



SUBSTITUTE HANDBOOK

August 2020

Table of Contents

Responsibilities of the Principal	1
Administrator Review of Substitute Teacher Assignment	1
Responsibilities of the Classroom Teacher	2
Responsibilities of the Substitute Teacher	3
Code of Ethics and Standard Practices for Texas Educators	4
Job Description for the Substitute Teacher	6
Job Description for the Substitute Aide	7
Classroom Procedures and Routines	8
Substitute Responsibilities for Taking Attendance	9
Classroom Management	10
How to Succeed with a Non-Compliant Student	13
Discipline Statement	14
Substitute Hints and Suggestions	15
Classroom Scenarios-Challenging Situations	17
Evaluation of Substitute Teachers	22
Dismissal of Substitute Teachers	22

Responsibilities of the Campus Substitute Coordinator

1. Instruct the substitute teacher on procedures for signing in and out, give them a badge and take them to the room where they will get their daily substitute folder, which should include:
 - Map
 - Emergency procedures (protect mode, lockdown, hold, shelter, evacuate)
 - “Buddy” teacher or team leader for help
 - How tardies and absences are reported
 - Schedule
 - Seating Chart (if applicable)
 - Teacher Handbook
 - Location of lesson plans, teacher manuals
2. Advise the teacher regarding restrooms, teachers’ lounge, etc.
3. Fill out “Administrative Review” form and retain for future use.

Administrator Review of Substitute Teacher Assignment

The campus should confirm the following:

1. The substitute folder is available.
2. A seating chart has been provided.
3. Students have ample work for the period.
4. The substitute checked roll and turned it in.
5. Students are engaged and working.
6. The substitute teacher is monitoring and assisting students.
7. The substitute teacher is well-groomed.
8. The class is well managed.
9. The substitute teacher is using appropriate communication.

Responsibilities of the Classroom Teacher

1. Provide a daily lesson plan book with the following:
 - Complete, legible lesson plans with instructions indicating the titles of books and pages to be covered
 - Location of materials, supplies and books
 - Any special instructions concerning the manner in which assignments are to be conducted
 - Alternate lesson plans that a substitute could use in an emergency
 - Classroom rules of conduct
 - A daily schedule with names of students who should be in attendance
 - Names of students who have permission to leave class during the day, and the time they should leave and return
 - Names of reliable students who can be of assistance during the day
 - Name and location of neighboring teacher or department chairperson
 - Seating charts, if practical
2. Have a substitute folder available or included with lesson plan book.
 - Map
 - Team leader or “helping teacher” indicated
 - Procedure for fire drill, tornado drill, protect mode, lockdown, hold, shelter, evacuate
 - Names of children with serious medical problems
 - Schedule/bell schedule
 - Teacher handbook
 - How tardies and absences are recorded
 - Seating Chart (if applicable)
 - List specific duties
3. Provide an answer key for student assignment, tests, etc., if applicable
4. Provide additional information or assistance to the substitute by telephone if needed (this especially applies if an emergency occurs and there are no plans for several days)
5. Notify Campus secretary or Frontline coordinator by 2:00 p.m. of intent to return the following day. This practice will enable the substitute to know before the end of the school day whether to return the following day.
6. Instruct the class to instill an atmosphere of goodwill, courtesy, and cooperation toward a substitute teacher.
7. Complete the “Substitute Feedback” form on Frontline to record your impression of the day.

Responsibilities of the Substitute Teacher

1. Substitute teachers should conduct themselves in a professional manner at all times when carrying out their duties.
2. Comments comparing one school with another should not be made.
3. Under no circumstances should a substitute teacher criticize the regular teacher, except to those in authority and only when the best interests of the students are being served.
4. Substitutes should exercise discretion and good judgment in attire. Extremes should be avoided. Dress should be appropriate for the assignment.
5. Substitute teachers are expected to be on duty for 4/8 hours, depending on the assignment. This includes reporting to duty at the specified report time.
6. Substitutes should report directly to the campus office and obtain any instructions, special announcements or other information needed to carry out the day's activities. The substitute ID badge should be worn at all times.
7. Substitutes will be issued a temporary door key access card which must be returned at the end of each day.
8. Substitute teachers will be expected to perform all the duties of the regular teacher unless the campus administrator releases the substitute from a particular responsibility. Check the teacher's master planning book to see if there are any students with special needs or medical conditions of which to be aware. If the planning book is unavailable, check with the office.
9. Substitutes should precisely follow the daily class schedule and lesson plans provided by the regular teacher.
10. Any materials or equipment borrowed should be returned to the proper authority before the substitute leaves campus.
11. Substitute teachers should not leave the campus prior to the end of the school day unless they have cleared that through administration.
12. Substitute teachers should exercise extreme caution and good judgment in verbal and physical relationships with students.
13. Substitute teachers may not take advantage of the position by selling, promoting, or otherwise soliciting goods or services for their personal gain or benefit while on District property.
14. Complete "Teacher Feedback" at the conclusion of each day of the assignment on your Frontline account.

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Purpose and Scope

The Texas Educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

ENFORCABLE STANDARDS

1. Professional Ethical Conduct, Practices and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not knowingly misappropriate, divert, or use monies, personal property, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

4

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct Toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is the parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including but, not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is appropriate include, but are not limited to:

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly or the educator attempted to conceal the communication;
- d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- e. Whether the communication was sexually explicit; and
- f. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.



Friendswood Independent School District

302 Laurel Drive, Friendswood Texas 77546

281-482-1267 www.myfisd.com

Job Title:	Substitute Teacher	Wage/Hour Status:	Non-Exempt
Reports to:	Principal and Teacher(s) Assigned	Pay Grade:	Per Substitute Pay scale
Dept. /School:	Assigned Campus	Duty Days:	As needed

Primary Purpose:

First and foremost, the substitute is responsible for the safety and security of the children under his/her care. Also, he/she is responsible for carrying out the lesson plans of the teacher for whom he/she is substituting and meeting the duties of teaching as outlined in district policies.

Qualifications:

Education/Certification:

- 60 hours or a Bachelor's degree
- Texas Teaching Certificate preferred

Special Knowledge/Skills:

- Fluent in English (written and oral)
- General knowledge of curriculum and instruction
- Ability to instruct student and manage their behavior
- Strong organizational communication and interpersonal skills.

Major Responsibilities and Duties:

1. Arrive promptly at assigned time and location reporting directly to the school office in order to receive necessary directions needed for the day and to sign in. The substitute teacher should report at the report noted in Frontline.
2. At the end of the day, sign out and return the door access card. Substitutes may not leave earlier than assigned.
3. Check the regular teacher's mailbox and bulletin board for notices and communications.
4. Assume all responsibilities and duties assigned to the classroom teacher.
5. Follow, as closely as practical, the lesson plans provided by the teacher and maintain the regular routine of the class.
6. Student attendance at the elementary schools must be recorded by 10:00 a.m. each day. Attendance at the Intermediate, Junior High, and High School should be recorded according to each individual school policy.
7. It is the responsibility of the substitute teacher to be aware of each campus policies and procedures for dealing with discipline problems before administering any consequences. **UNDER NO CIRCUMSTANCES IS CORPORAL PUNISHMENT TO BE ADMINISTERED.**
8. If assistance is needed, notify a neighboring teacher of the principal's office. The neighboring teacher will oversee the class if needed. **AT NO TIME SHOULD A CLASS BE LEFT UNATTENDED.**
9. Inform the school nurse if a student needs attention. Only authorized district employees may administer medication. If a student asks to see the nurse, do not diagnose, send the student to the nurse.
10. All accidents, injuries, or other serious problems shall be reported at the earliest possible time to the building principal and /or the nurse.
11. Leave a summary of work covered in each class and other pertinent information for the regular teacher including discipline problems. Also, attach and notes or communication from parents.
12. Any money turned into the substitute teacher should be recorded for the regular teacher and taken to the principal's office before leaving for the day.
13. Report all suspected abuse to the principal, counselor or nurse.
14. Maintain confidentiality regarding students and staff.
15. Substitutes may not use a cellular telephone when students are in the classroom.
16. In case of an emergency, substitutes are required to stay on campus.
17. Maintain a professional appearance in grooming and attire.
18. Perform other duties as assigned.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors: Maintain emotional control under stress.

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Friendswood Independent School District

302 Laurel Drive, Friendswood Texas 77546

281-482-1267 www.myfisd.com

Job Title:	Substitute Aide	Wage/Hour Status:	Non-Exempt
Reports to:	Principal and Teacher(s) Assigned	Pay Grade:	Per Substitute Scale
Dept. /School:	Assigned Campus	Duty Days:	As needed

Primary Purpose:

Assist teacher in preparation and management of classroom activities and administrative requirements.

Qualifications:

Education/Certification:

- High School diploma or GED

Special Knowledge/Skills:

- Ability to work well with children
- Ability to communicate effectively

Major Responsibilities and Duties:

1. Help teacher maintain safety and security of all children assigned to your class.
2. Help maintain a neat and orderly classroom.
3. Help teacher keep administrative records as needed.
4. Assist the classroom teacher as requested with daily activities, instruction, and other duties as assigned.
5. Conduct instructional exercises assigned by the teacher work with individual student or small groups.
6. Help supervise students throughout the school day, inside and outside the classroom, this includes lunchroom, bus and playground duty.
7. Keep teacher informed of special needs or problems of individual students.
8. Exercise extreme caution and good judgment when interfacing verbally and physically with students.
9. Demonstrate discretion and good judgment in personal grooming attire.

Supervisory Responsibilities:

- None

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors: Maintain emotional control under stress.

Classroom Procedures and Routines

Emergency Procedures: In addition to managing the classroom, there are a few additional procedures to consider as a substitute teacher. Since every building and classroom is different, it is important for you to know how to evacuate the class in the event of a drill or other emergency. Know where the nearest exit is and have a class list available to grab when you evacuate the building. If you hear the fire alarm or a message over the intercom, instruct single file directing them to the exit door. Each teacher should have a substitute folder with emergency procedures.

Handle classroom accidents with common sense. Students who are injured can be taken to the clinic where a school nurse the student to quickly and quietly leave the room in can administer first aid.

DO NOT TOUCH A STUDENT WHO IS BLEEDING, EVEN IF YOU USE GLOVES.

For example: If a student has a bloody nose or cut knee, hand them a box of tissues or paper towel and instruct them to hold it on the wound. Take the student to the office of clinic for further care.

Supervising Students: Never leave your students alone or unsupervised in the classroom. If it is absolutely necessary for you to leave the classroom, notify the teacher next door or across the hall, or notify the front office of the necessity.

Conclusion: Your efforts to be early, organized, and to communicate clearly with a discipline plan in place will be worthwhile. Your goal as a substitute teacher is to provide continuity to the students while the teacher is absent and keeping them safe. Minimizing the time spent on procedural matters such as taking roll, can maximize the time spent on learning.

Remember:

- Require students to pay attention and to stay on task.
- Move about the room continually while students are completing seatwork and during group activities to ensure that all students are participating and completing assignments.
- Provide students with specific feedback regarding their work. Feedback tells them how well they are doing and reinforces the importance of each lesson.
- Allow time to review any independent work completed, checking to see if anyone is having difficulty. Collect all the work at the end of each lesson/period.
- At the end of each day, provide closure for the learning activities by reminding the students to complete necessary homework and hand in work that is due that day.
- Have students clean up their work space and get ready to go home. Leaving the room in neat condition is a must, so allow time at the end of the day for proper closure and cleanup.

SUBSTITUTE RESPONSIBILITIES FOR TAKING STUDENT ATTENDANCE IN THE CLASSROOM

Roles and Responsibilities

For districts to receive the maximum amount of funding for all their students, the following personnel must be aware of their individual responsibilities and must work together to assemble the required documentation at the earliest possible time: Superintendent, Campus Principal, Assistant Principal, Teacher, Substitute Teacher, Truancy Officer, Counselor, and Attendance Clerk(s).

This training addresses information on the roles and responsibilities of district and campus personnel as it relates to the attendance accounting requirements. All personnel should comply with the process for the collection and reporting of student attendance in accordance with Texas Education Association guidelines and local policies published annually.

Substitute Teachers (not designated as long-term substitutes)

Substitute Teachers (that are not authorized long-term substitutes) are not allowed to access the Skyward software system for attendance posting.

- At the High School the procedures will be as follows:
 - 1) In the absence of the regular classroom teacher, the teacher will leave rosters in the sub folder, and substitute will take attendance using the rosters.
 - 2) Attendance will be recorded on the Pink Sheet to reflect the student attendance, signed by the **Substitute Teacher, dated and returned to the campus Attendance Clerk for posting**. Signature stamps and pencil are not acceptable.
 - 3) A pink sheet must be submitted even if all students are present. If a teacher does not leave rosters, the substitute should get rosters from the Attendance office.
 - 4) The campus Attendance Clerk will enter the absences in Skyward upon receipt of the Pink Sheet.

- At the Junior High the procedures will be as follows:
 - 1) In the absence of the regular classroom teacher, the teacher will leave rosters in the sub folder, and substitute will take attendance using the rosters & pink slip.
 - 2) For all periods **except** the funding period, only the pink slip will be submitted to the attendance office. For the funding period, the assigned Substitute Teacher must take a daily attendance on the Attendance Worksheet provided by the Campus Secretary. The Attendance Worksheet should be marked to reflect the student attendance, signed by the **Substitute Teacher, dated and returned to the campus Attendance Clerk for posting**. Signature stamps and pencil are not acceptable.
 - 3) A pink sheet or Attendance Worksheet must be submitted even if all students are present. If a teacher does not leave rosters, the substitute should get rosters from the Campus Secretary.
 - 4) The campus Attendance Clerk will enter the absences in Skyward upon receipt of the Pink Sheet/Attendance Worksheet.

- At the Elementary/Intermediate the procedures will be as follows:
 - 1) In the absence of the regular classroom teacher, the assigned Substitute Teacher must take a daily attendance on the Attendance Worksheet provided by the campus Attendance Clerk.
 - 2) The Attendance Worksheet should be marked to reflect the student attendance, signed by the **Substitute Teacher, dated and returned to the campus Attendance Clerk for posting**. Signature stamps and pencil are not acceptable.
 - 3) The campus Attendance Clerk will enter the absences in Skyward upon receipt of the Attendance Worksheets.

- Any questions the substitute may have, should be addressed by the Attendance Clerk.

CLASSROOM MANAGEMENT

The following are some key principles of successful classroom management. While there is not one true recipe that guarantees a good day, these guiding principles will be beneficial when applied. With experience, you will devise your own strategies for gaining student cooperation.

Getting Started

- Arrive at your assigned school at the specified report time.
- Check in at the office, ask if there are any special instructions, students who may have special needs, or special events for the day.
- Meet the team leader and/or the teacher next door. A “buddy” will prove to be invaluable as the day progresses. Possible questions for your fellow teachers may include:
 - o Do I need to supervise outside at recess or do you share supervision?
 - o How does the lunch procedure work?
 - o Does the teacher I am substituting for have any ongoing programs that I should be aware of? (reading contest, super spellers, etc.)
 - o Does the teacher have an assigned duty I should cover?
- Review the teacher’s plan for the day.
- Find the materials needed for the day including schedules, class rosters, books, worksheets, etc. (Should you have any questions regarding the teacher’s plans or necessary materials, be sure to ask the team leader of the teacher next door.)
- Print your name on the board so students have a visual reference.
- Check to see if classroom rules/expectations are posted. Familiarize yourself with the rules, and reinforce them consistently. (If rules are not posted, have 3-4 rules you expect students to follow. Print rules on the board for student to see.)
- When the bell rings, it is helpful and reassuring to student to be standing at the door greeting them as they enter the classroom.
- Spend the first 5-10 minutes of class reviewing the class rules.
- If you arrive late, which can happen if you are called at the last minute, do the best you can to quickly review the teacher’s plans before the students arrive. Don’t be fumbling through papers while students are entering the class. Look ready for the day to start.
- If you are unable to arrive on time, be sure the school knows you will be late.

Welcome the Students

- Introduce yourself as the teacher.
- Present procedures for the day.
- Establish incentives for the day.
- Take roll.
- Check or make a seating chart.

- Observe the students as they enter the classroom. Most teachers will have a previously established morning routine with their students, and you may see this routine begin as the students start their day.
- The students will probably find their seats and wait for you to give them directions. Occasionally, you may encounter a classroom filled with excitement, energy, and possibly some confusion or chaos. Whatever the situation, it is time for you to get their attention and introduce yourself.
- Do not begin speaking until you have everyone's attention. Introduce yourself as their teacher for the day.
- Say something positive about the class: "When I arrived today, your principal told me that you are a wonderful class and that I should expect a good day."
- Describe your plan and schedule of activities for the day. It does not matter what the plan is, but once you state it, stick with it. Firmness, fairness, and consistency are keys to success.
- Let the students know you are excited about having the opportunity to teach them. You may have the students make nametags so you will be able to call them by name more easily.
- Follow procedures for taking roll and obtaining a lunch count, if necessary.
- It is critical that you always know where the students are and what they are doing. Teachers have classroom passes that students use to leave the room for the office or restroom.
- Students may say, "We don't do it that way." Politely tell them, "Thank you, but for today we will do it this way."
- It is important to continually reinforce the behavior standards for the day. Many teachers will have classroom rules posted. If you are unable to find any, be sure to have your own rules prepared and ready to put into action. A key factor in having students behave in accordance with the rules is to have them prominently displayed. You may want to list the rules on a large poster or chalkboard/whiteboard.
- Classroom rules should be specific and operational so the students can easily understand what they mean.
- Positive reinforcement is another key aspect of achieving appropriate student behavior. You can continually reinforce the students in a positive way each time they follow directions by saying, "Thank you for following my directions the first time they were given," or "Thank you for raising your hand."
- Respectfully correct students who talk without raising their hands. If you let students speak out of turn or answer a question without raising their hands, you are not going to get the type of behavior you want.
- Reinforce the behavior you want and do not condone behaviors that are inappropriate. When you see appropriate behavior, be sure to respond with specific praise by using the student's name. You can also use another reward system that the teacher has established.
- Effective teachers have concise procedures for daily routines. They also have clear, specific rules with consequences that students can understand. Effective teachers continually give genuine, positive reinforcement to students for following the rules. Paying close attention to the steps previously described

will provide both you and the students with a rewarding experience. Remember prevention is vital to your success for the day. Be confident, firm, assertive and positive, eliciting the behaviors you want from the student

HOW TO SUCCEED WITH A NON-COMPLIANT STUDENT

Self-Control:

- You will never be able to control another individual until you are first in control of yourself.
- Before we can ever hope to mean business, we must be in control of the situation rather than the situation being in control of us.

Stay Calm:

- When you are calm, you can bring all of your wisdom, experience, and classroom management skills to bear in solving a problem.

Lower Your Voice:

- Demonstrate that you are in control.
- Choose your words carefully.
- Remember that words can come back to haunt you.

Do:

- Do use the student's name
- Do remove the audience (if possible).
- Do maintain a safe and non-threatening distance from the student.
- Do attempt to distract the student.
- Do minimize the discussion (This is not a teachable moment).

Don't:

- Don't place your hands on the child.
- Don't raise your voice.
- Don't point your finger.
- Don't crowd the student.

Careful Communication:

- Body: Watch your non-verbal language:
 - o Personal space (less chance of accidental contact)
 - o Posture
 - o Eye contact
 - o Facial expression
 - o Gestures
- Mind: Concentrate
 - o Facial expression
 - o Listen for the student's point of view
 - o Limit your conversation and avoid over reacting.
- Mouth: Respond appropriately
 - o Calm voice
 - o Slow cadence

Deflecting the blame: Your responsibility is to follow the school rules. By using the following types of phrases, you are reinforcing the fact that procedures are not arbitrary and are not subject to challenge.

- o "The schedule says..."
- o "According to the clock..."
- o "It's the rules. As a teacher I must follow them. That's my job."

Remember the Objectives:

- Ensure teacher/student safety
- Enhance professionalism
- Decrease parent concerns
- Decrease liability
- Reduce stress level
- Our objective is to make problems smaller, not larger.

DISCIPLINE STATEMENT

Discipline is usually the most difficult aspect of substituting. If the substitute prepares, the potential for discipline problems should be reduced. If students are engaged in meaningful, interesting activities, it will be less likely that misbehavior will occur. The substitute should vary activities and prepare something for those students who finish early.

If problems arise, don't feel like a failure. When a substitute is unable to adequately address a discipline problem, the assistant principal or principal should be contacted immediately.

**Corporal punishment is not to be administered
under any circumstances!**

Substitute Hints and Suggestions

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or materials for the class.
2. When students need to go to the restroom or the library, send only one student at a time. When the first child returns, then send another student.
3. If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call a student by name.
4. If a student doesn't respond when you call him by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong student doesn't get in trouble and written about to the regular teacher.
5. Do not let students start any name calling or being rude to other students. It is much easier to stop a disagreement by talking before it gets to pushing or fighting.
6. Be in the hall between classes. It is a good idea to stand in the doorway so you can watch the hallway traffic and the students coming into the classroom. If the students see a teacher, they are less likely to have difficulties.
7. Try to have the names of one or two trustworthy students who will be able to help out in class.
8. Never let a class out early to lunch or to the next class.
9. Make your rules and expectations very clear at the beginning of the day.
10. Showing respect to the students by the manner in which you communicate to them will provide a model for them to use with each other and with you.
11. Do not discuss the teacher's class with other people, especially out of school. You are a professional and should not discuss individual students or problems.
12. If you need to talk to someone about a problem, talk to the principal.
13. Keep your opinions about students or the teacher's class to yourself.
14. Be neat and professional in your appearance.
15. Follow the lesson plans the teacher has left.

16. Organize the students' work for the day to assist the teacher when she/he returns.
17. Do not grade the students' work unless directed by the teacher.
18. Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful; leave the teacher positive notes about the class and individual students as well as any concerns that occurred.
19. Most students will acquiesce to your leadership, but there will be some who will question your plans or authority. It is better not to argue. Instead say, "I know this may not be the way Mr. Smith does it, but this is the plan for today."
20. If you are not sure how the teacher wants an assignment completed, ask another teacher for assistance. If that is not possible, develop your own plan. If you do change the assignment, leave a note for the regular teacher explaining the task.
21. Be assertive, but not aggressive or punitive, so the students do not feel they can manipulate your decisions and authority. You can use statements such as:
I need you to start reading now.
I want everyone to pass their papers.
22. Do not let the students manipulate you by protesting or saying "We never do that!" You can respond with "I know it can be hard to have a sub, but for today we will do it this way."
23. Walk around the room. Do not sit at the desk, especially during seatwork or when students are taking a test. Students stay on task when you are close by them.
24. If a teacher has classroom sets of books, packets, and/or worksheets that are used by the students, make sure to have all materials returned to their appropriate locations before the entire class can leave. This will help you keep track of a missing book, etc.
25. Choose your words carefully when communicating to students.
26. Do not touch the students. Do not try to stop or re-direct a student with physical contact.

CLASSROOM SCENARIOS – CHALLENGING SITUATIONS

The following are examples of a few situations you might encounter with some suggestions on how to respond in a calm, positive manner in order to gain student compliance.

Situation 1: The Interrupter

When asking a question of the class, a student responds without raising his hand for permission to speak or speaks out of turn when a student response is not called for.

Step 1: Do not respond to the disruptive student. Look positively at those who are raising their hands, calling on one of them saying, “Thank you for raising your hand,” as the student proceeds to answer the question.

Step 2: If the student continues to speak without raising his hand when you ask the next question, continue to reinforce the students who are behaving appropriately and move closer to the student who is not cooperating. Do not acknowledge the student who is speaking out of turn. If you give in and let that student answer, you are actually reinforcing the inappropriate behavior.

Generally, after Step 1 and Step 2, the non-compliant student will cooperate and raise his hand. It is important that you call on him as soon as he raises his hand, reinforcing him verbally for the appropriate behavior.

Situation 2: Refusal To Do Work

After giving an assignment, a student refuses to do his work. When you encourage him to complete the assignment, he makes a statement such as, “You can’t make me.”

Strategy: Agree and disarm. Disarm the student by agreeing that he is correct and then restate your expectations and consequences if they are not met. Example: “You’re right. I can’t make you complete this assignment, but I can expect you to have it completed before recess. If it is not finished by then, you will stay in and work on it. I also expect you to remain quiet and not disrupt the other students who are correctly choosing to complete the assignment at this time.”

Note: Many times refusal to do work is an indication that the student doesn’t know how to complete the assignment. If you suspect this may be the case, you may need to re-teach the concept before expecting them to complete the work.

Situation 3: Not Following Instructions

You have instructed the class to get their math books and open to page 24. Two students are talking and laughing, not following your directions.

Strategy: Reinforce the behaviors that you expect. Repeat the instructions focusing on the students who are following your directions. “Thank you for following the directions, Andy.” Or, “I appreciate John, Mary, and Joe for following my directions so quickly.”

Strategy: It is a good idea to use proximity. In other words, “move toward the problem” while you are talking. Move closely to the non-compliant student(s) while repeating the instructions for the whole class. Your change in proximity to the non-compliant student(s) will generally elicit compliance. You may also need to ask the non-compliant student(s) if they heard and understood your directions.

Situation 4: The Class That Won't Be Quiet

After being given a “no talking” assignment, class members are talking to one another and won't be quiet.

Strategy: Reevaluate the situation. Step back and take a look at why the students are talking. Perhaps they do not understand the assignment and are trying to figure it out together. Maybe something has happened at lunch that needs to be dealt with. If you find this is the case, you may need to deal with the disruptive event, re-teach the objective, or perhaps even restructure the assignment to be completed as a class or in groups.

Strategy: Restate the expected behavior and consequences. You may not have been clear in communicating your behavior expectations for the activity. It may be necessary to gain the attention of the entire class and restate these expectations.

Example: “Many of you are not behaving appropriately during this assignment. Let me explain exactly what I expect. I expect feet on the floor, students facing forward, and absolutely no talking. If you have questions, please raise your hand and I will come to your desk. Students who do not follow these instructions will be assigned the consequences outlined in the classroom rules.” Having restated your expectations, it is often helpful to then call on students and have them restate the expectations and consequences. If you have a motivator such as drawing or reading time for those students who follow the instructions, remind the class of the motivator. In addition, you may wish to develop a noise level chart so students can see how they are doing.

Situation 5: Transitions

You find that it is taking more than one or two minutes to make the transition from one activity to the next.

Strategy: Make it a step-by-step process. Students often waste a lot of time going from one activity to another. This is often because instructions that seem simple such as, “Get ready for math,” are in reality quite ambiguous. Students need to know five specific things to make a transition from one activity to the next.

1. What to do about the activity they are currently engaged in.
2. What to do with the materials they are using.
3. What new materials they will need.
4. What to do with these new materials.
5. How much time they will have to make the transition.

Example: “Please stop reading and put your reading book away. Get out your math book and paper. Open the book to page 112. You have one minute to do this. Please begin.”

Situation 6: Assemblies

The principal informs you when you arrive at the school that there will be an assembly that day.

Strategy: Have a plan. This seemingly pleasant break in the school day can turn into a nightmare for a substitute teacher who does not have a plan for managing the students during this activity. The following are some suggestions to help you survive the event:

1. Find out the time, location, and whether students need to bring anything from the classroom.
2. Talk to permanent teachers. Some schools may have specific procedures for going to and returning from an assembly, as well as assigned seating for each class.
3. If such procedures exist, familiarize yourself with them and do your best to follow them.
4. If there are no established procedures, devise your own (i.e., walk in a single file line down the hall to the assembly, sit together as a class, return in a single file line, etc.)
5. Determine the specific behaviors you expect during the assembly with consequences and rewards dependent on how these expectations are met. Beware of punishing the whole class for the misdeeds of a few. This can create a hostile environment with the students acting out against each other as well as you.
6. Teach or review with the students the procedures, expected behavior, and consequences or rewards associated with the activity.

Situation 7: Refocusing The Class

The class is not paying attention or resuming their studies after an assembly, fire drill, or other disruptive event.

Strategy: Incorporate and redirect. A common experience is a great foundation for a learning activity. Regardless of how unwelcome the disruption may have been; it is an experience the entire class is familiar with. Use the experience as the basis for the next lesson.

Strategy: Captivate and redirect. Sometimes the best way to deal with a disruption is to minimize the event by capturing and redirecting their attention. For example, after an exciting assembly, complete a fun activity that requires them to do something. Involving students in a fun learning activity will help them settle back down to the routine of the day.

Situation 8: Getting Their Attention

If the class is in the middle or just finishing an activity, you need to get their attention to either give further instructions or close the activity.

Strategy: Lights out. If you want the attention of the entire class in a hurry, simply walk to the light switch and flip the lights off and then on again.

Be prepared to begin speaking at the moment of silence when you have everyone's undivided attention. If you wait too long to start talking, the class will begin discussing the lights going out, and the event itself will become a real distraction.

Strategy: Whisper. Your first instinct in this situation may be to raise your voice above the noise level of the room and demand attention. This however can incur some unwelcome side effects. Hearing you speak loudly, the students will assume that it is acceptable for them to raise their voices as well. A better strategy is to do the opposite of your instincts. Move to the front of the room and begin talking and giving instructions very quietly. As students hear you, they will become quiet and focus their attention on understanding what you are saying. The quieter the room becomes, the quieter your voice should become. Soon, students who are still talking and interacting will instinctively become silent also. When you have the attention of the entire class, you can then give the instructions they need to hear with regard to what they are working on.

Example (to be spoken in a very quiet voice): "If you can hear what I am saying, please put your pencil down and turn around to face the front of the room. Place your hands on your desk and look to see if the person sitting next to you is listening and doing the same. Now use your finger to trace your name on top of your desk." Continue with these simple silent activities until you have the attention of the entire class.

Situation 9: Wrong Names/ Wrong Seats

You are using a seating chart to call on students by name. You notice that several students are not responding to their name, and you suspect they have switched seats.

Strategy: State the facts. Make a statement to the effect that it is better for everyone involved if you know the students' correct names. This information would be vital in the case of an emergency and will also help to ensure that the wrong student doesn't get in trouble when you write your report to the permanent teacher at the end of the day.

Situation 10: The "You vs. Them" Class

You get the feeling that the whole class, or at least several of the students, have banded together to make the day as difficult as possible for you, the substitute teacher.

Strategy: Work together. Most "You against Them" scenarios turn out to be a lose-lose situation for everyone involved. Take the initiative early in the day to do a teacher and student interactive activity. Interact with the students. Let them see that you have a sense of humor. Chances are that once you break the ice the rest of the day will go much more smoothly. Making the classroom a battleground for control will usually make things worse.

Situation 11: Inappropriate Language/Derogatory Remarks

A student uses profanity or makes a derogatory remark about you, another student, or the permanent teacher

Strategy: Keep your cool. Concentrate on dealing professionally with the behavior and not letting your feelings towards the students cause you to behave inappropriately. If the behavior continues, consult the “Student Code of Conduct.”

Strategy: Remove and reprimand. In some situations, it is best to remove the student from the classroom before dealing with the behavior. Calmly ask the class to resume their work and go into the hall with the student. Stay calm and in control of the situation. State the rule that was broken or explain that his behavior was unacceptable in your classroom. State the consequences and go on to explain the consequence if the rule is broken a second time. Express your confidence in the student’s ability to behave appropriately, then both of you return to the classroom.

Situation 12: A Fight

Do not physically intervene. You are supervising students at recess when you see two students yelling at each other, poised for a fistfight. Teachers understand the difficulty of substitute teaching and will be ready to assist you in extreme circumstances. Respond quickly and decisively, not hesitating to get help from another teacher on the playground with you, if needed.

Strategy: Act quickly and decisively. Verbal jousting can be extinguished by a firm command from you as you move toward the problem saying, “I need both of you to take quiet seats,” or “Stop this right now and take a quiet seat against the wall.” Your voice and the authority it represents conveys your message.

Strategy: Be firm but not demeaning. If students are engaged physically, you must quickly and with authority tell them to step back away from each other. Placing yourself between the students stops the engagement but may be dangerous for you. Do not get angry, excited, or show much emotion; this will compound the situation. By giving firm and positive directions consistently, the students will respond and comply as requested.

Situation 13: Threats

A student threatens you or another student. Threats are a very challenging scenario, and the best strategy and response will vary with each situation. The most important thing you, as the teacher, must do is stay calm and emotionally detached so you can realistically evaluate and professionally deal with the situation. Refer to the “Student Code of Conduct.”

Strategy: Get help. If you feel that you or any of the students are in danger of physical harm, stay calm and press the intercom button. After help has arrived and the situation is under control, document the occurrence. Record what happened prior to the threat, what you said and did, what the student said and did, as well as the involvement or actions of anyone else in the situation.

Evaluation of Substitute Teachers

The District must constantly be aware of the quality of the substitute teachers it employs. Substitute teachers are informally evaluated at the conclusion of each assignment by the classroom teacher, the building principal and/or designee.

Evaluations are important for reference purposes when considering the substitute teacher for continued work including a long-term assignment and/or full time employment.

Dismissal of Substitute Teachers

A substitute teacher is employed on an At-Will basis and as such can be discharged at any time for any reason except for legally impermissible reasons. In addition, the substitute may be dismissed immediately for the following reasons:

1. Failure to comply with district policies, guidelines, and practices including official directives from a supervisor, whether written or oral.
2. Neglect of duties. An example includes leaving a substitute assignment without prior approval from the campus administration.
3. Inability to perform instructional responsibilities or other assigned duties.
4. Ineffective classroom management.
5. Improper conduct with a student or employee. Examples include striking a student, using improper language, or engaging in improper contact or conduct.
6. Conviction of a felony or other crimes involving moral turpitude. Examples include theft, swindling, forgery, indecency with a minor.
7. Falsification of records or other documents related to the District's activities.
8. Misrepresentation of facts to the Superintendent or other District officials in the conduct of District business.
9. Excessive cancelling of assignments without proper notice; 24 hours.
10. Substitutes may be dismissed from a daily assignment if they do not have their ID badge.

Substitute Dismissal Procedures

If a principal or teacher has a complaint about a substitute teacher, the principal should talk with the substitute about it and then submit a report of the incident to the Human Resources Department. If the complaint necessitates, the Director of HR will contact the substitute to discuss the incident and/or complaint. A substitute will be dismissed if he/she is involved in any one of the reasons stated above under "Dismissal of Substitute Teachers," any circumstance that places a student in danger, or if after meeting with the Director of HR, the District continues to receive complaints regarding the substitute.

If two or more principals register complaints with the Human Resources Department and exclude the substitute from work on his/her campus, that substitute will be removed from the list of approved substitutes for the District.

