



SUBSTITUTE HANDBOOK

August 2023

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WELCOME

Friendswood Independent School District welcomes you to our family. We have made every effort to staff our classrooms with professionals and paraprofessionals who are qualified and dedicated to our district. It is reassuring to know that when a staff member is absent, there will be an equally qualified and dedicated substitute fulfilling that day.

With the support of the district staff, campus principals, and classroom teachers, we are confident that we will help you meet any assignment with confidence.

Please read and be aware of the policies in this handbook and feel free to reach out if you have any questions.

“There is no substitute for a great substitute”, Paul Tucker.

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.

ABSENCE MANAGEMENT (FRONTLINE)

Friendswood ISD uses an automated absence management system called Frontline for locating a substitute when staff members are absent. A substitute can accept assignments by utilizing the online application, phone application or by automated calls.

As well as search for and accept available jobs on Frontline, you can also change personal settings, update your calendar to personalize your availability and change your automated call times. Should you experience any difficulty using the system, please contact the Substitute office at 281) 482-0111 or email Hope Coburn at hcoburn@fisdk12.net.

Accepting and canceling jobs on Frontline. Once you accept a job it will show up in your calendar in Frontline. If after accepting a job, you must cancel a job, you should do so at the earliest possible opportunity. You can not cancel a job on Frontline. You must contact the campus coordinator and also the Substitute Coordinator at the administration office. Failure to do could result in possible exclusion from that campus in the future. Repeated failures to cancel in a timely manner could result in being restricted from working anywhere in the district.

PUNCTUALITY

Substitutes, Interns and Student teachers are expected to be on duty the same length of time as the regular classroom teacher or staff member. This includes reporting to duty AT LEAST 30 minutes before the start of school to allow enough time to sign-in, locate lesson plans and prepare the room for instructional materials in order to prepare for a successful day of substituting,

REPORTING FOR DUTY

Substitutes, Interns and Student Teachers must always wear their photo I.D. Badge and must report to the school office before assuming their duties on campus. This ensures you are aware of daily campus schedules, obtain building access and emergency keys and checking the mailbox for notices that may need to be sent home with students.

Review the teacher's lesson plans, teaching material, building routines, drills and any last minute information that is required that day. Consult the office or a buddy teacher if there are questions about the day's activities or if the substitute folder is unavailable. Feel free to also ask any questions about lesson plans.

LEAVING THE CAMPUS

The care and supervision of the students assigned to the substitute should be of most importance. The substitute should not leave the campus unless authorized to do so by a campus administrator. At the end of the day, substitute teachers must check out with the office prior to leaving campus.

OTHER DUTIES AS ASSIGNED

A substitute may be direct to teach in a classroom other than the one they agreed to teach when they accepted the assignment. The substitute is asked to demonstrate flexibility and cooperation with these situations arise in order to meet the instruction need of students. A conference period may or may not be extended to a substitute.

AT THE END OF THE DAY

When students have been dismissed for the day or placed safely on the correct school bus, the substitute may be asked to perform end of day duties. The substitute will be given these duties, if applicable, by the office. Please be sure and check out with the office after you shift is completed and turn in any door access or any other materials you were assigned that day.

SPECIAL NOTES REGARDING PAY

Your first check will be a paper check mailed to you. Please make sure your address is always up to date in our system. Your second check will be deposited electronically and you will be able to access your pay information online through Skyward Finance.

Pay schedule: Days worked the 1st through the 15th of the month are paid on the 5th of the following month. Days worked 16th through the 31st of the month are paid on the 20th of the following month.

457 (b) FICA Alternative Plan and Trust

The Omnibus Budget Reconciliation Act of 1990 (OBRA 90) mandates that employees of public agencies, including school districts who are not members of the employer's existing retirement system as of January 1, 1992 be covered und Social Security or a qualifying alternative plan. The ESC Region 10 457 (b) FICA Alternative Plan satisfies federal requirements and provides substantial cost savings compared to Social Security.

Contributions: The equivalent of 7/5% "pre-tax".

Distributions: The employee or their beneficiary will receive the FICA Alternative Plan account balance when an employee becomes eligible for a distribution for any of the following reasons:

- Retirement
- Permanent and Total Disability
- Termination of Employment Death
- Changed employment status to a position covered by another retirement system (e.g., IRS)
- If there have been no contributions to the account for two (2) years and the account balance is less than \$5,000, the employee may be able to request a distribution.

When the employee begins to receive benefits, the funds received become taxable income. If the taxable portion of the account balance exceeds \$200, the employee can avoid immediate taxation by directing the account balance to a Traditional IRA.

TO REMAIN ACTIVE AS A SUBSTITUTE

To remain active as a substitute you must substitute at least once each semester. In you have not substituted at least once each semester, you could be removed from the active substitute roster and you would have to re-apply. Should you want to voluntarily resign and have your name removed from the substitute list, please submit the request in writing by email to Hope Coburn at hcoburn@fisd12.net. You will also need to turn in your ID badge.

Letters of Reasonable Assurance (LORA) will be sent to all substitutes advising them that they have a reasonable assurance of employment at the start of the next school year provided you performed satisfactory during the school year. This LORA will need to be signed and returned along with your declination of insurance form in order to continue to substitute. If you do not turn these forms back in, your account will be put on hold until you do. Failure to turn them in could result in being removed from the active substitute list and employment for the district.

Each year, if applicable, you must attend one of the safety meetings that all employees must complete. Information will be sent to you during the summer listing the dates and times of training sites. This is mandatory and if you do not attend your account will be put on hold until you do attend a training.

ADMINISTERING MEDICATION TO STUDENTS

Substitutes are not allowed to administer medication to students. Please send the student to the campus nurse if a student needs to take medication. Contact the school nurse if you have any questions.

EMPLOYEE ARRESTS AND CONVICTIONS

An employee must report the arrest to the HR Substitute Coordinator within three calendar days of the arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, or any of the other offenses listed below:

- Crimes involving school property or funds
 - Crimes that occur wholly or in part on school property or at school-sponsored activity
 - Crimes involving moral turpitude
- Moral turpitude includes, but is not limited to, the following
- o Dishonesty
 - o Fraud
 - o Deceit
 - o Theft
 - o Misrepresentation
 - o Drug or alcohol-related offenses, including driving while intoxicated (DWI) or driving under the influence (DUI) of drugs or alcohol.
 - o Acts constituting abuse or neglect under the Texas Family Code or SBEC rules.

ALCOHOL AND DRUG TESTING

Friendswood ISD is committed to maintaining an alcohol and drug free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property.

Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The District's policy regarding employee drug use follows: Employees shall not unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any of the following substances during working hours, while at school or at school-related activities during or outside of usual working hours: 1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate. 2. Alcohol or any alcoholic beverage. 3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation. 4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

TOBACO PRODUCTS AND E-CIGARETTE USE

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

POSSESSION OF FIREARMS AND WEAPONS

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm is not loaded and is properly stored and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the District's weapons policy should report it to the campus administration or call JT Patton, Executive Director of Safety and Operations, immediately.

VISITORS IN THE WORKPLACE

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

DRESS AND GROOMING

Substitutes shall dress and be groomed in a clean and neat manner appropriate for their assignments, and in accordance with any additional standards established by the district. Unacceptable clothing includes shorts, flip-flops, halter tops, backless dresses, and spaghetti straps.

Substitutes who accept a coaching assignment may wear athlete apparel in their respective assignment if necessary. Athlete wear must follow the district approved clothing definition.

1. 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.

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.

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 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.



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. FUSD has emergency policies in place that were discussed during your orientation. If you have any questions, contact your substitute coordinator on each campus. 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. Send 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.

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.

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.

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. Never let a class out early to lunch or to the next class.
8. Make your rules and expectations very clear at the beginning of the day.
9. 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.
10. Do not discuss the teacher's class with other people, especially out of school. DO NOT discuss individual students or problems.
11. If you need to talk to someone about a problem, talk to the principal, teacher or office.
12. Follow the lesson plans the teacher has left.

13. Organize the students' work for the day to assist the teacher when she/he returns.
14. Do not grade the students' work unless directed by the teacher.
15. 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.
16. Most students will question 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."
17. 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.
18. 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 up their papers.
19. 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."
20. 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.
21. 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.
22. Do not touch the students. Do not try to stop or re-direct a student with physical contact.

457(b) FICA Alternative Plan and Trust

The Omnibus Budget Reconciliation Act of 1990 (OBRA 90) mandates that employees of public agencies, including school districts, which are not members of the employer's existing retirement system as of January 1, 1992, be covered under Social Security or an alternate qualifying plan. *The ESC Region 10 457(b) FICA Alternative Plan* satisfies federal requirements and provides substantial cost savings compared to Social Security.

1. **Eligibility:** An employee can participate in the FICA Alternative Plan if they meet one of the eligibility requirements listed below.

- Part-time (20 hours or less per week)
- Seasonal (five months or less per year)

2. **Contributions:** Social Security requires that 12.4% of an employee's salary be contributed each month (6.2% employee, 6.2% employer). However, the FICA Alternative Plan requires only a 7.5% contribution split between the employee and the employer to a retirement account. The employer determines the contribution split. The deferrals are made on a "pre-tax" basis, unlike Social Security, which are made on an "after-tax" basis.

3. **Investments:** The portfolio selection is designated by the employer.

The options are as follows:

- **FICA Diversified Portfolio**—The Diversified Portfolio is directly overseen by the Region 10 RAMS Investment Advisory Committee. The portfolio is comprised of a broad range of equity and bond mutual funds, as well as individual bonds typically held to maturity and are periodically changed to adapt to changing market conditions.
 - **FICA Government Income Portfolio**—All investment instruments issued by and/or backed by the U.S. Government.
5. Distributions: The employee or their beneficiary will receive the FICA Alternative Plan account balance when an employee becomes eligible for distribution for any of the following reasons:

- ü Retirement
- ü Permanent and Total Disability
- ü Termination of Employment
- ü Death

ü Changed employment status to a position covered by another retirement system (e.g., TRS): *If there have been no contributions to the account for two (2) years and the account balance is less than \$5,000, the employee may be able to request a distribution.*

4. **Taxation:** When the employee receives benefits, the funds received become taxable income. If the taxable portion of the account balance exceeds \$200, the employee can avoid immediate taxation by directing the account balance to:

- A traditional IRA
 - An eligible employer plan that accepts the rollover (i.e., IRS, 403(b), 457, etc.)

5. **Designating a Beneficiary:** If the employee dies while a participant in the funds, the account balance will be distributed to the employee's beneficiary. If the employee is unmarried at the time of death, the account balance will be paid to the employee's estate unless another beneficiary has been designated. If the employee is married at the time of death, the spouse is automatically the beneficiary. If the employee wishes to designate someone other than the spouse as a beneficiary, the employee must do so in writing, and the spouse must sign a spousal consent form.

6. **Company Offering Services:** The company chosen to provide the 457(b) FICA Alternative Plan is TCG Services, a company with many years of proven expertise in administering retirement plans to public sector employees.

7. **Protection from Liability.** As a 457(b) plan sponsor, the District is responsible for the types of investments offered to participants. Most 457(b) plans do not protect the District from fiduciary liability. The ESC Region 10 457(b) FICA Alternative Retirement Plan offers fiduciary protection for the District through an Investment Advisory Agreement with TCG Investment Advisory Services LP.

8. **Fees:** TCG receives 1.00% of the plan assets as its administrative fee. TCG Advisors receives .40% of assets as the investment advisory fee. Region 10

receives \$.10 per participant per month (customarily deducted from participant accounts) as its fee for running the RAMS program. Individual investments have fees that vary by type of investment. The investment fees are shown on the Region 10 RAMS website at www.region10rams.org.