NEW CANEY ISD

Substitute Handbook

2025-2026

NEW CANEY INDEPENDENT SCHOOL DISTRICT

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GENERAL INFORMATION

PURPOSE OF THE SUBSTITUTE HANDBOOK

The purpose of this handbook is to provide you with information that will clarify policies and procedures while enabling you to be more comfortable and effective in the classroom. All substitutes are expected to read and abide by the NCISD Substitute Handbook, and the NCISD Employee Handbook. The employee handbook can be found on the NCISD website NewCaneyISD.org under Human Resources. If you have any questions regarding handbook content, please contact Nicole Land at Human Resources.

It is our belief that you represent a dedicated core of substitute teachers/aides whose desire is to provide students with a quality educational experience. Please do not hesitate to contact either the building administration or Human Resources if you have any concerns regarding your role as a substitute in our district.

DISCLAIMER STATEMENT

In the event that any of the following policy statements summarized in this handbook should conflict with District policy, the official New Caney ISD policy manual, adopted by the Board of Trustees, remains the authoritative reference. Any policy change(s) adopted during the life of this handbook will take precedence over any conflicting statement(s) in this handbook.

EQUAL EMPLOYMENT OPPORTUNITY

New Caney ISD does not discriminate against any employee or applicant for employment because of race, color, religion, gender, national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made based on each applicant's job qualifications, experience, and abilities. The District is committed to taking all other actions that are necessary to ensure equal opportunity for persons with disabilities in accordance with the ADA and any other applicable federal,state, and local laws.

Employees with questions or concerns about discrimination based on sex, including sexual harassment,should contact the Superintendent or Christie Gates, the district's Title IX coordinator. Employees with questions or concerns about discrimination on the basis of disability should contact Christie Gates, the District ADA/Section 504 Coordinator. Questions or concerns relating to discrimination on the basis of any other reason, including race, color, religion, national origin, age, or military status, should be directed to the Superintendent.

CRIMINAL HISTORY BACKGROUND CHECKS

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the District and State Board of Educator Certification (SBEC) with access to an employee's current national criminal history and updates to the employee's subsequent criminal history. Criminal history information is privileged and confidential. The District does not release the computerized criminal history record to applicants or employees.

SUBSTITUTE COMPENSATION

Transcripts and/or certifications must be on file in our office in order for the substitute to be compensated at the corresponding rate. Any pay increases will be effective the day the transcript and/or certificate is received by Human Resources and will not be retroactive for any prior days worked. Compensation is based on credentials and assignment rate.

In the case, where the substitute is not going to be used because of a district scheduling error, and is released from duty, they will be paid ½ the substitute daily rate for the original assignment for that day. The substitute coordinator should try and place the substitute in another vacancy if possible.

Substitutes who do not have 30 or more college hours ***should not accept*** substitute assignments for teaching positions.

SUBSTITUTE COMPENSATION

POSITION	RATE	**LONG-TERM RATE	*SHORTAGE DAYS
Classroom Teacher (Regular)	**$100.00 per day**	**$110.00 per day**	**$110.00 per day**
Requirements	*Minimum 30 college credit hours, preferred*		
Classroom Teacher (Degreed)	**$110.00 per day**	**$135.00 per day**	**$120.00 per day**
Requirements	*Must hold bachelor's degree*		
Classroom Teacher (Certified)	**$125.00 per day**	**$150.00 per day**	**$135.00 per day**
Requirements	*Must hold valid Texas Teaching Certificate*		
Classroom Teacher (NCISD Retired)	**$145.00 per day**	**$170.00 per day**	**$155.00 per day**
Requirements	*Must be a retired certified teacher from New Caney ISD*		
Support Staff Substitute	**$70.00 per day**	**$80.00 per day**	
Requirements	*High School Diploma/GED Required*		
Special Education Aide	**$80.00 per day**	**$90.00 per day**	
Requirements	*High School Diploma/GED Required*		
Substitute Nurse	**$145.00 per day**		
Requirements	*Certified Registered Nurse (RN) or Certified Licensed Vocational Nurse (LVN)*		
Substitute Bus Driver	**$90.00 per day**		
Requirements	*Transportation approval required*		
Administrator	**$325.00 per day**		
Requirements	*Superintendent approval required*		
Assistant Principal	**$275.00 per day**		
Requirements	*Superintendent approval required*		
Professional	**$250.00 per day**		
Requirements	*Superintendent approval required*		

*Shortage days are defined as days having a low substitute fill-rate. Shortage days are Thursday and Fridays.

**Long term assignments are defined as an assignment which is anticipated to last at least 15 consecutive days for the same employee or in the same vacant position. The extended position pay begins once the long-term assignment has been approved by Human Resources.

Transcripts and/or certifications must be on file in our office for the substitute to be compensated at the corresponding rate. Any pay increases will be effective the day the transcript and/or certificate is received by Human Resources and will not be retroactive for any prior days worked. Compensation is based on credentials and assignment rate.

RETIREMENT SAVINGS PLANS

As a Substitute Teacher/Aide for New Caney ISD, you are entitled to make contributions to 403b & 457 Plans if you desire to do so. NCISD utilizes a Third-Party Administrator who handles these plans for New Caney ISD. You can obtain more information regarding 403 b & 457 plans at www.tcgservices.com if you would like to initiate payroll deductions for contributions to one of these plans.

EMPLOYMENT AFTER RETIREMENT

Policy DC

Individuals receiving retirement benefits from the Texas Retirement System (TRS) may be employed under certain circumstances on a full or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication Employment after Retirement. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov.)

If the District incurs expenses over and above those associated with hiring a non-retiree in a similar position with similar years of experience, the District may reduce the employee's pay to offset these expenses provided that the employee's pay does not fall below the state minimum.

A substitute for TRS purposes is a person who serves on a temporary basis in the place of a current employee. Beginning Sept. 1, 2016, you may also serve in a position that is vacant, provided you do not work more than 20 days in that vacant position and the position is not vacant because you retired from it.

If a vacancy is posted in AESOP as an available assignment it will be posted as VACANCY so that as a retiree, you are able to track your days of service in that vacancy. If a campus requests yourservices in a LONG-TERM assignment and you are a retiree, you should always ask if the long term is a vacancy BEFORE accepting the long term.

The District cannot assure full retirement benefits for any employee working for the District after retirement. Employees should rely on advice and information from TRS regarding their eligibility for retirement benefits. Personnel who separate from employment (including retirees) with NCISD will forfeit eligibility for longevity pay. Policy DEC (LOCAL)

SECURITY

Policy CLA (LEGAL)

Procedures have been implemented to ensure the safety and welfare of students, employees, and school property. The Board Members shall ensure the security of all students, employees, and property owned by the District.

To ensure the safety and welfare of students and employees, the following safety plan will be required across the district:

- Exterior doors will be locked. Exterior doors are never to be propped open or left ajar. Classroom doors will be locked when closed or open.

- Employee ID badges are worn and visible
- Supervision and monitoring in assigned locations is required at all times. Employees are responsible for securing all campus and district facilities.

Employees are expected to adhere to all campus/district facilities security and safety plans.

Disciplinary action may be taken against employees who fail to meet or maintain district expectations and/or policy regarding security and student safety.

Any breach of campus or district facilities (Allowing, assisting, promoting, or in any way or manner facilitating unauthorized entry) will result in appropriate disciplinary action by the supervisor.

EMPLOYEE ACCESS CENTER (Payroll Information)

Substitutes should keep a record of their time worked in order to verify the amount they should be paid each pay period. Since New Caney ISD no longer generates paper checks or check stubs, paycheck information is available through the Employee Access Center. If an employee feels there is a discrepancy with their pay, they should contact the payroll Department.

Logging Into Employee Access Center

New Caney ISD website www.newcaneyisd.org

- Departments
- Human Resources
- Substitute Information
- Employee Access

Your user-name and password will be the same as your district Gmail without the domain. (Example: sub-jdoe not sub-jdoe@ncisdsub.org)

Logging into Absence Management

New Caney ISD website www.newcaneyisd.org

- Departments
- Human Resources
- Substitute Information
- AESOP
- Username-the one you created
- Password: The one that you created.

EXPIRATION OF SUBSTITUTE EMPLOYMENT

The offer of employment as a substitute shall expire unless the substitute signs and returns a Letter of Reasonable Assurance to Human Resources, each year, by the designated deadline. If the substitute fails to return the Letter of Reasonable Assurance by the designated deadline, the substitute shall be deemed to have resigned from their part-time, at-will employment with the District.

SUBSTITUTE EMPLOYMENT POLICIES

NCISD reasonably expects substitutes to work at least 10 hours per week; however, the district does not guarantee that you will receive 10 hours every week.

NCISD substitutes are expected to work at least 10 days per semester. Substitutes that do not work 10 days per semester, and do not contact Human Resources requesting temporary removal as a substitute, will be considered inactive and voluntarily resigned out in the employee system. The inactive substitute's name may be placed on the next board motion and then deleted as a substitute for New Caney ISD. Once the substitute has been deleted through board motion, if they desire to be reinstated, they must reapply for employment; however, they will not be considered for rehire until the following school year. In the instance where a substitute does not contact Human Resources before a long-term absence but does contact HR before they are deleted through board motion, they will remain inactive and unable to work until the following semester begins.

NOTIFYING THE HUMAN RESOURCE OFFICE OF CHANGES

All substitutes should notify the Human Resource office of any change in name, address or telephone number, obtaining teacher certification, obtaining college degree (or additional hours) or request for removal as a substitute (permanently or temporarily) by calling Kristian Vitales at 281-577-8600, ext. 2106, or e-mail your information to kvitales@newcaneyisd.org.

Notice to substitute: The substitute agrees to keep a current address on file with the District's Human Resource office. The substitute agrees that the District may meet any legal obligation it has to give the substitute written notice regarding the substitute's employment by hand-delivering the notice to the substitute or by sending the notice by certified mail, regular mail, and/or express delivery service to the substitute's address of record.

RELEASE FROM ASSIGNMENT

When a substitute is on duty, he/she should continue in the assignment until officially released by the principal or designated representative. Before leaving school, the substitute teacher should report to the principal's office for further instruction or to see if he/she is needed the next day.

CHANGE OF ASSIGNMENT

Please be aware that campus and district administration have the right to change your assignment from the one you selected or accepted in Absence Management.

RESPONSIBILITIES

LEGAL RESPONSIBILITIES OF SUBSTITUTE TEACHERS

Theory of Common Law: Courts have held that schools have a special relationship with students and have a legal duty to protect students from foreseeable harm. The basic theory underlying the theory of common law is negligence.

Loco Parentis: While under the supervision of school personnel,staff members serve in loco parentis (in place of parents).

Theory of Reasonableness: Courts will attempt to determine if school personnel acted as a Reasonable and

prudent adult would normally act under the same given circumstance if a student is injured.

Degree of ForeseeableHarm: Courts will seek to determine if an injury to a student could have been anticipated and prevented. The degree of foreseeable harm often determines the extent in which teachers, administrators, and school districts are held liable for injuries to students.

Student Supervision Requirements: Certified staff must maintain visual contact and assume the primary responsibility for supervision of students. Under no circumstances should a substitute take a book to read while on duty. Students need your full-time supervision.

Leaving Students Unattended and Locking Classrooms: Teachers should not leave students in the classroom unattended without supervision. Teachers are responsible for all students under their charge and are legally responsible for the welfare of these students.

Reporting Dangerous Situations: If any employee at a school observes the existence of a dangerous situation, it is imperative that it be reported to school officials as soon as possible so preventive and/or corrective actions can be taken. Dangerous situations can include unsafe equipment, physical obstacles, unknown objects, potential and actual student confrontations, substance abuse, gang activities, etc.

Missing Students: Missing students should be reported to the school office immediately.

Injuries to Students: If any doubt exists in the mind of a teacher about moving an injured student, don't move the student. The school office should be notified immediately for medical assistance. An observing student may need to be sent to the office for assistance while the teacher attends to the injured student.

Release of Students: Students Should not be released directly to anyone other than school personnel without written permission from office staff. Anyone who requests that a student be released to their care, and the teacher is uncertain about their legal authorization to assume custody of the student, the teacher should send the individual to the office for written authorization before the student is released.

Confidentiality: Any request for information regarding students or familiesfrom outside school sources should be referred to the school principal. Substitute teachers need to be diligent in protecting the privacy rights of students and families.

Child Abuse Reporting: All employees are required by state law to report any suspected child abuse or neglect to a law enforcement agency, Child Protective Services, or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering a facility) within 48 hours of the event that led to the suspicion. Reports to Child Protective Services can be made to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with maliciousintent. In addition, the district is prohibited from retaliating against an employee who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to report suspected child abuse may result in prosecution for the commission of a Class B misdemeanor. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Code of Ethics and Standard Practices for Texas

Educators.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agencies. In addition, employees must cooperate with child abuse and neglect investigators. Reporting the concern to the principal does not relieve the employee of the requirement to report to the appropriate state agency. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited. Reference Appendix: C

Students on Medication: Students are prohibited from taking medication without being under the immediate supervision of appropriately designated and trained staff. Students who bring medications to class should be referred to the school office immediately.

Letting Students Out Early: Letting students out early is disruptive to other classrooms, and it often results in students being unsupervised. If unsupervised students are injured, the school district and the assigned teachers are legally responsible. The early release of students should not be permitted without prior authorization of school administrators and without appropriate supervision being provided.

Weapons and Drugs: The district has a zero-tolerance policy regarding weapons and drugs in schools. Any student suspected of being in possession of weapons or drugs or under the influence of drugs is in violation of the policy and school administrators should be notified immediately.

Harassment of Students (POLICIES DF, DH, FFG, FFH, FFI): Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or appropriate district official. All allegations of prohibited harassment or abuse of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See Reporting Suspected Child Abuse for additional information. "Solicitation of a romantic relationship" means deliberate or repeated acts that can be reasonably interpreted as soliciting a relationship characterized by an ardent emotional attachment or pattern of exclusivity. Acts that constitute the solicitation of a romantic relationship include:

1. Behavior, gestures, expressions, communications, or pattern of communication with a student that is unrelated to the educator's job duties and that may reasonably be interpreted as encouraging the student to form an ardent or exclusive emotional attachment to the educator, including statements of love, affection, or attention. When evaluating whether communications constitute the solicitation of a romantic relationship, the following may be considered:
    a. The nature of the communications
    b. The timing of the communications
    c. The extent of the communications
    d. Whether the communications were made openly or secretly
    e. The extent to which the educator attempted to conceal the communication
    f. If the educator claims to be counseling a student, TEA staff may consider whether the educator's job duties including counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or, in the case of

alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate law enforcement agencies and

g. Any other communications tending to show that the educator solicited a romantic relationship with a student.

2. Making inappropriate comments about a student's body.
3. Making a sexually demeaning comment to a student.
4. Making comments about a student's potential sexual performance.
5. Requesting details of a student's sexual history.
6. Requesting a date.
7. Engaging in conversations regarding the sexual problems, preferences, or fantasies of either party.
8. Inappropriate hugging, kissing, or excessive touching.
9. Suggestions that a romantic relationship is desired after the student graduates, including post graduation plans for dating or marriage.
10. Any other acts tending to show that the educator solicited a romantic relationship with the student, including providing the student with drugs.

Bullying (POLICY FFI): "Bullying" means engaging in written or verbal expression, expression through electronic means or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Conduct described in the definition of "bullying" is considered bullying if the conduct: 1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student's education or substantially disrupts the operation of a school. Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying"

PersonalUse of School Property: The personal use of school property constitutes as a gift of public funds and is prohibited by law.

School Visitors: All schools require school visitors to report to the school office prior to actually visiting classrooms or the playground. If you observe individuals at the school you believe are unauthorized,report them to the school office immediately. All schools will provide visitors with name tags or written authorization.

Playground Supervision: If a student is seriously injured on the playground, courts will attempt to determine if there were a proper number of assigned staff members on duty, if playground supervisors were properly located and diligent, if proper safety rules existed, if those rules were consistently and properly enforced, and if any foreseeable and preventable danger existed. If human error did occur, the courts will seek to determine if the failure was the proximate reason the student sustained the injury.

Use of Physical Force: Rarely, and only under emergency situations, is it legally or professionally permissible for teachers to use physical force with students. Physical force may only be used in order to prevent injury to students, others, or self. The use of physical force must be limited to the amount of force absolutely necessary to prevent injury. Teachers should avoid placing themselves in danger of injury when supervising students.

Corporal Punishment: The use of physical punishment by substitutes(this includes running or physical exercises for the purpose of punishing students) is prohibited by the school district.

Fire and Emergency Drills: The substitute teacher will be familiar with emergency drill procedures. Substitute teachers should identify emergency exits, routes, and procedures for student emergencies, evacuation, and drills.

Use of Controversial Materials: Substitute teachers should obtain prior approval from the school administration before showing private or commercial videos to students. Only "G" rated and some "PG" rated videos will be allowed.

EXERCISING PROFESSIONAL JUDGMENT

Have a Change of Clothing in Your Car: The original substitute teaching assignment sometimes changes after the substitute teacher has arrived at the school. Field trips, student activities, and other unanticipated educational activities may also occur. Substitute teachers should carry tennis shoes, casual clothing, and clothing suitable for physical educational activities in their cars in preparation for these unanticipated events.

Canceling Assignments: If you cannot fulfill an assignment you have already accepted, you must cancel the assignment in AESOP as soon as possible. You are also responsible for the professional courtesy of contacting the campus by phone and by email.

Be Punctual: In every capacity, be punctual-arriving for assignment,returning from lunch or conference period if applicable, checking attendance, etc. Substitutes should arrange their early morning schedules to be able to leave home on very short notice. A substitute may receive a phone call at any time during the day as the need occurs.

Confidentiality: Confidentiality is of the utmost importance. DO NOT share information about any students, teachers, staff members, or other school issues with anyone outside of NCISD.

Ability to Relate to Others: The ability to work successfully with others is essential. Substitute teachers should treat students, parents, secretaries, classified staff, teachers, administrators, and all others with whom they come into contact with, in a friendly, courteous and respectful manner.
Negativity, absence of a sense of humor, or an unwillingness to be flexible, cooperative, or helpful, may result in not being invited back as a substitute teacher.

Negativity: Substitute teachers should avoid speaking negatively about students, other teachers or about the class and school. Negativity is almost never appreciated. The result is often damaging and frequently results in the substitute teacher developing a negative reputation and not being invited back.

Look and Act like a Teacher: Substitute teachers are expected to dress appropriately and to serve as role

models. Shirts, ties, dress pants, and dress shoes (unless teaching a physical activity) are most appropriate for men. Appropriately cut dresses and blouses, pantsuits, and women's slacks are appropriate for women. Short dresses, low cut blouses, blouses which expose the navel, nose rings, unusual hair colorings and pierced body parts (other than ears), T-shirts, or pants with holes, are not professionally appropriate. It is not acceptable to wear denim/jeans unless it is that campus' spirit day. Contact the campus substitute coordinator to verify what day you may wear denim/jeans.

Assignment Preparation: Substitute teachers should have access to a district map to help locate schools that they are unfamiliar with. In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. However, substitutes should plan on bringing alternative lessons and learning materials should lesson plans not be left or additional learning materials are needed. Substitute teachers should plan on arriving early and checking into the school office immediately upon arrival. The office staff will provide classroom keys, maps of the school, duty schedules, class schedules, emergency procedures, lunch procedures, playground and school rules, etc. Substitute teachers should become familiar with this information as soon as possible.

Instructional Aides and Use of Students: When there is no instructional aide, substitute teachers will need to select responsible students to assist them and to provide them with necessary information.

ACCEPTABLE USE GUIDELINES

Access To the District's Technology System electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Non Compliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN Series, FO Series, and the Employee Handbook]. Violations of law may result in criminal prosecution as well as disciplinary action by the District.

The New Caney Independent School District makes a variety of communications and information technologies available to students and employees through Network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating resource sharing, innovation, and communication. Illegal, unethical, or inappropriate use of these technologies can have dramatic consequences, harming the District, its students, and its employees.

These Acceptable Use Guidelines are intended to minimize the likelihood of such harm by educating New Caney ISD students and employees and setting standards. Network/Internet access is available to students, teachers, and staff in the New Caney Independent School District as a privilege, not a right. The expectations of the District are that all network users will comply with the guidelines outlined in the Employee Handbook.

Personal Use of District Electronic Resources: The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property are primarily for instructional and administrative purposes and in accordance with administrative regulations.

Limited personal use of the District's technology resources shall be permitted if the use:

- Imposes no tangible cost on the District
- Does not unduly burden the District's technology resources
- Has no adverse effect on an employee's job performance or on a student's academic performance

Bring Your Own Technology: New Caney ISD is now allowing staff the option to Bring Your Own Technology (BYOT). Staff may use a personal device in place of (or along with) their district assigned devices if they choose. New Caney ISD reserves the right to deny access to personal devices due to potential harm to the District Technology System including personal printers.

If a personal device is damaged or stolen while on NCISD property, NCISD is not liable for the replacement or repair of any personal device. NCISD will not be responsible for working on employee's personal devices or any damage to employee's personal devices. All data and/or SMS/MMS (texting) charges are the responsibility of the employee and will not be reimbursed by NCISD.

Employees understand that for their personal devices to be compatible with the NCISD BYOT initiative, some software may need to be installed on the devices. Employees will only have access to the faculty and guest wireless services that NCISD has provided. Employees will not have access to the wired network. Employees should understand that Internet access on personal devices will still be filtered by the NCISD content filter when they are connected to the faculty or guest wireless services. Employees using personal devices on the NCISD wireless networks are governed by the NCISD Acceptable Use Guidelines**.**

CLASSROOM MANAGEMENT

It is important for substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for substitute teachers to be perceived by students as confident, as being in charge, and as being fair. Substitute teachers should read and understand the district's "Student Code of Conduct" which is available at: www.newcaneyisd.org (Parents, Student code of conduct)

Respecting Students: Remember That each individual student is a person who deserves to be treated with respect regardless of their intellectual abilities, primary language, social training, cultural background, or personal circumstance. ***Students respect adults who respect them.***

Staying in Control: It is extremely important for the teacher not to lose control of their temper or of their emotions. Teachers Should model appropriate behavior even in highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students.

When teachers lose self-control, their behavior often becomes the focus of attention rather than the students' behavior.

Eye Contact: Direct eye contact and non-verbal communications are effective classroom management tools, provided that the non-verbal communication doesn't become threatening or intimidating to students.

Raising Your Voice: Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.

Establishing Standards of Conduct: Letting the entire class know what your expectations are is key to having a successful educational day. "Establishing standards" should be done as early in the day as possible. Teachers need to be firm, fair, and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

Logical Consequences for Student Behavior: Students need to understand that if they choose not to violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students' correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient to motivate students to want to continue making correct choices.

Positive Reinforcement: Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative reinforcement. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

Praise and Correction Guides: It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is "*to correct privately and to praise publicly*." At the elementary level, it is generally acceptable to praise a particular student in front of other students. At the middle school and high school levels, individual praise normally needs to be done privately, while group praise should be done publicly. Praise should always be genuine and never contrived. Normally, individual student praise should not be more than eight (8) to ten (10) words or last more than three (3) to five (5) seconds.

Surprising Students: Students need and expect clear directions and predictability. Clear direction and teacher predictability provide a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective, but often results in the students perceiving the teacher as being unfair and unreasonable.

Correlation of Success and Student Behavior: There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult,students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty

of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.

Proximity and Classroom Management: There is a direct correlation of distance of the teacher from the student and student behavior. The closer a teacher is to a student, normally, the better the student's behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control.

Extinction: Purposefully ignoring minor and insignificant student misbehavior and then recognizing positive student behavior is an essential tool in creating and maintaining a positive classroom environment.

Supervising Students from the Back of the Classroom: Supervising students from the back of

the classroom is a highly effective classroom management tool.

Unoccupied Student Time: Unoccupied and non-directed student time often results in classroom management difficulties. Teachersshould provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignments.

Typical Classroom Rules:
Typical elementary and middle school classroom rules include the following:

- Keep your hands, feet, and objects to yourself.
- You may talk when you have raised your hand and been given permission to do so by the teacher.
- Students are to remain in their seats unless given permission to be out of their seats.
- Treat everyone with respect and in a positive manner.
- Severe violations will result in instant referrals to the principal's office.

Typically, high school student rules will vary from elementary and middle school rules only slightly. High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of students.

Parent/Guardian Teacher Contact: Substitute teachers should not contact the students' parents/guardians. If the substitute teacher needs to contact a parent/guardian, contact a school administrator and ask them to contact the parent/guardian.

Number of Students Out of Their Seats: Unless the educational activity dictates, generally no more than two students should be out of their seats at one time. Normally,students should not be allowed out of their seats when the teacher is doing large group instruction or is working directly with the student's assigned group.

Leaving a Comprehensive Report: Classroom teachers want to know how the day went in their absence. The names of students who were helpful, students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher.

Leaving the Room Neat and Clean: Leave the room neater and cleaner than you found it at the end of the day.

Language Barriers: When a student and a teacher cannot readily communicate due to a language barrier, a substitute should identify an instructional aide or a student who serves as an interpreter.

Touching Students: Substitute teachers should not use any type of physical punishment with public school students. Substitute teachers should exercise extreme caution in touching students. Hugging, putting your arms around students, patting or touching students in any way can easily be misunderstood, and can place a substitute teacher at legal risk.

Being Alone with Students: Unfortunately, in today's society, teachers are placing themselves and the district in "harm's way" if they allow themselves to be alone and out of view of others with individual students. **Substitute teachers should avoid situations where they are left alone with an individual student.**

NCISD EMPLOYEE DRESS CODE

It is the philosophy of New Caney lSD that there is a positive correlation between employee/student grooming and the learning climate. The Student/Parent Handbook outlines appropriate dress guidelines for students. It is the expectation that the dress code for employees is aligned with the expectations of appropriate dress as identified in the student handbook. As a general rule, dress and grooming shall be clean, neat, and appropriate for the employee's gender, assigned duty, and job capacity and in accordance with any other standards as established by the supervisor at all school related activities. Any form of dress, jewelry or hair that attracts undue attention, disrupts school, or distracts from the learning process, is not acceptable.

ADHERENCE: Principals and Administrative Supervisors are delegated the authority and bear the responsibility for ensuring compliance with this policy and are expected to counsel and/or discipline employees whom they supervise on professional appearance in conformance with this policy. In addition, a principal or administrative supervisor may deviate from this policy to meet the needs of a specific department/school/work site/assigned duty or capacity for an appropriately specified purpose. The principal or administrative supervisor must approve temporary deviations.

SHIRTS AND BLOUSES

- Dress shirt, polo shirt, banded collar with button closure, turtleneck (mock) blouses and sweaters must be of sufficient length
- Shall be appropriately sized
- Necklines shall be appropriately sized
- Sleeveless blouses or dresses are permitted
- Shells or tank tops may be worn with a jacket, sweater, or shirt
- Backless or strapless blouses are not permitted
- T-shirts, with district or campus logos, are permitted on principal-approved days
- Worn over leggings must be no shorter than mid-thigh

PANTS/SLACKS

- Dress pants shall be appropriately sized
- Spandex and shorts are not permitted in the classroom setting
- Capri/cropped slacks are acceptable if no shorter than below the knee
- Warm up/wind suits/sweatpants are permitted based on your teaching assignment and with principal approval
- Hospital scrubs should be approved by the employee's supervisor
- Leggings may be worn with a shirt or top that is no shorter than mid-thigh
- Denim jeans on principal-approved days
- Leggings must be worn under a shirt or blouse that is no shorter than mid-thigh

DRESSES/SKIRTS

- Length of skirts and dresses no more than 2 inches above the knee.
- Slits in skirts may not be above mid-thigh and allow one to walk, stoop, kneel and sit with modesty neither too tight or baggy - no spandex permitted
- Necklines shall be approximately sized
- Backless or strapless dresses are not permitted

SHOES

- Appropriate footwear shall be worn
- Dress shoes, mules, or dress sandals are appropriate; rubber flip flops or shower shoes are not permitted

BODY PIERCINGS/JEWELRY

- Pierced jewelry may be worn in the ears and nose. Only a single small stud may be worn in the nose. ● Jewelry worn on the job must be conservative, in good taste, appropriate to working attire, and not conflict with job related safety standards

TATTOOS

- Tattoos should be of limited visibility for employees that have direct contact with students, parents, and the community and will be evaluated on a case-by-case basis by the employee's supervisor.
- Shall not reflect or suggest in any manner drugs, alcohol, tobacco, sex, vulgar language, gang affiliations, violence, death, or satanic ideology

FACIAL HAIR/HAIR COLOR

- Hair, including facial hair, must be neat, clean and well-groomed
- Hair color and/or style may not be distracting to the learning process, attract undue attention, or disrupt school. Extreme hairstyles such as mohawks, shaved designs or notches are prohibited

REMEMBER THESE FIVE SUGGESTIONS:

1. BE PREPARED
2. TAKE CHARGE OF THE CLASSROOM
3. CLARIFY EXPECTATIONS REGARDING STUDENT CONDUCT
4. COMMUNICATE THE SIGNIFICANCE OF LEARNING
5. WHEN IN DOUBT, ALWAYS ASK FOR HELP FROM THE SCHOOL STAFF

ADDITIONAL INFORMATION

ESSENTIAL STEPS IN ESTABLISHING A POSITIVE CLASSROOM ENVIRONMENT

Expectations: An essential step in creating a positive student learning environment is having students clearly understand what is expected of them. The possibility of getting students to engage in positive behavior is greatly enhanced when the teacher has instructed students in what is expected of them. Students need to become familiar with the expectations of the teacher as quickly as possible. Getting students to engage in desired behavior is greatly enhanced when they know what is expected of them. Expectations should be kept to a maximum of four or five. Expectations should be stated in a positive and instructional term.

Particularly younger elementary students need to be taught expectations within the context of each situation. Proper behavior while waiting in line, going from one location to another, classroom conduct, etc. need to be individually taught in each environment. This is necessary because younger students often have difficulty in making the intellectual transfer of what is expected from them in one setting to the next.

Expectations should be role-played and discussed with students(normally below the sixth-grade level). At every level teachers need to have students restate what is expected of them. This is essential in

getting future student cooperation.

The Importance of Task: Getting students on task as quickly as possible makes it much easier to get and to keep students engaged in learning. When students are actively involved with learning, they will seldom have the time to get into trouble. The more free time students have, the greater the likelihood that they will create classroom difficulties.

Determining the Differences between Minor and Major Student Misbehavior: Teachers must distinguish between minor and major disruptive student behavior. If the student's behavior is merely annoying and irritating, it is usually minor misbehavior. Minor misbehavior can be best dealt with by ignoring it and by recognizing other students' positive behaviors. Teachers should use caution in bringing attention to minor classroom misbehavior, since recognition can often strengthen the unwanted negative behavior. Major disruptive behavior occurs when a student or students interfere(s) with student learning. This cannot be permitted. Even with major disruptive behavior, correction should be done quickly and privately, whenever possible. Stopping the behavior quickly and getting students to repeat what is expected of them is essential in getting students to be cooperative and to minimize classroom disruption.

Teacher Behavior Maturity: Teachers should remain professional, model positive behavior even when under stress, and maintain a calm and serene demeanor.

Maintaining a High Rate of Positive Interactions: Research shows that 90% of the positive things that students do in the classroom go unrecognized. Maintaining a high rate of positive interactions with students greatly enhances the probability of a positive classroom environment.

Student Use of the Restroom and Drinking Fountain: Students are expected to get their drinks and to use the restroom during their breaks. When a student needs to use the restroom during class time, unless unusual circumstances exist, they should not be sent to the restroom with another student.

Isolating Students: It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behavior. Remember that the teacher needs to maintain visual contact and the ability to directly supervise all students. Do not put students in the hallways or in empty classrooms alone.

Arguing with Students: Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher's authority.

Use of Threats: Teachers should never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for frustration and failure. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

Dignifying Students: Students will generally accept fair and reasonable rules and consequences when they know that the teacher is genuinely concerned about their well-being. Students should not be singled out or used as an example. When a teacher has had to repeatedly correct a student, it is important before the student leaves for the day that the teacher reinforces to the student that they care about them, believe in them, and sincerely want what is best for them. Teachers need to use role model terms such as please, thank you, excuse me, etc.

Listen Before You Discipline: It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions but will often result in a teachable moment for that student.

Seating Charts: The ability to call students by name is a very powerful tool in classroom management. The use of a seating chart can be invaluable in helping the substitute teacher to call students by their names.

Logical Consequences for Disciplinary Infractions: It is difficult to identify in advance appropriate disciplinary consequences for every circumstance which might arise in a school environment. Generally, a substitute teacher should plan on utilizing the regular classroom teacher's rules and consequences. Usual disciplinary consequences include loss of a privilege, private conference with students in the hallway, etc. A referral to the office usually comes only after other disciplinary strategies have failed to bring about the desired result.

Documentation of Misbehavior: Documentation is important in dealing with misbehavior. During the day it is effective to write the name of the student, time of day, and brief description of the misbehavior on a notepad. Writing down the misbehavior in front of the students lets the students know that the regular teacher will be informed of their behavior.

STUDENT DISCIPLINARY SCENARIOS

REMEMBER: It is important for substitute teachers to establish their classroom expectations and consequences as early as possible in the day.

Scenario 1: Students Who Interrupt Learning; i.e., Minor Misbehavior

- Use of extinction (refuse to recognize the student) until they raise their hand.
- Praise other students for raising their hands.
- Make eye contact with the student(s) and send a nonverbal message not to interrupt.
- Stand near the student.
- Privately, inform the student that you expect them to raise their hand and be recognized before they speak.
- Write the student's name on the board.

Scenario 2: Dealing with Students Who Refuse to do Work

- Check with individual students to ensure they understand the assigned work, be prepared to re-teach and adjust the level of difficulty of the work as necessary.
- Find out from the student if something is bothering them and if you can help them in some way.
- Contact other teachers who are familiar with this student to determine if this is the student's normal behavior pattern. Try various strategies that might be effective in getting this student to work.
- Withhold a special activity or privilege if the student persists in not doing their work.
- Ask an administrator for help if the student still refuses to do work.

Scenario 3: Students Who Will Not Follow Instructions:

- Make certain to repeat and clarify the instructions and then check with the student(s) for understanding.
- Have students repeat that they need to follow instructions

- Communicatewith studentsregarding possible consequences if they don't follow instructions.
- Withhold a special activity or privileges of the behavior persists.
- Contact an administrator and ask for their assistance.

Scenario 4: Student Activity Transitions

- Teachers should be very precise about the directions they give students.
- Teachersshould have educationally beneficial activities for students who complete their work before other students are ready to transition to another educational activity.
- Student movement creates increased opportunities for students to become disruptive. Unless the educational activity dictates student movement, it is normally better for the teacher to move to the students.

Scenario 5: Incident in the Classroom

- Remember the students who are doing what they are supposed to do.
- If the students just arrived at class, and they still refuse to be quiet, cooperative, or to pay attention, determine who in the class is reacting in that manner. If there has been an incident, which is upsetting the class, the teacher may need to discuss the incident with the class before academic instruction begins. If the incident has been particularly upsetting, the teacher may consider having students write about their feelings, and then discussing those feelings with the entire class (without identifying individual students' concerns).
- Clearly and firmly (not in a hostile manner)state your expectations and the consequences students face if they choose not to comply with your need for quiet, cooperation, and your need for them to pay attention.
- With elementary and middle school students, the teacher may consider counting orally to ten or marking ten separate marks on the chalkboard to communicate that you expect the class to give you their attention now.
- If an elementary or middle school class has a quiet signal,such as all students raising their hand, the teacher may initiate the class signal for quiet. The substitute teacher may want to establish a signal for class to get quiet early in the day, if the regular classroom teacher does not have a signal.
- With primary students, the teacher may require students to lay their heads on the desk and observe five minutes of quiet time to compose themselves.
- Writing individual students' names on the chalkboard that refuses to be quiet or cooperative is often effective (provided there is an appropriate sequence of consequences for each failure to comply).

Scenario 6: Strategies For Working with Problem Students:

- If you expect students to misbehave, they will usually live up to your expectations. Every student should be able to start each day with a "clean slate." However, when a student has been identified as a problem, the substitute teacher may ask other teachers who have worked with this student about educational strategies, which have been effective in the past.
- Enlist a problem students support by asking for their help or by assigning them a classroom responsibility.
- Individual praise, recognition, or granting of an educational privilege often is effective in encouraging problem students to be more cooperative.
- Short-term rewards are usually more effective than long-term rewards when working with problem students. Usually, the younger the students, the shorter the time recognition needs to be.
- Have the problem student restate what is expected of them.
- If a student has a difficult time cooperating, moving the student closer to the teacher and-or isolating that student from the group may be appropriate (remember, students should remain in

full view of the teacher so proper supervision can be provided).

Scenario 7: Student Use of Profanity and "Put-Downs"

- Substitute teacher should have established their expectations and consequences at the beginning of the day, which deals with these issues.
- "Put-downs" of other students are not tolerated. Students need to immediately stop that behavior, a private correction needs to be given, and the student needs to repeat the expectancy.

Scenario 8: Students Switching Seats

- The regular classroom teacher generally will leave a seating chart. If there is no seating chart, the substitute teacher may want to consider making one.
- If the substitute teacher suspects that students are not sitting in their assigned seats, the teacher should explain to the students that for safety reasons they must be seated in their assigned seats.
- Students need to understand that if they are sitting in the wrong seats, they may also be wrongfully blamed for something that they didn't do.
- Giving the students the opportunity to sit in their assigned seats, immediately after sharing the expectation that students are to sit in their assigned seats, without disciplinary consequences, will usually solve the problem.
- If students still refuse to sit in their assigned seats, an appropriate disciplinary consequence should follow.

Scenario 9: Fights, Threats, Weapons, and Drugs

- The district has zero tolerance policies with regard to weapons and drugs. Studentsin possession of weapons or drugs or who are suspected to be under the influence of alcohol or drugs should be referred to school administrators immediately.
- Schools must provide a safe and secure environment for students to learn, and threats and fighting are not acceptable. Students who are involved in fighting should be referred to school administrators immediately.
- Threats should be considered as legitimate threats to the welfare of others and should also be dealt with immediately. If threats appear to be serious in nature, then the school administrators need to be notified immediately.

Scenario 10: Sexual Harassment

- Student-to-studentsexual harassment is not to be tolerated. Students who subject otherstudents to a pattern of unwelcome sexual jokes or comments are engaging in illegal sexual harassment and should be referred to school administrators.
- Students who touch other students in a sexual manner are also guilty of sexual harassment and need to be immediately referred to school admin

Substitute Teacher Report
Elementary
(To be left for the permanent teacher)

Substitute: Date: Phone #: Grade: Substituted for: School: Notes

regarding lesson plans:

I also taught:

Notes regarding behavior:

Student helpers:

Students who were absent:

Messages for permanent teacher:

Substitute Teacher Report
Secondary
(To be left for the permanent teacher)

Substitute: Date:

Phone #: Grade:

Substituted for: School:

Period Notes about lesson Notes about students

1.

2.

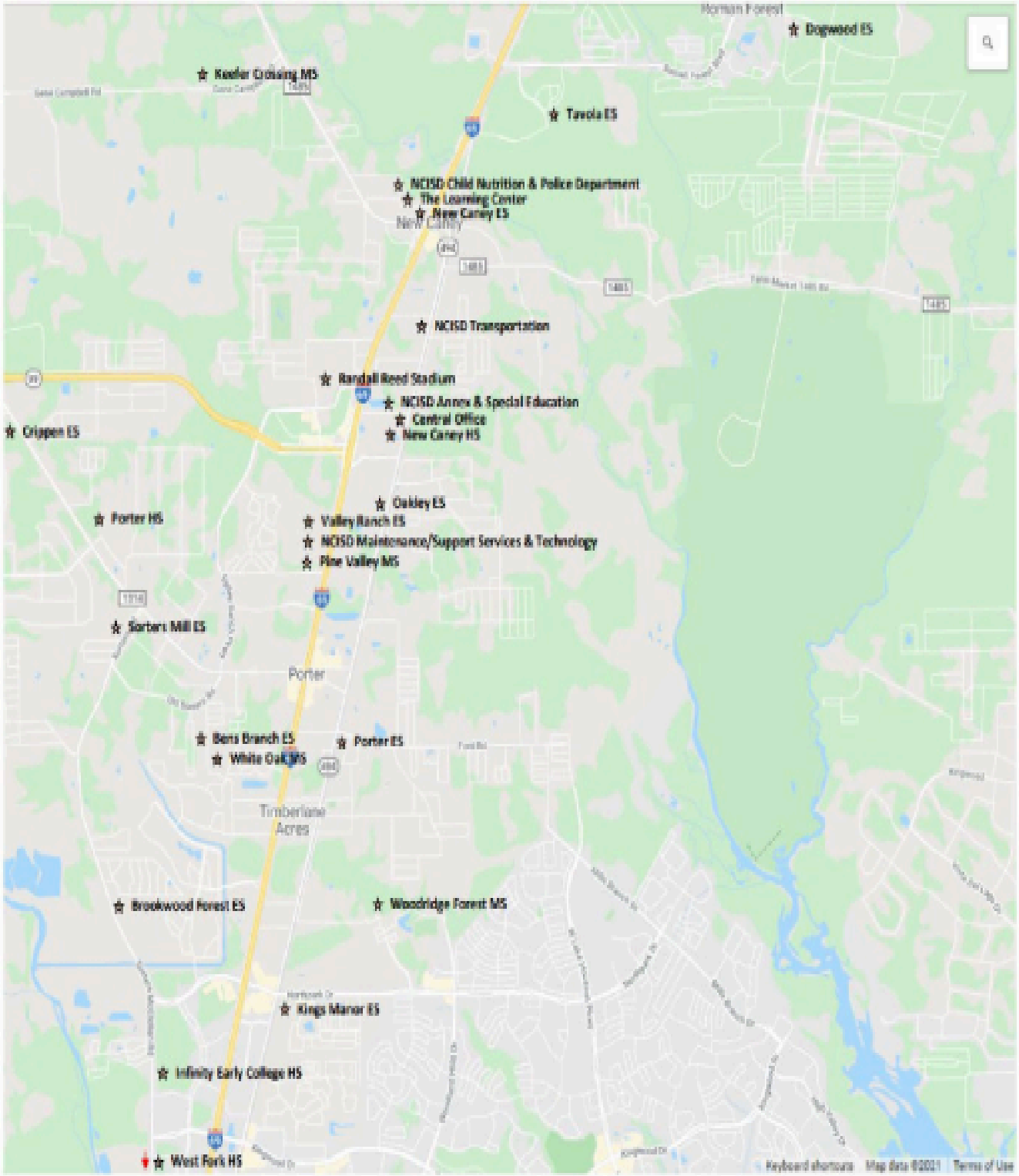
3.

4.

Human Resource Department Contact Information

Name	Title	Email	Extension
Christie Gates	Executive Director of Human Resources	cgates@newcaneyisd.org	2252
Kristie Kelley	Director of Human Resources	kkelley@newcaneyisd.org	2100
Trina Persson	Director of Recruitment and Retention	tpersson@newcaneyisd.org	2103
Ritte' Bradshaw	HR Coordinator	rbradshaw@newcaneyisd.org	2102
Taylor Somers	HR Coordinator	tsomers@newcaneyisd.org	2106
Jennifer Wavra	Secretary to Executive Director of Human Resources	Jwavra@newcaneyisd.org	2101
Kristian Vitales	Substitute Coordinator	kvitales@newcaneyisd.org	2106
Melissa Ojeda	HR Specialist	mojeda@newcaneyisd.org	2108
Ashley Garcia	HR Specialist	Agarcia11@newcaneyisd.org	2107
Teresa Trevino	HR Specialist	ttrevino@newcaneyisd.org	2109
Elizabeth Jackson	Director of Benefits and Risk Management	ejackson@newcaneyisd.org	2122
Carmen Trevino	Employee Benefits Specialist	ctrevino@newcaneyisd.org	2121
Marsha Stuard	Risk Management Specialist	mstuard@newcaneyisd.org	2120

NEW CANEY ISD
District Map



DIRECTORY OF CAMPUSES

Elementary	
Classes begin at 8:30 AM and end at 3:55 PM. Substitutes are expected to be in the building by 7:55 AM, and are dismissed at 4:25 PM.	
Bens Branch Elementary 24160 Briar Berry Lane, Porter, TX 77365 281-577-8700	
Principal	Ruth Ann Anderson
Assistant Principal	Sarah Sutter
Assistant Principal	Traci Towslee
Substitute Coordinator	Margaret Covington
Brookwood Forest Elementary 25545 Sorter's Rd, Porter, TX 77365 281-577-8820	
Principal	Luissana Davis
Assistant Principal	Jemia Roberson
Assistant Principal	Deborah Badeaux
Substitute Coordinator	Melissa Sanchez
Crippen Elementary 18690 Cumberland Blvd, Porter, TX 77365 281-577-8740	
Principal	Teresa Brent
Assistant Principal	Jerri Blunt
Assistant Principal	Angie Standley
Substitute Coordinator	Elizabeth Jaimes
Dogwood Elementary 600 Dogwood, New Caney, TX 77357 281-577-2960	
Principal	Michelle Kate
Assistant Principal	Lydia Young
Assistant Principal	Sheila Chabera
Substitute Coordinator	Elba Elizondo

Highlands Elementary 18000 Cumberland Blvd. Porter, TX 77365 281-577-2910	
Principal	Rod'ree Carlile
Assistant Principal	Sydney White
Substitute Coordinator	Jill Askew
Kings Manor Elementary 21111 Royal Crossing Dr., Kingwood, TX 77339 281-577-2940	
Principal	Ashley Larkey
Assistant Principal	Christian Salem
Assistant Principal	
Substitute Coordinator	Lydia Lucas

New Caney Elementary 20501 FM 1485 West, New Caney, TX 77357 281-577-8720	
Principal	Raquel Sessa
Assistant Principal	Claudia Rex
Assistant Principal	Sybil Ibarra
Substitute Coordinator	Mikaella Garcia

Oakley Elementary 22320 Loop 494, New Caney, TX 77357 281-577-5970	
Principal	Julie Knollenberg
Assistant Principal	Janeice Chambers
Assistant Principal	Concepcion Rodriguez
Substitute Coordinator	Leticia Gonzalez

Porter Elementary 22256 Ford Rd., Porter, TX 77365 281-577-2920	
Principal	Cathy Mueller
Assistant Principal	Graciela Canales
Assistant Principal	Jennifer Skinner
Substitute Coordinator	Sharon Anderson
Sorter's Mill Elementary 23300 Sorters Rd., Porter, TX 77365 281-577-8780	
Principal	Kindy Tomhave
Assistant Principal	
Assistant Principal	Becky Rowlett
Substitute Coordinator	Sara Sanchez
Tavola Elementary 18885 Winding Summit Dr., New Caney, TX 77357 281-577-2900	
Principal	Gipsy Leal
Assistant Principal	Tamara Morgan
Assistant Principal	Jennifer Petross
Substitute Coordinator	Bobbi Deuley
Valley Ranch Elementary 21700 Valley Ranch Crossing Dr, Porter, TX 281-577-8760	
Principal	Terri Trout
Assistant Principal	Leonora Santiago
Assistant Principal	Karesse Richards
Substitute Coordinator	Brittany Rapsilver

Secondary	
Classes begin at 7:00 AM and end at 2:25 PM. Substitutes are expected to be in the building by 6:30 AM, and are dismissed at 3:00 PM.	
Keefer Crossing Middle School 20350 FM 1485 West, New Caney, TX 77357 281-577-8840	
Principal	Dr. Donda Slaydon
Assistant Principal	Aaron Tomhave
Assistant Principal	Mariah Martinez
Assistant Principal	Fernando Garza
Assistant Principal	Jennifer Short
Substitute Coordinator	Vanessa Sermeno
Pine Valley Middle School 281-577-8860 22784 Hwy 59 South, Porter, TX 77365	
Principal	Kesha Cauley
Assistant Principal	Kelly Dent
Assistant Principal	Craig Wheaton
Substitute Coordinator	
White Oak Middle School 24161 Briar Berry Lane, Porter, TX 77365 281-577-8800	
Principal	Crystal Mayes
Assistant Principal	James Cantu
Assistant Principal	Autumn Jackson
Substitute Coordinator	Michelle Ely
Woodridge Forest Middle School 4540 Woodridge Parkway, Porter, TX 77365 281-577-8860	
Principal	Jeffrey Reece
Assistant Principal	Anthony Anderson
Assistant Principal	David Saul

Assistant Principal	Sharrina Hood
Substitute Coordinator	Berenice Duran Sanchez

The Learning Center (TLC) 20419 FM 1485 West, New Caney 281-877-2850	
Principal	Julie Babbs
Assistant Principal	Denise Magee-Roberts
Substitute Coordinator	Nallely Zaragoza

New Caney High School 21650 Loop 494, New Caney, TX 77357 281-577-2800	
Principal	Amber Beard
Associate Principal	Cody Boone
Assistant Principal	Oluwasegun Adebayo
Assistant Principal	Bethanie Wheeler
Assistant Principal	Caneidra Dick
Assistant Principal	Abbey Fera
Assistant Principal	Joseph Genovese
Substitute Coordinator	Amy Soto
Porter High School 22625 Sandy Lane, Porter, TX 77365 281-577-5900	
Principal	Bartholomew Miller
Associate Principal	Catherine Olano
Assistant Principal	Brandi Barroso
Assistant Principal	Paul Froman
Assistant Principal	Michael Guillen
Assistant Principal	Jeffrey Reece

Assistant Principal	Shartarri Miller
Substitute Coordinator	Jennifer Mixon
West Fork High School 180 Sorters McClellan Rd, Kingwood, TX 77339 281-577-2825	
Principal	Bridgett Heine
Dean of Instruction	Jennifer Tatom
Associate Principal	Corey Perkins
Assistant Principal	Juan Ceballos
Assistant Principal	Charlie Coker
Assistant Principal	Brittany Horton
Substitute Coordinator	Nicole Achee
Secondary (Infinity Early College High School Only)	
Classes begin at 7:45 AM and end at 3:10 PM. Substitutes are expected to be in the building by 7:15 AM, and are dismissed at 3:45 PM.	
Infinity Early College High School 26751 Sorters McClellan Rd., Porter, TX 77365 281-577-2800	
Principal	Erica Sykes
Assistant Principal	Scott Groen
Substitute Coordinator	Marissa Villa

NEW CANEY ISD

2025-2026 Payroll Pay Date/Cut Off Schedule

Check Date	Pay Period Dates				Timecard Approval Date
7/3/2025	6/1/2025	-	6/14/2025		6/17/2025
7/18/2025	6/15/2025	-	6/28/2025		7/1/2025
8/5/2025	6/29/2025	-	7/12/2025		7/15/2025
8/20/2025	7/13/2025	-	7/26/2025		7/29/2025
9/5/2025	7/27/2025	-	8/16/2025	3 wk pay period	8/19/2025
9/19/2025	8/17/2025	-	8/30/2025		9/2/2025
10/3/2025	8/31/2025	-	9/13/2025		9/16/2025
10/20/2025	9/14/2025	-	9/27/2025		9/30/2025
11/5/2025	9/28/2025	-	10/11/2025		10/14/2025
11/20/2025	10/12/2025	-	10/25/2025		10/28/2025
12/5/2025	10/26/2025	-	11/8/2025		11/11/2025
12/19/2025	11/9/2025	-	11/22/2025		12/2/2025
1/5/2026	11/23/2025	-	12/6/2025		12/9/2025
1/20/2026	12/7/2025	-	12/27/2025	3 wk pay period	1/6/2026
2/5/2026	12/28/2025	-	1/17/2026	3 wk pay period	1/20/2026
2/20/2026	1/18/2026	-	1/31/2026		2/3/2026
3/5/2026	2/1/2026	-	2/14/2026		2/24/2026
3/20/2026	2/15/2026	-	2/28/2026		3/3/2026
4/3/2026	3/1/2026	-	3/14/2026		3/17/2026
4/20/2026	3/15/2026	-	3/28/2026		3/31/2026
5/5/2026	3/29/2026	-	4/18/2026	3 wk pay period	4/21/2026
5/20/2026	4/19/2026	-	5/2/2026		5/5/2026
6/5/2026	5/3/2026	-	5/16/2026		5/19/2026
6/18/2026	5/17/2026	-	5/30/2026		6/2/2026
7/2/2026	5/31/2026	-	6/13/2026		6/16/2026
7/20/2026	6/14/2026	-	6/27/2026		6/30/2026
8/5/2026	6/28/2026	-	7/11/2026		7/14/2026
8/20/2026	7/12/2026	-	7/25/2026		7/28/2026

This schedule is used to process time worked for hourly & substitute employees, and to process attendance, docks, supplemental pay & salary adjustments on all employees.

Created 2/2025

NEW CANEY ISD
A SHINING STAR in TEXAS EDUCATION

2025-2026 Academic Calendar

July 3, 4, 11, 18 & 25
District Closed

July 28 - 30
New Teacher Orientation

July 31- August 5
Professional Development

August 6
First Day of School

September 1 Labor Day
District Closed

October 6 - 10 Fall Break
District Closed

November 24 - 28
Thanksgiving Break
District Closed

December 19
Professional Development

December 22 - January 2
Winter Break - District Closed

January 5
Professional Development
Student Holiday/Weather Day

January 19
District Closed

February 16 - 20
Midwinter Break - District Closed

March 13
Professional Development
Student Holiday/Weather Day

April 3 - 10
Spring Break - District Closed

May 21
Last Day of School

May 22
Professional Development

May 25 - 26
District Closed

June 5, 12, 19 & 26
District Closed

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	{6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

S	M	T	W	T	F	S
			1	2	3}	4
5	6	7	8	9	10	11
12	{13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18}	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

S	M	T	W	T	F	S
				1	2	3
4	☼5	{6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12}	☼13	14
15	{16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21}	22	23
24/31	25	26	27	28	29	30

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9 Weeks Grading Periods { } Inclement Weather Days☼

Professional Development	District Closed	Centralized Registration
Secondary Early Release	New Teacher Orientation	State Testing