

Willis Independent School District



2026-27 Substitute Handbook

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MISSION

The mission of Willis ISD is to develop in each student the knowledge, skills and behaviors essential for lifelong learning and for productive, responsible citizenship.

VISION

Willis ISD will be the district of choice where every student develops a passion for learning.

STRATEGIC INTENT

Willis ISD will provide hope for a successful future by teaching every child to think.

VALUES

*Every Child Counts and Every Child Learns.
Teamwork – No one works alone.
Support – We help each other.*

BOARD OF TRUSTEES

Kyle Hoegemeyer - President
Paulett Traylor – Vice President
Chad Jones – Secretary
Nikita Lagway
Scott Carson
Cliff Williams
Charles Perry, Sr.

ADMINISTRATION

Dr. Kimberley James - Superintendent
Dr. Sarah Blakelock – Chief Communications Officer
Robert Eaton – Chief of Construction and Operations
Garrett Matej – Chief Financial Officer
James “Trent” Miller - District Athletic Director
Travis Utecht – Chief Human Resources Officer
Dr. John Vaglienty – Chief Academic Officer
Dr. Susan Clardy - Executive Director of Accountability, Research and Evaluation
Dr. Ivan Velasco - Executive Director of Elementary Education
Noah Hollander - Executive Director of Secondary Education
Stephen Shannon - Executive Director of Technology
Sarah Ballew – Executive Director of Teaching, Learning and Professional Development
Randi Gay – Executive Director of Special Programs
Kenneth Labonski - Director of Fine Arts
Kelly Locke - Director of Guidance & Counseling
Meghan Ballard – Director of Federal Programs, Compliance and Grants
Tracy Jackson – Director of Assessment and Accountability
Michael Haggerty - Director of Transportation
Bryan Grimm - Director of Maintenance
Lisa Guzman - Director of Custodial Services
Michael Northey - Director of Child Nutrition

CAMPUS ADMINISTRATION

Willis High School

Principal – Tiffany Mathews
Associate Principals – Dr. Willie Kelley, Joseph Villarreal
Asst. Principals - Roger McNeel, Mindi Maturin, Jenny Stone, Katie Kelley, Jimyra Hicks
Secretary – Lauren Foerster

CTE-Center

Asst. Principal – Tim Douglas
Secretary -Jessica Muniz

Robert P. Brabham Middle School

Principal – Anthony Roberts
Dean of Instruction – Julie Roth
Asst. Principals – Kim Blanco, Moseacke Tatum
Secretary – Marsha (Renea) Alley

Homer C. Calfee Middle School

Principal - Dr. Gerald Schattle
Dean of Instruction – Lee Hooker
Asst. Principals – Erica Bostic Williams and Melissa Evans
Secretary –Natalie Emerson

Lynn Lucas Middle School

Principal - Dr. Kelley Moore
Dean of Instruction – Ashley Soose
Asst. Principals – Tomell Walton and Travis Elkins
Secretary -Zhane' Dilosa

Janie Stubblefield Alternative School

Director -Tanya Maddin
Secretary – Stephanie Brit

C C Hardy Elementary School

Principal - Susan Fossler
Assistant Principal – James Wilcox
Assistant Principal – Isis Frederick
Secretary - Charity Cornell

Mel Parmley Elementary School

Principal - Alyson Wilkins
Assistant Principal – Brooke Stanfield
Secretary – Rebecca Eppinette

AR Turner Elementary School

Principal – Paula Snow
Assistant Principal – Lindsey Graham
Secretary – Melanie Hooks

Edward B Cannan Elementary School

Principal – Brooke Paulson
Assistant Principal – Jennifer Fishback
Secretary - Maria Rangel

William Lloyd Meador Elementary School

Principal -Tamara Good
Asst. Principal – Cooper Beltran
Secretary – Kimela Allen

Eddie Ruth Lagway Elementary School

Principal – Kristie Wallace
Asst. Principal – Alicia Clark
Secretary – Michelle Hernandez

Roark Early Education Center

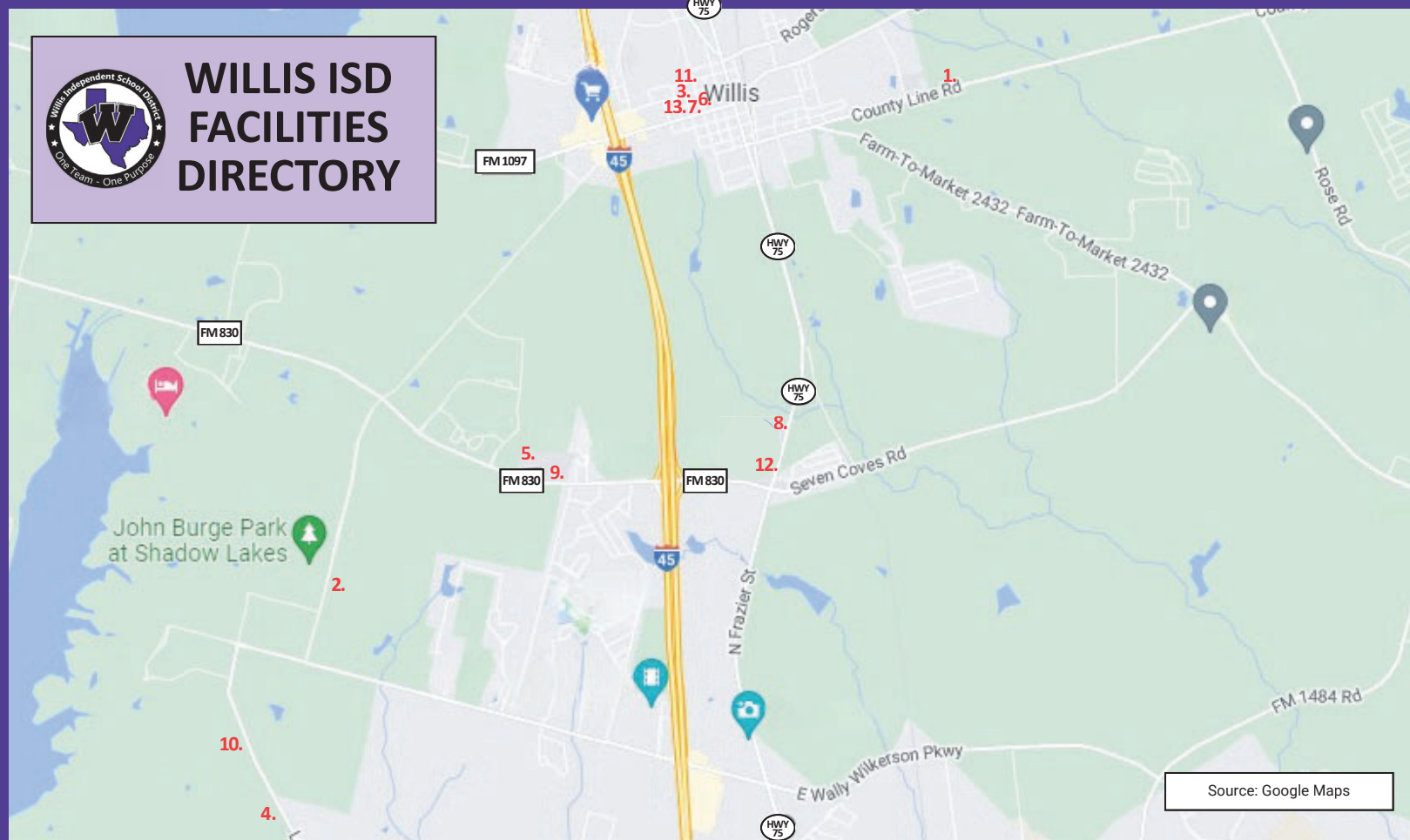
Principal - Calandra Lewis
Asst. Principal – Emily Loney
Secretary - Ana Bruce

Ruth Castleschouldt Elementary

Principal – Dr. Chasity Simon
Asst. Principal – Micah Surface
Secretary – Jacqueline Padilla



WILLIS ISD FACILITIES DIRECTORY



ELEMENTARY CAMPUSES

- | | | | |
|---|---|---|--|
| 1. CANNAN ELEMENTARY
7639 County Line Rd.
Willis, TX 77378
936-890-8660 | 2. CASTLESCHOULD T ELEMENTARY
8150 M.P. Clark
Conroe, TX 77304
936-701-5000 | 3. HARDY ELEMENTARY
701 Gerald St.
Willis, TX 77378
936-856-1241 | 4. LAGWAY ELEMENTARY
11505 Pine Valley Dr.
Conroe, TX 77304
936-228-7715 |
| 5. MEADOR ELEMENTARY
10020 FM 830
Willis, TX 77318
936-890-7550 | 6. PARMLEY ELEMENTARY
600 N. Campbell
Willis, TX 77378
936-856-1231 | 7. ROARK EARLY EDUCATION CENTER
103 Wildkat Drive
Willis, TX 77378
936-890-1400 | 8. TURNER ELEMENTARY
10575 HWY 75 N.
Willis, TX 77378
936-856-1289 |

SECONDARY CAMPUSES

- | | | | | |
|---|--|--|--|---|
| 9. BRABHAM MIDDLE SCHOOL
10000 FM 830
Willis, TX 77318
936-890-2312 | 10. CALFEE MIDDLE SCHOOL
7373 Longmire Rd.
Conroe, TX 77304
936-701-5300 | 11. LUCAS MIDDLE SCHOOL
1304 N. Campbell
Willis, TX 77378
936-856-1274 | 12. WILLIS HIGH SCHOOL
10005 Highway 75 N.
Willis, TX 77378
936-856-1250 | 13. STUBBLEFIELD & HOPE ACADEMY
207 Philpot
Willis, TX 77378
936-856-1302 |
|---|--|--|--|---|

DISTRICT FACILITIES

- | | | | |
|---|---|---|--|
| AGRICULTURAL SCIENCE CENTER
44 FM 830
Willis, TX 77378
(936) 890-7408 | BERTON A. YATES STADIUM
1304 N. Campbell St.
Willis, TX 77378 | BLYTHE CALFEE TENNIS CENTER
702 Gerald St.
Willis, TX 77378 | CAREER & TECHNOLOGY EDUCATION CENTER
40 FM 830
Willis, TX 77378
(936) 890-7408 |
| SHARON HILL JENNETTE ADMINISTRATION
612 N. Campbell St.
Willis, TX 77378
936-856-1200 | WILLIS ISD MAINTENANCE
707 Gerald St.
Willis, TX 77378
(936) 856-1218 | WILLIS ISD TRANSPORTATION
215 Philpot St.
Willis, TX 77378
936-856-1220 | WILDKAT RESOURCE CENTER
204 W. Rogers Rd.
Willis, TX 77378
936-890-3227 |



SUBSTITUTE PARKING INFO BY CAMPUS

Roark Early Education Center:

Anywhere except directly in front of the campus.

C.C. Hardy Elementary:

Please park in the front or on the north side of the building (by the tennis courts).

Castleschouldt Elementary:

Please park on the side of the building next to the cafeteria.

Parmley Elementary:

Please park in the back and have your badge ready to show to a teacher to be let in.

Cannan Elementary:

Subs will need to park in the cafeteria parking lot on the left side of the building.

A.R. Turner Elementary:

Please do not park in marked spaces, otherwise any open space is ok. Enter campus through front doors.

Meador Elementary:

Park on the cafeteria side via the entrance between Brabham and Meador.

Lagway Elementary: Parking is ample, no specific instructions at this time.

Brabham Middle School:

Please park anywhere on the side of the parking lot closest to Meador.

Calfee Middle School:

Please park in front but on the far right side of the school and enter through the front doors.

Lynn Lucas Middle School:

It is recommended that you park in the front parking lot as you will enter through the front doors.

Willis High School:

Please do not just park in any empty staff space as the spaces are assigned to staff. Check the job for instruction from the teacher with their space number. If instructions do not contain a space number, email the teacher and/ or reach out to the campus sub coordinator.

Stubblefield Academy. DAEP:

There is limited parking, please park to the far left of the lot.

REPORTING TIMES FOR EACH SCHOOL:

Willis High School/CTE Center	6:45 a.m. to 3:15 p.m.
Robert Brabham Middle School	8:00 a.m. to 4:30 p.m.
Homer C. Calfee Middle School	8:00 a.m. to 4:30 p.m.
Lynn Lucas Middle School	8:00 a.m. to 4:30 p.m.
Stubblefield Alternative School	6:45 a.m. to 3:15 p.m.
CC Hardy Elementary School	7:30 a.m. to 4:00 p.m.
Parmley Elementary School	7:30 a.m. to 4:00 p.m.
Turner Elementary School	7:30 a.m. to 4:00 p.m.
Cannan Elementary School	7:30 a.m. to 4:00 p.m.
Meador Elementary School	7:30 a.m. to 4:00 p.m.
Lagway Elementary School	7:30 a.m. to 4:00 p.m.
Castleschouldt Elementary School	7:30 a.m. to 4:00 p.m.
Roark Early Childhood Center	7:30 a.m. to 4:00 p.m.

SUBSTITUTES SHOULD PLAN TO ARRIVE AT SCHOOL AT THE SPECIFIED TIME AND REMAIN ON CAMPUS UNTIL THE END OF THE SCHOOL DAY.

SUBSTITUTE PAY

Substitute Teacher:

Non-Degreed	\$95 a day
Degreed	\$115 a day
Certified	\$125 a day
Nurses	\$125 a day

Long Term Non- Degreed Substitute Teacher:

1-10 days	\$95 a day
11+ days	\$105 a day

Long Term Degreed Substitute Teacher:

1-10 days	\$115 a day
11+ days	\$125 a day

Long Term Certified Substitute Teacher:

1-10 days	\$125 a day
11+ days	\$140 a day

Substitute Aide:

Certified, Degreed or Non-Degreed	\$95 a day
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** Long Term means filling the same position for consecutive days.

For Degreed & Certified Rates, **official** transcripts must be submitted to the substitute coordinator

Pay dates are the 1st and the 15th of each month.

Substitutes are paid for days worked between the 1st of the month to the 15th of the month on the 1st of the next month.

Substitutes are paid for days worked between the 16th of the month to the end of the month on the 15th of the next month.

*i.e. Sub works on September 4 through September 14 (a total of 9 days)
the Sub would be paid for these 9 days on the first of October.*

To: Part-time, Seasonal, as needed Substitutes and Temporary Employees of Willis ISD NOT participating in the Teacher Retirement System

From: Willis ISD School Board and Administration

Re: New Social Security Law

On November 5, 1990 the Congress enacted the Omnibus Budget Reconciliation Act of 1990. OBRA '90 contained a provision that became internal Revenue Code Section 3121 (b) (7) (F). This new provision requires all employees of public employees not in Social Security, and not participating in a retirement plan to participate in Social Security or an alternative retirement plan.

On August 8, 1991, the Willis ISD School Board Adopted a Section 457 Deferred Contribution Plan and approved First Financial Capital Corporation as administrator.

Under this plan, the substitute will contribute 7.5% of his or her annual compensation into a group fixed annuity contract. These before-tax contributions will accumulate as tax deferred savings, and re 100% immediately vested in your individual account and available to you at separation from service after one complete calendar year.

WILLIS ISD SUBSTITUTE WORK EXPECTATIONS

ALL SUBSTITUTES

Although the district reasonably expects substitutes to work at least 2-3 days per week, the district does not guarantee that you will receive that every week. The district's need for substitutes varies from week to week. Some weeks, you may not receive any assignments. Similarly, the district understands that some weeks you may not be able to accept assignments due to illness or other personal reasons. You may be removed from the district's substitute roster for poor performance or misconduct. In addition, you may be removed from the substitute roster if:

- you repeatedly turn down assignments or frequently cancel assigned positions
- you do not accept at least 12 assignments per semester
- you do not return a letter of reasonable assurance in a timely manner

Returning substitutes are required to complete the renewal process annually by signing their LORA for the new school year, completing required Eduhero courses and email completion certificate to the district substitute coordinator.

Substitutes who wish to remove themselves from the sub pool, thus separating from the district, must communicate their intent to the district substitute coordinator. Following separation from the district, substitute badge must be promptly turned in to the administration office.

Notice to Employees Who Are Retired in the Teacher Retirement System (TRS) of Texas After January 1, 2011

When you choose to return to work as an employee in the Willis Independent School District, it may affect the status of your annuity with TRS. Willis ISD provides this information for guidance only and any questions should be directed to TRS.

Definition of Substitute

TRS states that a substitute is a person who serves on a temporary basis *in the place of a current employee* and that the substitute's pay does not exceed the rate of pay for substitute work established by the employer. If a TRS retiree is serving in the place of a current employee, the retiree may serve as a substitute for an extended period. There is no limit on the number of days a TRS retiree can serve in that position as a substitute, although disability retirees continue to be limited to 90 days of substitute service without loss of benefits.

Definition of Vacancy

If a retiree is serving in a vacant position (no other person currently holds the position), the retiree is not a "substitute" for TRS return-to-work purposes. Vacancy positions can also include tutoring, testing or extra help. **If the position is vacant, different considerations apply. If a retiree is asked to serve in a vacant position, the retiree cannot be reported to TRS as a substitute. The retiree must be reported either as a one-half time employee or as a full-time employee.**

If a retiree has worked previously in the same school year in a substitute position, the work must be limited to one-half time to avoid loss of any annuity. To be reported as one-half time, the combination of the number of days of substitute service and the number of days of work on a one-half time basis (or VACANCY), in the same calendar month cannot exceed the number of days available that month for work on a one-half time basis. **Work for any part of a day as a substitute or on a half-time basis will count as a full day.**

Combined One-Half Time Employment and Substitute Service

The combination of the number of days of substitute service and days of work on a one-half time basis in the same calendar month cannot exceed the number of days available that month for work on a one-half time basis. **Work for any part of a day as a substitute or on a half-time basis will count as a full day.**

One-Half Time Employment Only

Working one-half time means that the employee does not work more than one-half the time required for the full-time job for that particular month. Any additional duties worked by one-half time employees would be combined with actual time worked and would exceed one-half time. An example would be a 50% employee who also works on tutorials or other extra duties. ***The two combined must not exceed one-half time to avoid loss of any annuity.*** **Work for any part of a day as a substitute or on a half-time basis will count as a full day.**

Because the number of working days in each month is not always the same, the amount of time available to work may vary from month to month. Please check the payroll schedule for the number of working days in each month.

Members Should Contact TRS Directly

Although TRS-covered employers are required to withhold TRS member contributions from compensation paid to TRS-eligible employees and submit the deposits and related reports to TRS, TRS reporting entities are *not* the agents of TRS.

Members should contact TRS toll-free at 1-800-223-8778. Counselors trained to respond to member questions will answer the members' questions or will forward the calls to a specialist for assistance. Calls from the reporting entities are answered by TRS staff trained to respond to questions from such entities regarding employment eligible for membership, reports, and other issues related to the contributions required from the employer. These different perspectives can result in confusion to the member when responses that are tailored to the needs of the reporting entity are shared with an individual member. It is important that TRS receives questions directly from a member to ensure the proper answer is given in each specific case.

Effective September 1, 2016, the definition of substitute is changing for employment after retirement purposes in order to *expand* your opportunities to substitute. During the April 2016 TRS Board Meeting, the TRS Board of Trustees adopted a change to TRS Administrative Rule 31.1(b) relating to Definitions.

The current rule allows a retiree to substitute without limit in a position held by a **current** employee – provided the retiree is *only* working as a substitute. The change in the rule will allow retirees to also serve as a substitute in a *vacant position* or *vacant positions*, but for no more than 20 days in each vacant position.

Note: If you combine substitute work and any other type of work – you are limited to working no more than one-half the work days in that calendar month.

But there are other requirements that you should know before deciding if you can substitute in a vacant position. This change will not be effective until September 1, 2016. The changes in the definition of a substitute for retirees:

- **allow** a retiree to serve as a substitute not only in the place of a current employee or a position held by more than one current employee but also in a vacant position for no more than 20 days;
- **allow** a retiree to serve in more than one vacant position during a school year for up to 20 days in each position;
- **prohibit** a retiree from serving in a position that was vacated by that retiree, i.e., the retiree cannot substitute in the position the retiree vacated at retirement;
- **do not change** the requirement that all retirees must observe a one full, calendar month break in all service with a TRS-covered employer after retirement;
- **do not change** the effect of revoking retirement by working as a substitute during the required one full, calendar month break in service (whether in the place of a current employee or if the position is vacant);
- **do not change** the requirement that a retiree who retired after January 1, 2011 must have a 12 full, consecutive calendar month break in service from all TRS-covered employers before working full-time (retirees may work as substitutes or as much as one-half time without having a 12 month break in service); and
- **do not change** the effect of interrupting the 12 month break in service by working as a substitute, whether the position is held by a current employee or is vacant, and requiring the retiree to begin a new 12 full, consecutive calendar month break in service before full-time employment.

DISTRICT HEALTH / SAFETY POLICY

FOR YOUR PROTECTION – HEALTH – AND HAPPINESS

IT IS THE POLICY OF WISD TO EXTEND EVERY REASONABLE PRECAUTION FOR THE HEALTH AND SAFETY OF EACH OF OUR SUBSTITUTES.

TO ACCOMPLISH THIS:

WHILE ON THE JOB, EXECUTE EVERY TASK IN A SAFE MANNER. IF FOR ANY REASON YOU ARE UNABLE TO PERFORM YOUR TASK SAFELY, BEFORE PROCEEDING **NOTIFY YOUR SUPERVISOR.**

WORKERS' COMPENSATION

(Our Workers' Comp. Carrier is TASB Risk Management Fund)

Reporting Accidents: Substitutes must report all accidents to their Supervisor **immediately**. Failure to report an accident could result in TASB's rejection of the claim.

Medical Treatment For Work Related Injuries: After reporting the accident to their supervisor, if a substitute requires medical treatment for a work related injury, they may see the doctor of their choice. When making the appointment advise the doctor that it is a work related injury and **do not use** your Personal Health Insurance Plan.

Lost Time due to Work Related Injuries: When a physician takes a substitute off work, the substitute must provide written notification to the Human Resources Department from the physician regarding their work status.

Returning to Substituting after Recovering from a Work Related Injury: The substitute must provide the district with a doctor's release before being allowed to return to substituting.

Workers' Compensation Claim Investigations: If the above procedures are not followed, and/or the doctor does not substantiate the conditions hindering the substitute from performing their duties, it could result in an investigation and rejection of the claim by TASB Risk Management Fund.

PROFESSIONAL ATTITUDE

The Substitute has a professional obligation even though he/she is not a regular teacher. Extreme caution should be used in expressing personal reactions and derogatory opinions about activities in the classrooms of various schools. If there is a problem, practice, or a policy of the school with which you disagree or a suggestion you wish to make, the principal of the school is the person to whom comments should be directed. The principal is the person to take proper actions to solve problems or explain fully all the details of whatever is questioned. **An individual child's educational progress is the confidential information of the staff of the school, just as is in medical case with a doctor. It is not to be discussed outside the school.**

PROFESSIONAL ETHICS

The Substitute has a professional obligation even though he/she is not a regular teacher. Keeping this in mind the following should be observed:

1. The substitute teacher should use extra caution in expressing personal opinions and reactions about any subject.
2. Under no circumstances should a substitute teacher criticize a regular classroom teacher, an administrator, or a student in the presence of other teachers or students.
3. A substitute teacher should observe the same rule of confidentiality that professional school district personnel must observe. **DO NOT DISCUSS A STUDENT'S CONDUCT, GRADES, OR ABILITIES WITH ANYONE OUTSIDE THE SCHOOL DISTRICT OR WITH UNAUTHORIZED PERSONNEL IN THE SCHOOL DISTRICT.**
4. The substitute teachers must avoid comparing the children in one neighborhood with those in another neighborhood.
5. **The substitute teacher should dress appropriately for the assignment. Students do notice what any teacher or authority figure wears to school. How you dress does affect the level of respect which students will give the "teacher".**

SUBSTITUTE GUIDELINES

ALWAYS clock in, sign in and make contact with campus sub coordinator.

1. The substitute teacher is expected to be on duty the entire day and to perform the duties, both curricular and extracurricular, of the regular classroom teacher who they are replacing for that day. The Substitute Aide is expected to be on duty for the entire day, also. This individual is expected to perform a variety of duties, as assigned by the appropriate authority figure(s). These assignments may vary from classroom to classroom and campus to campus. **STUDENTS MUST NEVER BE LEFT UNSUPERVISED.** The substitute teacher or aide must not leave the building during the day without permission from the principal.
2. The substitute teacher should endeavor to preserve the regular routine of the class and to perform all the duties assigned the regular classroom teacher. He/she should follow the plans left by the regular teacher, unless otherwise instructed by the principal. The substitute teacher and/or aide should not feel that he/she is merely “babysitting” or holding things together when the regular classroom teacher is not present. He/she is temporarily responsible for the safety and education of each child in the classroom.
3. The substitute teacher and substitute aide should not receive money from children unless instructed to do so. If money is collected, he/she should deposit it with the appropriate main office personnel at the first available opportunity. **DO NOT LEAVE MONEY UNATTENDED IN THE CLASSROOM!** Substitute teachers or aides should not lend students money for any purpose. If a substitute teacher or aide has occasion to take up an item of value from any student, he/she is responsible for the article until it is returned to the student or turned in to the appropriate main office personnel. These items should also be labeled clearly with the student’s name.
4. The substitute teacher should prepare and leave a short summary of the day’s activities for the regular classroom teacher.
5. Under no circumstances should a substitute teacher or aide take a book to read or a craft to work on while on duty. Students need the full attention of the “teacher”.
6. The substitute teacher or aide is expected to follow provided parking guidelines per the campus.
7. Proper daily attendance **MUST** be taken according to the individual school district policy. A separate list of student absences should be left for the regular classroom teacher.
8. The substitute teacher or aide should call for immediate assistance in case of any medical emergency. NOTE: Prescribed and non-prescribed medication must be administered by the school nurse or authorized school personnel **ONLY**. **TEACHERS OR SUBSTITUTE TEACHERS ARE NOT AUTHORIZED TO GIVE ANY MEDICATION TO STUDENTS!**
9. **ALWAYS FOLLOW THE LESSON PLAN LEFT BY THE TEACHER.**
10. **Sensitive topics such as sex shall NEVER be discussed with the students: Direct them to ask questions to their parents, school nurse, school counselor or church minister.**

- 11.** Willis ISD Photo ID Badges must be worn at all times while on campus. If you lose your badge contact the HR department for a replacement. There is a four-dollar replacement fee.
- 12.** An employee of the district, including substitutes, must notify the Human Resources department within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony and any of the other offenses listed below:
- Crimes involving school property or funds
 - Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator.
 - Crimes that occur wholly or in part on school property or at a school-sponsored activity.
 - Crimes involving moral turpitude
 - ❖ Dishonesty
 - ❖ Fraud
 - ❖ Deceit
 - ❖ Theft
 - ❖ Misrepresentation
 - ❖ Deliberate violence
 - ❖ Base, vile or depraved acts that are intended to arouse or gratify the sexual desire of the actor
 - ❖ Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell or distribute any controlled substance
 - ❖ Felonies involving driving while intoxicated (DWI) or driving under the influence (DUI) of drugs or alcohol.
 - ❖ Acts constituting abuse or neglect under the Texas Family Code

CLASSROOM MANAGEMENT /DISCIPLINE

1. The substitute teacher or aide must **NEVER** administer corporal punishment to any student. You must never put your hands on any student.
2. The substitute teacher and/or aide are expected to maintain a level of discipline in the classroom which is conducive to good learning.
3. Confrontations: When a student or group of students misbehaves, you should remember that your objective is to calm the students and get them back on task. Verbally respond to the student's argument with a statement beginning with the phrase "I understand, however..." This phrase defuses almost every argument a student will try with you. The most important non-verbal messages you can convey is "I am calm, confident, and in control."
4. Set the limits: Practice this sequence when you must deal with a disruptive student who is testing your ability to control the classroom:
 - Stand and look at the disruptor; hold their gaze.
 - Move within about three feet from the student, face him or her and quietly call the student by name.
 - Maintain unwavering eye contact. Wait.
 - Take relaxing breaths and keep your body relaxed.
 - Keep a calm facial expression (no emotion).
 - Call student by name quietly again, wait.
 - Lean toward the student and give verbal direction, do not tell the disruptor what to stop doing, but tell him or her what to do. Stay there until the student follows the directions.
 - Thank the student when he or she complies, thank the other students for waiting and return to teaching
 - If disruptive behavior continues, contact the office or the assistant principal for help.
5. Firm, fair treatment of all pupils, combined with explicit explanation and direction will preclude many disciplinary problems.
6. Posted in all elementary classrooms are the classroom rules to be followed by all students. The substitute teacher should reinforce the classroom discipline established by the regular classroom teacher.
7. THE KEY TO ASSERTIVE DISCIPLINE IS CATCHING STUDENTS BEING GOOD AND LETTING THEM KNOW THAT YOU LIKE IT.

WHAT DOES A WELL-MANAGED CLASSROOM LOOK LIKE?

A well-managed classroom should:

1. involve high levels of student engagement in instructional activities
2. let students know what is expected
3. be generally successful
4. have relatively little wasted time, confusion, or disruption
5. reflect a climate that is work-oriented, but relaxed and pleasant

An effective classroom teacher:

1. plans classroom procedures and rules carefully and in detail
2. systematically teaches students procedures and expected behavior
3. monitors all students' work and behavior closely
4. deals with inappropriate behavior quickly and consistently
5. organizes instruction to maximize student task engagement and success
6. communicates directions and expectations clearly

FOR SUCCESSFUL CLASSROOM MANAGEMENT

1. Students should never arrive in the room ahead of you. You should be there to greet them when they arrive. Be punctual in every capacity (arriving to and from lunch and conference periods, checking attendance, etc.) Receive and dismiss students in an orderly fashion.
2. Start the day out quickly, firmly and concisely. Be pleasant. Appear confident. Let the students know “anything doesn’t go”. The Substitute’s first words and actions usually go a long way to set the day’s discipline. You must command respect with your actions.
3. Get the students busy at the beginning of the day. **KEEP THEM BUSY!!!**
4. Problems might be eliminated if questions are phrased so only one student will answer or so children will raise their hands. For example:
 - a. “Raise your hand if you can tell me.....?”
 - b. “Raise your hand if you know?”
5. Students are likely to say: “This is not the way our teacher does it.” Tell them at the beginning, “Don’t worry if I don’t do things exactly the way your teacher does. There is usually more than one good way, and a change can be fun for you,” However, children often feel more secure when they follow an established routine, so try to hold to the time schedule and other “anchor” routines.
6. Compliment things in the room (if applicable) and inquire about the things around the room, especially if they look like student projects.
7. Put conversations and discussions on the students’ level, but do not talk “down” to them.
8. Don’t answer personal questions. Keep students on task.
9. With any group, an effective teacher will be pleasant and show enthusiasm.
10. Know the students’ names. Pick out the “disruptive child” and have them help you –even the smallest task can put them on your side.
11. Remain calm and relaxed. Don’t “lose your cool.”
12. An important tip for working with students is never get into an argument – you will lose. When dealing with disruption, realize that the only person you can actually control in a classroom is yourself.
13. Solve problems “on the spot”, but don’t degrade any student in front of the others. Deal with the individual student, not the group, when corrections are necessary. Be sure to have all the facts. Listen to both sides of the story. Focus attention on the problem. Give the student the benefit of the doubt. **BE FIRM, BUT KIND!!!**
14. Never humiliate or embarrass a child in front of peers. The student should be removed from the group until the substitute has the opportunity to speak with the student. Reprimands should be private whenever possible.

15. Maintain established routines as much as possible. Do not rearrange classrooms.
16. BE POSITIVE!!! Try and see that every student has some success or praise each day. Just a pleasant word or an appreciative smile works wonders.
17. Cell phones should be switched off during assignments.
18. Protect and safeguard all equipment, school property or personal items. Do not allow students to use or have access to items not specified in the lesson plans.
19. Stand at the door during every class change, observing both the hallway and the classroom.
20. Check the room when first entering, after every class change, and before leaving. The room should be left neat, clean, and orderly.
21. Practice good energy conservation. Turn out lights and turn off all electrical equipment before leaving the room at any time.
22. The teachers grade book, lesson plan book, seating charts, textbook records, and attendance roll sheets are all very valuable documents. Know where they are at all times and protect them.
23. Use discretion and caution in issuing restroom passes and hall passes or passes to the office.
24. Report any unusual happenings to the principal or front office immediately.
25. Recess periods require alert supervision. They are not social periods. Move among the children in your charge. You can not supervise from one spot.
26. No food or drinks shall be allowed in the classroom.



What is Section 504?

- Section 504 of the 1973 Rehabilitation Act was the first national civil rights legislation that provided equal access for students with disabilities
- This legislation guarantees anti-discrimination protection for persons identified as having a disability.
- The entire purpose of Section 504 is that it prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the US Department of Education.
- Eligibility for Section 504 includes any person who has a physical or mental impairment which substantially limits one or more major life activities.

What is my responsibility?

- Educators and substitutes are required by Federal law to follow a student's Section 504 Plan.
- **We must provide all listed accommodations.**
- The classroom teacher should provide substitute teachers with a list of students on a Section 504 Plan and those students' accommodations.
- Substitute teachers will document offered accommodations and whether the student used them or not.

Questions?

- First, please read all information provided to you by the classroom teacher.
- If you still have questions, try reaching out to a neighboring teacher.
- If you aren't able to find one or have further questions, please contact the Section 504 Building Coordinator, Campus Assistant Principal, or Campus Principal.

Thank you! We appreciate you!

THE STRATEGIC SIX

“I CAN” Statements

- Content objectives condensed to essential learning written in **student-friendly language**.
- Specific to the daily lesson and measured at the end of the lesson.

The Learning Space

- Teaching and monitoring in close proximity to a student, a small group of students, or the entire classroom of students.
- The teacher is “where the learning is taking place” or “in the middle of the action”.
The learning space allows for more frequent eye contact, smiles, encouragement, and teacher-student interaction

Engagement through Meaningful Conversations

- Student-to student probing and questioning appropriate to the discipline; evidence of appropriate knowledge to develop ideas.
- The teacher stops talking and students start talking.
Discussion of an idea: Argumentation of an idea

Affirmations and Reinforcements

- Simple, direct, genuine, and varied praise that connects success to effort and specifies the particulars of the accomplishment.
- The teacher acknowledging and reinforcing student effort and accomplishment of skills.

Reflections through Focused Writing

- The process of putting thoughts into a written form helps students make connections, reflect on their learning, and commit new learning to memory.
- A variety of writing products which can be used to informally evaluate student success.

Responsive Interventions

- Checking for understanding and giving descriptive feedback throughout the lesson.
- Responding to students with re-teaching and enrichment.

Texas Educator's Code of Ethics

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. (19 TAC 247.1 (b))

Professional Standards

1. Professional Ethical Conduct, Practices, and Performance

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

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

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

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

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, 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 state and federal laws.

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

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

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

Standard 1.11 The educator shall not intentionally or knowingly 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 consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

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

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

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

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

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

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

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

3. Ethical Conduct toward Students

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

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

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

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

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

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

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

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

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

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Dress Code Standards for Professional; Paraprofessional Employees and Substitutes

General Considerations

As an employee of Willis ISD, you represent our district to all our students, parents, community members, other visitors, and your co-workers. As an organization, we seek to communicate an image of public education professionalism to all we come in contact with every day. Therefore, your appearance and demeanor should reflect this objective at all times. Because we recognize the standards that govern acceptable professional education attire have changed over the past several years, we have created this dress code policy to assist you in your selection of appropriate apparel for your position and daily responsibilities. It is recognized that certain positions within the district require a more professional manner of dress, while other positions may be permitted to wear more relaxed attire. Auxiliary employees should follow dress and grooming guidelines set forth in the auxiliary employee handbook.

Basic Guidelines

All employees are expected to dress according to the Dress Code Policy during the normal workday, special events, and staff development.

Principals have the authority to direct dress code on campus workdays and under other extenuating circumstances.

Clothes should be proper fitting and in good condition. Clothes should be clean and neat. Clothing that reveals too much cleavage, back, chest, stomach or undergarments are not appropriate. Offensive tattoos should be covered.

Designated Fridays can be declared school spirit days. For these days only, jeans, *campus-approved* school spirit or related shirts *including t-shirts*, and tennis shoes may be worn.

Regulations regarding footwear may be waived depending on medical conditions if supported by a physician's recommendation.

School nurses may wear scrubs and tennis shoes.

All employees must visibly wear ID badges at all times.

Your cooperation with these policies will provide all of us an opportunity to work in a comfortable, professional environment. No dress code can cover all contingencies so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If you experience uncertainty about acceptable attire for work, please ask your campus principal or immediate supervisor.

Dress Code Policy -- All clothing must be clean and pressed.			
<u>MEN</u>		<u>WOMEN</u>	
<u>Appropriate</u>	<u>Not Appropriate</u>	<u>Appropriate</u>	<u>Not Appropriate</u>
<u>Jackets and Tops:</u> ☐ Suits ☐ Sports Coats ☐ Blazers ☐ Shirts (polos, turtlenecks, oxfords) ☐ Sweaters and vests	☐ Jogging suits ☐ Scrubs ☐ Sweatshirts ☐ T-shirts ☐ Tank tops ☐ Sleeveless tops	<u>Jackets, Dresses and Tops:</u> ☐ Suits (skirts or slacks) ☐ Sleeved and sleeveless dresses ☐ Blouses ☐ Turtlenecks ☐ Sweaters	☐ Jogging suits ☐ Lounging outfits ☐ Mini-length dresses ☐ Sweatshirts ☐ T-shirts ☐ Tank tops ☐ Halter-tops ☐ Low cut tops ☐ Midriff tops ☐ Sheer tops ☐ Tops with spaghetti straps ☐ Strapless tops
<u>Bottoms:</u> ☐ Dress Slacks ☐ Khakis	☐ Jeans ☐ Cargo Pants ☐ Sweatpants ☐ Shorts	<u>Bottoms:</u> ☐ Long or knee-length skirts ☐ Knee-length skorts ☐ Dress walking shorts ☐ Dress slacks ☐ Khakis ☐ Midcalf-length Capri pants	☐ Mini skirts ☐ Leggings of any type ☐ Stirrup pants ☐ Shorts ☐ Sweatpants ☐ Cargo pants ☐ Jeans ☐ Scrubs
<u>Shoes:</u> ☐ Dress Shoes ☐ Loafers ☐ Boots	☐ Tennis Shoes ☐ Flip Flops ☐ Sandals	<u>Shoes:</u> ☐ High and mid-heeled shoes ☐ Flats ☐ Sandals with low or high heels ☐ Loafers ☐ Mules ☐ Fashion boots ☐ Open back shoes w/heels	☐ Canvas shoes ☐ Tennis Shoes ☐ Crocs
<u>Accessories:</u> ☐ Ties ☐ Belts ☐ Socks	☐ Baseball caps ☐ Visible body piercing other than ears and nose stud	<u>Accessories:</u> ☐ Scarves ☐ Jewelry ☐ Hosiery	☐ Hats ☐ Visible body piercing other than ears and nose stud

99 WAYS TO SAY "VERY GOOD"

1. You're on the right track now!
2. You're doing a good job!
3. You did a lot of work today.
4. Now you've figured it out.
5. That's right.
6. Now you have the hang of it!
7. That's the way!
8. You're really going to town!
9. You're doing just fine.
10. Now you have it!!!
11. Nice going!!
12. That's coming along nicely.
13. That's great!!
14. You did it that time.
15. GREAT!!!
16. FANTASTIC!!!
17. TERRIFIC!!!
18. Good for you!!
19. You outdid yourself today!
20. GOOD WORK!!!
21. That's much better
22. EXCELLENT!!!
23. That kind of work makes me very happy.
24. Good job, (name the student)
25. That's the best you have ever done.
26. Good going!!
27. Keep it up!
28. That's really nice.
29. WOW!!
30. Keep up the good work.
31. Much better!!
32. Good for you!
33. That's so much better
34. Good thinking.
35. Exactly right.
36. SUPER!!
37. Nice going!
38. You made it look easy
39. I've never seen anyone do it better.
40. You are doing that much better today.
41. Way to go!
42. Not bad!
43. SUPERB!!
44. You're getting better everyday.
45. WONDERFUL
46. I knew you could do it.
47. CONGRATULATIONS! You got _____ right.
48. You're doing beautiful
49. You're really working hard today!
50. That's the way to do it!
51. PERFECT!!!
52. That's it!
53. Nothing can stop you now!
54. You've got it made.
55. You are very good at that.
56. You are learning fast.
57. I'm very proud of you!!
58. You certainly did well today!
59. You've just about got it!
60. That's good.
61. I'm happy to see you working so well!
62. I'm proud of the way you worked today.
63. That's the right way to do it!
64. You are really learning a lot.
65. That's better than ever.
66. That's quite an improvement!
67. Exceptional work!!
68. MARVELOUS!!!
69. Now you've figured it out.
70. PERFECT!!!
71. That's quite interesting.
72. FINE!!
73. You've got your brain in gear today.
74. THAT'S IT!!!
75. You figured that out fast.
76. You remembered!!
77. You're really improving
78. I think you've got it now.
79. Well, look at you go!
80. You've got that down pat.
81. TREMENDOUS!!
82. OUTSTANDING!!!
83. I like that.
84. Couldn't have done it better myself.
85. Now that's what I call a fine job!
86. You did that very well.
87. CONGRATULATIONS!!
88. That was first class work.
89. RIGHT ON!!
90. SENSATIONAL!!!
91. That's the best ever.
92. Good remembering.
93. You haven't missed a thing
94. You make teaching such a pleasure.
95. You really make my job fun.
96. Keep working on it, you're getting better.
97. You've just about mastered that!
98. One more time and you'll have it!
99. You must have been practicing.

"Bullying":

Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

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;

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

Infringes on the rights of the victim at school; and

"Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

Campus administrators are the **only** point of contact between parents of students allegedly engaging in this conduct and alleged recipient. Substitutes should inform the administrators immediately if concerned about a behavior.

Substitutes should refrain from using the terms associated with the prohibited conduct (bullying, harassment, victim, etc.) when discussing student-on-student conduct, as the administrators investigating the allegations are the only persons qualified to classify conduct as prohibited bullying/harassment.

All of your necessary links can be accessed via our website,
www.willisisd.org.

Once you have reached the site, you will choose Employees from the menu on the top.

The screenshot shows the Willis Independent School District website. The header is dark blue with the district logo on the left and navigation links on the right. The 'Employees' link is highlighted in the top navigation bar. Below the header, the page title 'Employees' is displayed in a large, bold font. A welcome message follows, stating 'Welcome to the Willis ISD Employee Hub!'. A paragraph explains that the page serves as a hub for staff resources. A 'Quick Access' section is visible, listing links for Academic Resources, Admin, All Staff, and Frontline - Student and Employee Information Systems. A button for 'SHJ ROOM RESERVATION REQUESTS' is also present. A banner for 'WILLIS ISD SUMMER 2025' is at the bottom right.

Willis Independent School District
One Team, One Purpose

Students • Careers • Directory • PARENT SELF-SERVE

About Our Schools Departments Students & Families Community **Employees** Planning & Construction Bond 2024

HOME > EMPLOYEES

Employees

Welcome to the Willis ISD Employee Hub!

This page serves as a hub to provide staff with access to helpful resources including program websites, staff news, and a workorder system. If you need to reset your password to log in to the WISD network, you can do so with the self-reset button below.

Quick Access

- + Academic Resources
- + Admin
- + All Staff
- + Frontline - Student and Employee Information Systems

SHJ ROOM RESERVATION REQUESTS

WILLIS ISD
SUMMER 2025

Quick Access

- + Academic Resources
- + Admin
- + All Staff

— Frontline - Student and Employee Information Systems

- **ERP/SIS** (daily operations)
- **Employee Service Center** (reporting absences and personal information)
- **Substitute Management Center** (substitutes find and accept jobs)