



SUBSTITUTE HANDBOOK

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WELCOME

Friendswood Independent School District warmly welcomes you to our family. We are committed to ensuring our classrooms are staffed with qualified and dedicated professionals and paraprofessionals who share our vision for excellence. When a staff member is absent, it is reassuring to know that you, as an equally qualified and dedicated substitute, are stepping in to support our students' success.

With the guidance of district staff, campus principals, and classroom teachers, we are confident you will approach each assignment with confidence and competence.

Please take the time to review the policies outlined in this handbook and don't hesitate to reach out if you have any questions or need assistance.

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

Responsibilities of the Campus Substitute Coordinator

- **Provide Orientation and Materials**
 - Guide the substitute teacher on procedures for signing in and out.
 - Issue a badge and escort them to the assigned room.
 - Ensure they receive the daily substitute folder, which should include:
 - Campus map
 - Emergency procedures (Protect Mode, Lockdown, Hold, Shelter, Evacuate)
 - Contact information for a “buddy” teacher or team leader for assistance
 - Instructions for reporting tardies and absences
 - Daily schedule
 - Seating chart (if applicable)
 - Teacher handbook
 - Location of lesson plans and teacher manuals
- **Familiarize the Substitute with Campus Resources**
 - Provide directions to restrooms, the teachers’ lounge, and other essential areas.
- **Document Performance**
 - Complete the "Administrative Review" form and retain it for future reference.

Administrator Review of Substitute Teacher Assignment

The campus administrator should confirm the following:

1. The substitute folder is available and contains all necessary materials.
2. A seating chart has been provided (if applicable).
3. Students have sufficient work to stay engaged throughout the period.
4. The substitute has taken attendance and submitted it properly.
5. Students are actively engaged in their tasks.
6. The substitute teacher is actively monitoring and assisting students as needed.
7. The substitute teacher presents a professional and well-groomed appearance.
8. The classroom is managed effectively, maintaining a positive learning environment.
9. The substitute teacher communicates appropriately and professionally with students and staff.

Responsibilities of the Classroom Teacher

1. Provide a Comprehensive Lesson Plan Book

The lesson plan book should include the following:

- a. Complete, legible lesson plans with clear instructions, including the titles of books and pages to be covered.
- b. Location of materials, supplies, and books.
- c. Special instructions for conducting assignments.
- d. Alternate lesson plans for emergency use.
- e. Classroom rules of conduct.
- f. Daily schedule with the names of students who should be in attendance.
- g. Names of students who have permission to leave class, along with their departure and return times.
- h. Names of reliable students who can assist the substitute.
- i. Name and location of a neighboring teacher or department chairperson.
- j. Seating charts, if practical.

2. Ensure a Substitute Folder is Available

Include or attach the substitute folder to the lesson plan book. The folder should contain:

- a. Campus map.
- b. Team leader or “helping teacher” contact information.
- c. Procedures for fire drills, tornado drills, Protect Mode, Lockdown, Hold, Shelter, and Evacuate.

- d. Names of students with serious medical conditions.
 - e. Schedule or bell schedule.
 - f. Teacher handbook.
 - g. Instructions for recording tardies and absences.
 - h. Seating chart (if applicable).
 - i. List of specific duties.
3. **Provide Answer Keys**
Include answer keys for assignments, tests, or other student work, if applicable.
 4. **Offer Additional Support if Needed**
Be available to provide further instructions or assistance to the substitute by phone, especially in emergencies or if no plans are available for multiple days.
 5. **Notify the Campus Secretary or Frontline Coordinator**
Inform the campus secretary or Frontline coordinator by 2:00 p.m. regarding your intent to return the following day. This allows the substitute to know whether they are needed the next day.
 6. **Instruct Students on Proper Conduct**
Encourage students to foster an atmosphere of goodwill, courtesy, and cooperation toward the substitute teacher.
 7. **Complete the Substitute Feedback Form**
Use Frontline to complete the "Substitute Feedback" form to share your impression of the substitute's performance.

Responsibilities of the Substitute Teacher

1. **Professional Conduct**
Substitute teachers must always conduct themselves in a professional manner while performing their duties.
2. **Avoid Comparisons**
Refrain from making comments comparing one school to another.
3. **Respect for Colleagues**
Under no circumstances should a substitute teacher criticize the regular teacher, except to those in authority and only when it serves the best interests of the students.
4. **Appropriate Attire**
Exercise discretion and good judgment in attire. Avoid extremes and ensure dress is appropriate for the assignment.
5. **Duty Hours**
Substitute teachers are expected to fulfill the assigned duty hours (4 or 8 hours, depending on the assignment). This includes reporting to duty at the specified time.
6. **Check In at the Office**
Report directly to the campus office upon arrival to receive instructions, special announcements, and any other necessary information. Always wear the substitute ID badge while on campus.
7. **Key Access**
Substitutes will be issued a temporary door key or access card, which must be returned at the end of the day.
8. **Classroom Responsibilities**
Substitute teachers are expected to perform all the duties of the regular teacher unless released from a specific responsibility by the campus administrator. Check the teacher's master planning book for information about students with special needs or medical conditions. If unavailable, consult the office for guidance.
9. **Follow the Schedule and Lesson Plans**
Adhere strictly to the daily class schedule and lesson plans provided by the regular teacher.

10. **Return Materials**

Return all borrowed materials or equipment to the appropriate authority before leaving campus.

11. **Remain on Campus**

Do not leave campus before the end of the school day unless permission has been granted by the administration.

12. **Appropriate Relationships with Students**

Exercise extreme caution and good judgment in all verbal and physical interactions with students.

13. **Prohibited Activities**

Substitutes may not use their position to sell, promote, or solicit goods or services for personal gain while on District property.

14. **Complete Feedback**

At the conclusion of the assignment, complete the "Teacher Feedback" form on your Frontline account.

Absence Management (Frontline)

Friendswood ISD uses an automated absence management system called **Frontline** to arrange substitutes when staff members are absent. Substitutes can accept assignments through an online application, the mobile app, or via automated calls.

In addition to searching for and accepting available jobs in Frontline, you can:

- Adjust your personal settings.
- Update your calendar to reflect your availability.
- Modify the times you receive automated calls.

If you experience any difficulty using the system, please contact the Substitute Coordinator, Melissa Duncan at **281-996-6604** or email at **mduncan1@fisdk12.net**.

Accepting and Canceling Jobs on Frontline

Once you accept a job, it will appear on your calendar in Frontline. If you need to cancel an accepted job, it is essential to do so as early as possible. **Jobs cannot be canceled directly in Frontline.**

To cancel a job, you must contact:

1. The **Campus Coordinator**
2. The **Substitute Coordinator** at the Administration Office

Failure to notify both coordinators may result in exclusion from future assignments at that campus. Repeated failures to cancel in a timely manner could lead to restrictions on your ability to work across the district.

Punctuality

Substitutes, interns, and student teachers are expected to be on duty for the same duration as the regular classroom teacher or staff member. This includes arriving **at least 30 minutes before the start of school** to allow sufficient time to sign in, locate lesson plans, and prepare the room with the necessary instructional materials for a successful day.

Reporting for duty

- Substitutes, interns, and student teachers must always wear their **photo ID badge** while on campus.
- Report to the school office upon arrival to:
 - Confirm the daily campus schedule.
 - Receive building access and emergency keys.
 - Check the mailbox for any notices that need to be sent home with students.

Preparation

- Review the teacher's lesson plans, teaching materials, building routines, drills, and any last-minute updates required for the day.
- If the substitute folder is unavailable or there are questions about the day's activities, consult the office or a buddy teacher.
- Feel free to ask for clarification or assistance with lesson plans as needed.

Leaving the Campus

The care and supervision of the students assigned to the substitute should always be the top priority. A substitute should not leave the campus unless authorized by a campus administrator. At the end of the day, substitutes must check out with the office before leaving campus.

Other Duties as Assigned

A substitute may be asked to teach in a classroom different from the one originally assigned when accepting the position. Substitutes are expected to demonstrate flexibility and cooperation when such situations arise to meet the instructional needs of students. A conference period may or may not be provided to the substitute.

At the End of the Day

Once students have been dismissed or placed safely on the correct school bus, the substitute may be asked to perform end-of-day duties. These duties will be assigned by the office, if applicable. Please be sure to check out with the office at the end of your shift and return any door access cards or other materials assigned to you for the day.

Special Notes Regarding Pay

Your first paycheck will be a paper check mailed to you. Please ensure that your address is always up to date in our system. Subsequent paychecks will be deposited electronically, and you will be able to access your pay information online through Skyward Finance.

Pay Schedule

- Days worked from the 1st through the 15th of the month will be paid on the 5th of the following month.
- Days worked from the 16th through the 31st of the month will be 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 under 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 contribution is the equivalent of **7.5% (pre-tax)**.

Distributions

The employee or their beneficiary will receive the FICA Alternative Plan account balance when the 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., 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.

When the employee begins to receive benefits, the funds received will be considered 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**.

Eligibility

An employee can participate in the FICA Alternative Plan if they meet one of the following eligibility requirements:

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

Investments

The portfolio selection is designated by the employer. The options are:

- **FICA Diversified Portfolio** — Directly overseen by the Region 10 RAMS Investment Advisory Committee. This portfolio consists of a broad range of equity and bond mutual funds, as well as individual bonds, typically held to maturity. The portfolio is periodically adjusted to adapt to changing market conditions.
- **FICA Government Income Portfolio** — Includes all investment instruments issued by and/or backed by the U.S. Government.

Taxation

When the employee receives benefits, the funds are considered taxable income. If the taxable portion of the account balance exceeds \$200, the employee can avoid immediate taxation by directing the account balance to one of the following:

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

Designating a Beneficiary

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

Company Offering Services

The company chosen to administer the 457(b) FICA Alternative Plan is **TCG Services**, a company with extensive experience in providing retirement plan services to public sector employees.

Protection from Liability

As a 457(b) plan sponsor, the District is responsible for the types of investments offered to participants. However, 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**.

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.

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.

Fees

TCG receives **1.00%** of the plan assets as its administrative fee. **TCG Advisors** receives **0.40%** of assets as the investment advisory fee. **Region 10** receives **\$0.10** per participant per month (customarily deducted from participant accounts) as its fee for administering the RAMS program. Individual investments may have additional fees that vary depending on the type of investment.

Social Security vs. FICA Alternative Plan Contributions

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

To Remain Active as a Substitute

To remain active as a substitute, you must substitute at least once each semester. If you have not substituted at least once each semester, you may be removed from the active substitute roster and would need to reapply.

If you wish to voluntarily resign and have your name removed from the substitute list, please submit your request in writing via email to **Melissa Duncan** at **mduncan1@fisdk12.net**. You will also need to return your ID badge.

Letters of Reasonable Assurance (LORA)

Letters of Reasonable Assurance (LORA) will be sent to all substitutes, advising them that they have reasonable assurance of employment for the next school year, provided they perform satisfactorily during the current school year. This letter must be signed and returned, along with your decline of insurance form, in order to continue substituting. If these forms are not returned, your account will be put on hold until they are submitted. Failure to return these forms may result in removal from the active substitute list and termination of employment with the district.

Safety Meetings

Each year, if applicable, you must attend one of the safety meetings that all employees are required to complete. Information regarding dates and times of the training sessions will be sent to you during the summer. Attendance is mandatory; if you do not attend, your account will be placed on hold until the training is completed.

Administering Medication

Substitutes are not permitted to administer medication to students. If a student needs to take medication, please send them to the campus nurse. If you have any questions, contact the school nurse for assistance.

Employee Arrest and Conviction

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

- Crimes involving school property or funds
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes, but is not limited to, the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Drug or alcohol-related offenses, including driving while intoxicated (DWI) or driving under the influence (DUI) of drugs or alcohol
- Acts constituting abuse or neglect under the Texas Family Code or SBEC rules

Alcohol and Drug Testing

Friendswood ISD is committed to maintaining a drug- and alcohol-free environment and will not tolerate the use of alcohol or illegal drugs in the workplace or at school-related or school-sanctioned activities, whether 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 is as 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, whether during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, narcotic drugs, hallucinogens, stimulants, depressants, amphetamines, or barbiturates.
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.

Tobacco Products and E-Cigarette Use

State law prohibits smoking, using tobacco products, or using e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, whether 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 using e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent locations 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., buildings or portions of buildings) or any grounds or buildings 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, is properly stored, and is not in plain view.

To ensure the safety of all, employees who observe or suspect a violation of the district's weapons policy should report it to campus administration or contact 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 must 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 athletic apparel appropriate to their assignment. Athletic wear must comply with the district-approved clothing standards.

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 the 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 applies to educators and candidates for certification.

Enforcable Standards

Professional Ethical conduct, Practices and Performances

- **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, 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 create special advantage. This standard does 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 responsibility based on 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.

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, as well as 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 promises 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.

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, nor knowingly allow any person under 21 years of age to consume alcohol or illegal/unauthorized drugs in the presence of the educator unless the educator is the parent or guardian of that child.
- **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 phones, 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:
 - The nature, purpose, timing, and amount of communication.
 - The subject matter of the communication.
 - Whether the communication was made openly or the educator attempted to conceal the communication.

- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship.
- Whether the communication was sexually explicit; and
- Whether the communication involved discussions of physical or sexual attractiveness, or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

Know where the nearest exit is and have a class list available to take when evacuating the building. If you hear the fire alarm or a message over the intercom, instruct students to form a single file and direct them to the exit door. Each teacher should have a substitute folder with emergency procedures.

Classroom Accidents:

Handle classroom accidents with common sense. Students who are injured can be taken to the clinic where a school nurse can administer first aid.

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

For example, if a student has a bloody nose or a cut knee, hand them a box of tissues or a paper towel and instruct them to hold it on the wound. Send the student to the office or 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 inform 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 for the students while the teacher is absent and to keep them safe.

Remember:

- Require students to pay attention and stay on task.
- Move around 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 workspace and get ready to go home. Leaving the room in neat condition is essential, so allow time at the end of the day for proper closure and cleanup.

Substitute Responsibilities for Taking Attendance in the Classroom

Roles and Responsibilities

To ensure districts receive the maximum amount of funding for all students, the following personnel must be aware of their individual responsibilities and 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 provides information on the roles and responsibilities of district and campus personnel as they relate to attendance accounting requirements. All personnel should comply with the process for the collection and reporting of student attendance in accordance with Texas Education Agency guidelines and local policies published annually.

Substitute Teachers (not designated as long-term substitutes)

Substitute Teachers (who 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:

- In the absence of the regular classroom teacher, the teacher will leave rosters in the substitute folder, and the substitute will take attendance using the rosters.
- Attendance will be recorded on the Pink Sheet to reflect student attendance. The substitute should sign and date the Pink Sheet and return it to the campus Attendance Clerk for posting.
- Signature stamps and pencils are not acceptable.
- A Pink Sheet must be submitted even if all students are present. If a teacher does not leave rosters, the substitute should obtain the rosters from the Attendance office.
- The campus Attendance Clerk will enter the absences into Skyward upon receipt of the Pink Sheet.

At the Junior High the procedures will be as follows:

- In the absence of the regular classroom teacher, the teacher will leave rosters in the substitute folder, and the substitute will take attendance using the rosters and Pink Slip.
- 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 daily attendance on the Attendance Worksheet provided by the Campus Secretary.
- The Attendance Worksheet should be marked to reflect student attendance, signed and dated by the Substitute Teacher, and returned to the campus Attendance Clerk for posting.
- Signature stamps and pencils are not acceptable.
- 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 obtain the rosters from the Campus Secretary.
- The campus Attendance Clerk will enter the absences into Skyward upon receipt of the Pink Sheet/Attendance Worksheet.

At the Elementary/Intermediate the procedures will be as follows:

- In the absence of the regular classroom teacher, the assigned Substitute Teacher must take daily attendance on the Attendance Worksheet provided by the campus Attendance Clerk.
- The Attendance Worksheet should be marked to reflect student attendance, signed and dated by the Substitute Teacher, and returned to the campus Attendance Clerk for posting.
- Signature stamps and pencils are not acceptable.
- The campus Attendance Clerk will enter the absences into 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 key principles for successful classroom management. While there is no single formula that guarantees a perfect day, these guiding principles will be beneficial when applied. With experience, you will develop your own strategies for gaining student cooperation.

Getting Started

- Arrive at your assigned school at the specified report time.
- Check in at the office and ask if there are any special instructions, students with special needs, or events scheduled for the day.
- Meet the team leader and/or the teacher next door. A “buddy” will prove invaluable as the day progresses. Possible questions for your fellow teachers may include:
 - Do I need to supervise outside during recess, or do we share supervision?
 - How does the lunch procedure work?
 - Does the teacher I am substituting for have any ongoing programs I should be aware of (e.g., reading contest, super spellers, etc.)?
 - Does the teacher have an assigned duty I should cover?
- Review the teacher’s plan for the day.
- Gather the materials needed for the day, including schedules, class rosters, books, worksheets, etc. (If you have any questions regarding the teacher’s plans or necessary materials, ask the team leader or 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, write 3-4 expectations you expect students to follow. Print these rules on the board for students to see.)
- When the bell rings, it is helpful and reassuring to students 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 your best to quickly review the teacher’s plans before the students arrive.

- **Welcome the Students**
 - Introduce yourself as the teacher.
 - Present the procedures for the day.
 - Establish incentives for the day.
 - Take attendance.
 - 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 name tags so you can 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 hope to mean business, we must be in control of the situation rather than allowing the situation to control us.

Stay Calm

When you are calm, you can bring all 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 body language:
 - Personal space (less chance of accidental contact)
 - Posture
 - Eye contact
 - Facial expression
 - Gestures

Mind:

- Concentrate on facial expression.
- Listen to the students' point of view.
- Limit your conversation and avoid overreacting.

Mouth:

- Respond appropriately.
- Use a calm voice.
- Speak with a slow cadence.

Deflecting the Blame

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

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

Remember the Objectives

- Ensure teacher and student safety
- Enhance professionalism
- Reduce parent concerns
- Minimize liability
- Lower stress level
- Our objective is to make problems smaller, not bigger

Discipline Statement

Discipline is often the most challenging aspect of substituting. However, with proper preparation, the potential for discipline problems can be minimized. When students are engaged in meaningful and interesting activities, misbehavior is less likely to occur. The substitute should vary activities and have tasks ready for students who finish early.

If discipline problems arise, do not feel like a failure. If you are unable to effectively address the situation, contact the assistant principal or principal immediately for assistance.

Corporal punishment must never be administered under any circumstances.

Substitute Hints and Suggestions

1. **Know the teacher next door:** Introduce yourself so you can ask for help with questions about schedules or materials.
2. **Restroom and library procedures:** Send only one student at a time to the restroom or library. Wait for the first student to return before sending another.
3. **Seating chart:** If the teacher has not left a seating chart, quickly create one. It's easier to maintain discipline when you can call students by name.
4. **Unresponsive students:** If a student doesn't respond when you call their name, they may have switched seats. Remind them of the importance of keeping the correct seating arrangement to avoid confusion and to ensure students don't get in trouble for someone else's actions.
5. **Prevent name-calling or rudeness:** Stop disagreements before they escalate by addressing issues of name-calling or rudeness early, preventing potential fights.
6. **Supervise hallway transitions:** Be present in the hallway between classes. Stand in the doorway to monitor the hallway and students entering the classroom. Students are less likely to cause trouble when they see a teacher.
7. **Class dismissal:** Never let a class leave early for lunch or their next class.
8. **Set clear expectations:** Make your rules and expectations very clear at the beginning of the day.
9. **Respectful communication:** Treat students with respect, and your communication style will serve as a model for how they interact with each other and with you.
10. **Confidentiality:** Do not discuss the teacher's class or individual students with others, especially outside of school. Never discuss student-related issues with anyone except the principal, teacher, or office staff.
11. **Address problems appropriately:** If you need to discuss a problem, talk to the principal, teacher, or office staff.
12. **Follow lesson plans:** Stick to the lesson plans the teacher has left.
13. **Assist the teacher:** Organize the students' work for the day to help the teacher when they return.
14. **Grading assignments:** Do not grade students' work unless specifically directed by the teacher.

Additional Tips:

- Even if a few students upset your plans, make sure to note the names of students who were helpful or behaved well. Leave the teacher positive feedback about the class and any concerns you encountered.
- Most students may question your leadership, but some may challenge your authority. Avoid arguing with them. Instead, say, "I know this may not be how Mr. Smith usually does it, but this is the plan for today."
- If you are unsure how the teacher wants an assignment completed, ask another teacher for help. If that's not possible, create your own plan. If you change the assignment, leave a note for the regular teacher explaining the adjustments.
- **Be assertive, not aggressive:** Students should not feel they can manipulate your decisions. Use direct statements such as:
 - "I need you to start reading now."
 - "I want everyone to hand in their papers."
- If students protest by saying, "We never do that!" calmly respond with: "I know it can be hard to have a sub, but today we will do it this way."
- **Stay active and engaged:** Walk around the room instead of sitting at the desk, especially during seatwork or tests. Students are more likely to stay on task when you are present and circulating.
- **Return materials:** Ensure that any classroom sets of books, packets, or worksheets are returned to their proper places before the class is dismissed. This will help you keep track of missing items.
- **Avoid physical contact:** Do not touch students or try to redirect their behavior with physical contact.

Substitute Teacher Job Description



Friendswood Independent School District
302 Laurel Drive, Friendswood Texas 77546
281-482-1267 www.myfisd.com

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

Primary Purpose:

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

Qualifications:

Education/Certification:

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

Special Knowledge/Skills:

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

Major Responsibilities and Duties:

1. Arrive promptly at the assigned time and location reporting directly to the school office in order to receive the 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. Reliable prompt attendance is expected.
19. In person attendance is required.
20. Regular and reliable prompt attendance is expected.
21. Perform other duties as assigned.

Working Conditions:

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

revised 04/22

Substitute Aide Job Description



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 the teacher maintain safety and security of all children assigned to your class.
2. Help maintain a neat and orderly classroom.
3. Help the 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 to work with individual students 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 the 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.
10. In person attendance is required.
11. Regular and reliable prompt attendance is expected.

Supervisory Responsibilities:

- None

Working Conditions:

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

revised 04/22
