b>Substitute System Telephone</b>	<b>301-298-2864</b>
<b>Technical Help Desk Telephone</b>	<b>240-740-9000</b>
<b>Employee ID Number</b>	_____
<b>Phone PIN Number</b>	_____
<b>Web Browser URL</b>	<u><a href="https://montgomerycountymd.eschoolsolutions.com">https://montgomerycountymd.eschoolsolutions.com</a></u> <i>*Web access is available 24 hours a day, 7 days a week.</i>

**NEW EMPLOYEE REGISTRATION INSTRUCTIONS**

**Before any features are available, you must register with the system and create a PIN. The Employee ID Number and PIN are used for all interactions with the phone**

1. Enter your **Employee ID Number** as your **Access ID** followed by the star (\*) key.
2. When asked for your PIN, enter your **Employee ID Number** again followed by the star (\*) key.
3. Record your name followed by the star (\*) key.
4. Hear your callback number. Correct if necessary.
5. You will be asked to select a new **PIN**. Enter a **PIN** that is at least six (6) digits in length but no more than nine (9) digits followed by the star (\*) key.

**TELEPHONE SYSTEM INFORMATION**

**THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES\*:**

**Today's Jobs:** 5:45 am – 12:00 pm

<b>Day</b>	<b>Future Jobs</b>
Monday-Wednesday Evenings	4:30 pm – 9:30 pm
Thursday Evenings	4:00 pm – 9:30 pm
Friday Evenings	4:00 pm – 9:30 pm
Saturday/Sunday	3:00 pm – 9:30 pm
Holidays	3:00 pm – 9:30 pm

*\*Web access is available 24 hours a day, 7 days a week. See page 3 for Web access instructions.*

**JOB CANCELLATION REASONS:**

1. Personal Illness
2. Family Illness
3. Other Emergency

**TELEPHONE ACCESS INSTRUCTIONS** *(See page 3 for web access instructions.)*

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## THE SYSTEM CALLS

1. Enter your **Employee ID Number** as your **Access ID** followed by the star (\*) key.
2. Enter your **PIN** followed by the star (\*) key.

### HEAR THE JOB OFFER

- ✦ **PRESS 1** to hear the job offer.  
**PRESS 2** to set temporary do not call.
- ✦ If you **pressed 1** to hear the job offer:  
**PRESS 1** to hear the job description.  
**PRESS 2** to decline the job (without hearing the description).
- ✦ If you **pressed 1** to hear the job description:  
**PRESS 1** to accept this job.  
**Record the job number. You are successfully assigned to the job.**  
**PRESS 2** to repeat the job description.  
**PRESS 3** to decline the job.  
**PRESS 1** to confirm.
- ✦ If you **pressed 2** to set temporary do not call, hear a time offered: **PRESS 1** to accept the time offered.  
**PRESS 2** to enter an earlier time in HH:MM format.

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### HEAR THE CANCELLATION

1. Hear **"This assignment has been cancelled"** and the job information.
2. **PRESS 1** to repeat the job information.

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## CALLING THE SYSTEM

### MENU OPTIONS

- 1 - Review or Cancel Assignments
- 2 - Hear Available Jobs
- 3 - Change your Callback Number- Review or Modify Temporary Do Not Call Time
- 4 - Review or Modify Unavailability Dates
- 5 - Review or Modify Daily Availability
- 7 - Change PIN or Re-record Name
- 9 - Exit and Hang-up

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### REVIEW OR CANCEL ASSIGNMENTS

1. Hear assignments in chronological order:  
**PRESS 1** to hear assigned job information again.  
**PRESS 2** to cancel this assigned job.
2. If you **pressed 2** to cancel assignment:  
**PRESS 1** to confirm cancellation. (Enter the cancellation reason followed by the \* key.)

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### HEAR AVAILABLE JOBS

1. Hear assignment information:  
**PRESS 1** to repeat assignment.  
**PRESS 2** to accept assignment.  
**PRESS 3** to decline assignment.

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### CHANGE YOUR CALLBACK NUMBER

1. Hear the callback telephone number:  
**PRESS 1** to modify callback telephone number.
2. Enter new telephone number followed by the star (\*) key.

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**TO CHANGE PIN or RE-RECORD NAME**

1. **PRESS 1** to change your PIN.  
**PRESS 2** to change the recording of your name.
- 

**WEB ACCESS INSTRUCTIONS****SIGN IN**

Open your browser and access the Substitute Employee Management System sign-in page (<https://montgomerycountymd.eschoolsolutions.com>). Enter your **Outlook Login Name** as your **user ID** and your **Outlook Password** as your **password**.

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**PASSWORD REMINDER**

If you have forgotten your **Outlook Password**, please go to the [myID \(www.montgomeryschoolsmd.org/departments/myid/\)](http://www.montgomeryschoolsmd.org/departments/myid/) website and follow the directions on the webpage to retrieve or reset your password.

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**WEB BROWSER INFORMATION**

You can click the **help** link to access user guides and how-to videos.

**Important Note: Do NOT use the browser's BACK button to navigate to screens. Navigation buttons are at the bottom of SmartFindExpress screens, such as the return to list and continue buttons.**

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**PROFILE**

Select **Profile Icon (Initials) >Settings>Personal**

**Update Email**— View your MCPS Outlook email address. You cannot update the system email address.

**Change Password (PIN)**—Enter your current **PIN** followed by a new **PIN** twice and click **save**. You can access your profile by clicking on your **initials** (on the right) click on **Settings**, and then click on the **Personal Tab**

**Callback Number**—Update the phone number (on your profile) you want the system to use to call to offer you jobs.

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**MANAGE SCHEDULE**

- **Manage availability**
  - Select **Profile Icon > Settings**
  - Click **Schedule**
  - For each day of the week, click **Edit (pencil)** to define **Available Times** and **Do Not Call Times**
  - Click **All Day, Unavailable, or Custom**
  - If custom, enter **Start Time** and **End Time**. Use HH:MM AM or PM format.
  - Click **Save**

**Classifications and Locations**

- Review classifications and locations that you have chosen for assignments.

**Unavailable Dates Tab**

- **Create Unavailability Schedule**
  - From **Job Search (Date)**. Select **Unavailable**
  - Click **Add Unavailability**
  - Enter the unavailability details.
  - Click **Save**.

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**AVAILABLE JOBS - Job search is your start page in both the web and mobile apps.**

**To view available jobs:**

- You must be available to work all days and times of the job.
- You must have specified that you will work at the location.

**To accept or decline jobs:**

- From the **Available** list, view a summary of all jobs matching your qualifications and preferences.
- To view the job schedule and details, expand the row
- To take the job assignment, click **Accept** OR to hide a job from the list, click **Decline**. Select a **Reason for Declining**, and then click **Confirm**.

**CAUTION:**

If the system determines that a substitute is in the process of accepting a job via telephone, the job will not be assigned. If the job assignment is successful, a job number is provided.

**TIP:**

Occasionally refresh your search results. The list of available jobs can change as other substitutes accept assignments and jobs are added.

**MANAGE ACTIVE JOBS –**

**Review and manage jobs that you have accepted or that have been assigned to you :**

- From **Job Search** select **Active**
- To view the job schedule, details and instructions, expand the row by clicking on the down arrow.

**If you have been canceled from an assignment by someone else, you should acknowledge the cancellation .**

- From **Job Search** select **Canceled**.
- Click a *job flagged as Action Required*
- Click **Acknowledge Cancellation**

**CALENDAR VIEW**

- View jobs available to you and your active jobs in one place. In the web app, click **My Calendar**. Click any job to view its details

**SIGN OUT**

At any time during the session, the **sign out** link can be selected by clicking on your initials to end the session and disconnect from *SmartFindExpress*. Selecting the browser's back button or going to another site on the Internet does **NOT** disconnect the session from *SmartFindExpress*.

To ensure security and privacy of information, use the **sign out** link to disconnect from *SmartFindExpress*, and close the web browser when you finish your session.

# Emergency Preparedness Procedures

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## Guidelines for Lockdown–Evacuate–Shelter

### Lockdown

When there is a threat on school property, but the severity and location is unknown, principals/administrators may elect to activate a schoolwide Lockdown for the safety of all, which will override implementation of Lockdown with Options procedures.

### Persons Authorized to Call a Lockdown

School administrators or their designee will notify students, staff, and visitors via public address (PA) system and two-way portable radios when a Lockdown is in effect. Directions should be given to immediately move to Lockdown mode. Staff should make an announcement and notify 911 and Office of Teaching, Learning, and Schools, School Support and Improvement. (OTLS-SSI).

### Lockdown Alert

- When the administrator/designee announces a Lockdown, scan the immediate area outside the classroom or office for any students and staff. Allow them in the classroom/office, and immediately lock or secure the door if possible.
- Make the room look unoccupied by turning off the lights, closing and/or covering the windows and blinds, and moving away from the line of sight from the doors and windows. Remain silent.
- If staff and students are inside the building but outside a classroom or office when a Lockdown is called, move students to the nearest securable location.
- Staff supervising students outside when a Lockdown alert occurs inside the building should be notified of the Lockdown activation by PA or two-way radio. Staff and students should move to a predetermined safe location identified on the school's emergency plan, away from the building, and maintain communication with the command post.
- Ignore the fire alarm system and class change bells.
- Wait for further instructions.

### Lockdown with Options...

When a school is faced with an active assailant intending to do harm against a school, staff, or students, a *Lockdown with Options* will be initiated.

When a *Lockdown with Options* is announced or initiated based on situational awareness, everyone in the school must decide whether to **AVOID**, **DENY**, or **DEFEND**:

**AVOID**—If safe and practicable to do so, **AVOID** the area by quickly moving/fleeing as far away from the threat as possible.

**DENY**—When you cannot safely **AVOID**, or it is impossible to do so, lock and barricade your room to **DENY** access to an assailant, following Lockdown procedures.

**DEFEND**—as a last resort, act by yourself or with age-appropriate students, to **DEFEND** yourself from the assailant.

### Important Terminology

**Situational Awareness** – taking in the details of your surroundings, so you can adapt and respond to challenging situations in a safe manner, if and when they arise.

**Safe Corner**—areas in classrooms where students and teachers would not be visible from hallways, windows, or door openings.

**High-risk Zone**—refers to areas such as stairwells, hallways, and doorways that are generally narrow, confined areas that offer little or no cover or concealment.

**Protective Assets**—available furniture, such as desks, chairs, file cabinets, and tables, can be placed against a door to block or **DENY** entry to an office or classroom.

### Evacuate

There are two types of evacuations: *fire* and *directed*.

#### Fire Evacuation

- Activate fire evacuation alarm.
- Students/staff/visitors leave the building by the nearest exit.
- Proceed to a point at least 50 feet from the building.
- Perform an accountability of the students/staff/visitors.

#### Directed Evacuation

- Will be used during possible high-level bomb threats, an identified suspicious package, or an inside hazardous material release.
- Notify 911 and OTLS-SSI.
- Determine a plan to direct everyone away from the known danger area.
- Announce via PA and two-way portable radio.
- Students/staff/visitors must evacuate to a point at least 300 feet from the building.

### Shelter

This term is used to alert staff that an emergency exists at or near an MCPS facility. It requires all students to be accounted for and under supervision. Administrators may activate OSET and set up a command post when appropriate. There are three types of shelters: *Public Safety*, *Severe Weather*, and *Outside Hazardous Materials Release*.

### Persons authorized to call a Shelter alert

Administrators or their designee will notify students/staff/visitors via the PA system and two-way portable radios when a Shelter alert is activated. It is recommended that an age-appropriate announcement of a Shelter alert include a brief description of the nature and location of the incident.

### Public Safety Shelter Alert

- When the administrator announces a Public Safety Shelter alert, bring outside students/staff/visitors into the main building; relocatable classrooms are secured but not evacuated.
- Outside doors are locked and kept secured.
- Students should be accounted for in an instructional area.
- Classroom instruction should continue.
- Staff must document attendance and report any discrepancies to an administrator/designee.
- During a Public Safety Shelter alert, classroom lockdown is not required.
- OSET may be activated by an administrator during a Public Safety Shelter alert via a PA announcement and two-way portable radios.
- Depending on the nature of the emergency or potential threat, it may not be appropriate to change classes. In these situations, class bells should be turned off and students and staff should remain in their classrooms until directed otherwise by the administrator/designee.
- Do not ignore the fire alarm system.

### Severe Weather Shelter

A severe thunderstorm or tornado warning is activated for the area near the school.

- Students/staff/visitors must report to the identified weather-safe areas inside the building.
- Relocatable classrooms are to be evacuated to the main building.
- Bring the emergency kit, emergency kit cell phone, and Nextel phone to the identified weather-safe area.
- Ensure that the NOAA weather radio is monitored continually.

### Outside Hazardous Material Release Shelter Alert

This term is used to describe a specific shelter alert due to an outside air contamination emergency at or near the building. This could be the result of a suspected chemical, biological, or radiological incident or a nearby hazardous material spill.

### Outside Hazardous Material Release Alert

When activating an Outside Hazardous Material Release Shelter alert, take the following steps immediately:

- Announce an Outside Hazardous Material Release Shelter alert.
- Bring students/staff/visitors into the main building from outdoor activities.
- Evacuate relocatable classrooms if safe to do so.
- Secure/lock exterior doors and windows.
- Hold students in their current locations inside the building until the best course of action can be determined.
- Turn off electrical power to ensure immediate shutdown of HVAC.
- Ignore fire alarm system only during this Outside Hazardous Material Release Shelter alert.

### Parent/Child Reunification

All schools have plans in place to reunite students with their parents/guardians in the event of an emergency at a school. This process will ensure the safe and orderly reuniting of students and parents/guardians. Schools will ensure that a three-step approach is used:

- Verify the authorization to release the student.
- Locate the student.
- Sign out student and unite student and parent/guardian.

### Firearms

- Avoid attempts to disarm/subdue an armed subject.
- Notify administrator/designee and school-based security of any firearm incidents immediately, and call 911 with details.
- Determine the need to implement either a Lockdown or a Public Safety Shelter alert.
- Abandoned/discarded firearms should be covered by appropriate means and never left unattended.

### Bomb Threat Assessment

- Factors to consider:
  - » Specific details provided by the threat.
  - » Number of prior threats to the school.
  - » Current events surrounding the school.
  - » Demeanor of the threat.
- The administrator will make a decision on evacuation based on an assessment of the situation and input from other school administrators, the Department of Systemwide Safety and Emergency Management, and the police. Any disagreement will be resolved in favor of evacuation. Refer to MCPS Regulation EKC-RA, Bomb Threats/Explosive Devices. Use a Directed Evacuation to evacuate the school.
- Evacuation **is warranted only** if the threat level is high.
- Evacuation **is not warranted** if the threat level is low.
- A Public Safety Shelter alert is recommended and sweep/scan teams should be used during a low-level threat when the building is not evacuated.
- Notify school administration immediately. Report the bomb threat to OTLS- OSSI and contact 911.

### Bomb Threat Sweep/Scan

- In certain circumstances, staff volunteers may be asked to sweep/scan the facility or grounds for suspicious items.
- A sweep/scan should be conducted in teams and only by visual means (eyes and ears only).
- If a suspicious item is discovered during a sweep/scan, evacuate to a 300-foot safe zone and immediately notify administrator.
- If a suspicious item is located, do not use a radio or cell phone in the immediate area; i.e., within 25 feet in all directions.
- No suspicious item should be handled in any manner by school staff. Do not touch it!

## What to do During an Earthquake

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks, and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and, if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

### If Indoors

- **Drop** to the ground; take **Cover** by getting under a sturdy table or other piece of furniture; **Hold On** until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall such as light fixtures or furniture. Use a doorway for shelter only if it is in close proximity to you and you know it is a strongly supported, loadbearing doorway.
- Stay inside until the shaking stops and it is safe to go outside. Most injuries occur when people move to a different location or exit the building.
- Do not use the elevators

### If Outdoors

- Stay there. Move away from building, streetlights, and utility wires.

You can review additional information at the Safety and Security homepage at [www.montgomeryschoolsmd.org/departments/security/](http://www.montgomeryschoolsmd.org/departments/security/).



# MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.\*

It is the policy of the state of Maryland that all public and publicly funded schools and school programs operate in compliance with:

- (1) Title VI of the federal Civil Rights Act of 1964; and
- (2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not
  - (a) discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;
  - (b) refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or
  - (c) discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.\*\*

Please note that contact information and federal, state, or local content requirements may change between editions of this document and shall supersede the statements and references contained in this version. Please see the online version for the most up-to-date information at [www.montgomeryschoolsmd.org/info/nondiscrimination](http://www.montgomeryschoolsmd.org/info/nondiscrimination).

<b>For inquiries or complaints about discrimination against MCPS students***</b>	<b>For inquiries or complaints about discrimination against MCPS staff***</b>
Director of Student Welfare and Compliance Office of District Operations Student Welfare and Compliance 15 West Gude Drive, Suite 200, Rockville, MD 20850 240-740-3215   SWC@mcpsmd.org	Human Resource Compliance Officer Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888   DCI@mcpsmd.org
<b>For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973</b>	<b>For staff requests for accommodations under the Americans with Disabilities Act</b>
Section 504 Coordinator Office of School Support and Well-being Office of Well-being, Learning, and Achievement 850 Hungerford Drive, Room 257, Rockville, MD 20850 240-740-5630   504@mcpsmd.org	ADA Compliance Coordinator Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888   DCI@mcpsmd.org
<b>For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff***</b>	
Title IX Coordinator Office of District Operations Student Welfare and Compliance 15 West Gude Drive, Suite 200, Rockville, MD 20850 240-740-3215   TitleIX@mcpsmd.org	

\*This notification complies with the federal Elementary and Secondary Education Act, as amended.

\*\*This notification complies with the Code of Maryland Regulations Section 13A.01.07.

\*\*\*Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mCCR@maryland.gov; Agency Equity Officer, Office of Equity Assurance and Compliance, Office of the Deputy State Superintendent of Operations, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201-2595, oeac.msde@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.

This document is available, upon request, in languages other than English and in an alternate format under the Americans with Disabilities Act, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) mcpsinterpretingservices@mcpsmd.org, or MCPSInterpretingServices@mcpsmd.org.

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Maryland's Largest School District

## MONTGOMERY COUNTY PUBLIC SCHOOLS

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