

2026-2027 SUBSTITUTE TEACHER HANDBOOK



Table of Contents

INTRODUCTION.....	3
PISD Contact Information	3
SUBSTITUTE EMPLOYMENT INFORMATION.....	4
Employment and Qualifications	4
Employment Status	4
Initial Orientation, Training, and Reactivation	4
Professional Development	5
Compensation and Payroll	5
Substitute Teacher Health Insurance	6
Teaching Hours	6
Lunch	6
Work Attire	7
Resignation	8
STANDARD OF CONDUCT	8
Professional Ethics	8
Code of Ethics and Standard Practices for Texas Educators	8
Arrests and Convictions	11
Confidentiality (FERPA)	12
Professionalism	12
EMPLOYMENT POLICIES	12
Statement of Nondiscrimination and Harassment	12
Prohibited Items on School Property	13
Acceptable Use of Technology	14
SUBSTITUTE DUTIES AND RESPONSIBILITIES.....	14
Substitute Arrival Procedures	14
Start of the Day Procedures	15
Instructional Strategies	16
Classroom Management Strategies	17
End of the Day Procedures	17
Student Illness/Minor Accident Procedures	18
Emergency Procedures and Drills	18
Assignment Cancellations	21
Inclement Weather	21

INTRODUCTION

As a substitute teacher for Princeton Independent School District (PISD), we consider you to be an essential and valuable part of our educational team. We appreciate your willingness to provide service to our students and teachers in your role as a substitute.

No wasted days

The substitute teacher program is an important part of the school organization. PISD expects that the substitute teacher, while serving as the regular teacher's replacement, will continue the program of education normally provided for students, accepting all the duties and responsibilities of the position to which he or she is assigned. We also acknowledge the challenging nature of this task.

In order to assist you with your role as a substitute, this handbook has been created to address a wide variety of subjects. The handbook will answer many commonly asked questions as you assume your various assigned tasks. Not all PISD policies and procedures are included. Those that have been summarized and provided as a brief explanation. All PISD policies and procedures can be accessed under the Administration tab on the district's website: www.princetonisd.net.

PISD Contact Information

Substitute Teacher Program Contacts			
Dr. Jackie Hendricks Deputy Superintendent	Orientation & Personnel Questions	469-952-5400	jhendricks@princetonisd.net
Kim Williams HR Specialist	General Substitute Support	469-952-5400 Ext. 3503	kwilliams@princetonisd.net
Catherine Lilley Payroll Specialist	SmartFind & Payroll Questions	469-952-5400 Ex. 3549	subs@princetonisd.net

Campus Location and Contact Information			
During Office Hours: Call the main district number and select campus by menu: 469-952-5400			
After hours ONLY: Call campus contact numbers below			
Campus Substitute Coordinators			
Canup Early Childhood	301 N. 5th St.	Rolando Zavala	956-454-1430
Perkins Early Childhood	8500 County Road 392	Christie Weaver	972-816-3311
Carrell Elementary	1015 Brookside Blv.	Larry Parker	469-416-1232
Godwin Elementary	1019 N. 6th St.	Beth Murray	409-718-6397
Green Elementary	1000 W. Princeton Parkway	Kyla McDade	214-263-0520
Harper Elementary	8080 CR 398	Michelle Hall	972-589-4702
James Elementary	8633 County Road 728	Molly Holland	210-262-9482
Lacy Elementary	224 East College St	Megan Rice	469-500-3030
Lowe Elementary	450 Beauchamp Blvd	Brittany Charles	512-826-7144
Mayfield Elementary	5970 Waterway Drive	Jason Brown	903-461-4766
Smith Elementary	2101 Forest Meadow Dr.	Donnell Alexander	469-428-7698
Banschbach Middle School	1110 Brookside Blv.	Haley Crawford	214-803-4002
Clark Middle School	301 Panther Pkwy	Candice Hall	972-839-4052
Southard Middle School	455 Monte Carlo	Clayton Claridy	469-865-9747
Mattei Middle School	9055 County Road 728	Gary Dobbs	832-718-2480
Lovelady HS	501 North Boorman Ln.	Heather Lamb	214-995-6454
Princeton High School	1000 E. Princeton Dr.	Jerry Quinton	214-491-0486
CATE Center	501 Bois D'Arc Ave.	Brett Hackman	469-952-7415
DAEP	600 Mabel Ave	Rachel Dean	206-604-0038

SUBSTITUTE EMPLOYMENT INFORMATION

Employment and Qualifications

Employment of substitute teachers occur according to the current needs of PISD. When additional substitutes are needed, PISD will post the substitute teacher position under the Human Resources tab on the district's website. Several pools of substitutes are hired at multiple times of the year.

Substitute teachers in PISD may be certified, degreed, or non-degreed. Candidates must have at least a high school diploma or its equivalent.

Individuals desiring employment as a substitute teacher in PISD are required to complete a substitute teacher employment application online. Applicants selected for employment will be contacted to complete additional forms through an online onboarding packet. All substitute teacher candidates are required to be fingerprinted in accordance with Senate Bill 9 before attending a substitute orientation. After onboarding paperwork and fingerprinting have been processed, the applicant will be notified of their orientation meeting date.

Applicants retired from a Texas school district, currently drawing pay from TRS, are responsible for contacting TRS to identify any ramifications, such as loss of benefits that may occur due to employment as a substitute teacher.

Employment Status

Substitute teaching is a day-by-day, temporary employment assignment. Substitute employees are "on-call"; therefore, there is no guarantee of work. Days worked are NOT cumulative for any purpose including, but not limited to, seniority, future assignment, retirement, and other benefits afforded to regular employees. Substitute teaching provides no expectation of regular, routine, predictable, or continued employment with Princeton ISD. Your status as a substitute is considered "at-will", meaning this employment agreement may be ended with or without cause by the employer or the employee at any time.

Initial Orientation, Training, and Reactivation

Before beginning substitute duties, all substitute employees new to PISD must attend an orientation session provided by the Human Resources Department. It is the goal of PISD that newly hired substitute teachers leave the orientation prepared to work.

The orientation provides training that addresses topics such as employment information and policies; standard of conduct and code of ethics; substitute duties and responsibilities; classroom instruction, management, and student discipline basics; as well as registration and instructions for using the district's substitute calling system.

PISD uses an automated Substitute Employee Management System (SEMS) called SmartFind Express (SFE) to assign substitute teachers. SFE is an automated placement system that will allow substitutes to search for jobs 24 hours a day, 7 days a week via the internet or phone. Substitutes will also receive calls from the system when jobs are available. Through SmartFind, substitutes will be able to select jobs, view their schedule, create non-work days, personalize available call times, and set preferences for the sites and locations they choose to work at. In addition, substitutes will receive a "SmartFind Substitute Quick Reference Guide" to support system use from home.

New Substitutes: At orientation, new hires will receive a *District Substitute Folder* containing:

- PISD Substitute Teacher Handbook
- Smart Find Express Quick Guide & Mobile App Guide
- District Map
- Current District School Calendar
- Current Year Payroll Schedule
- Emergency Quick Reference Guide

REACTIVATION: Returning Substitutes: At the end of the school year, all substitute teachers are made inactive in the SmartFind Express System. Prior to the beginning of each year, an HR Specialist will contact employees who served as substitutes the prior year to identify those who wish to continue employment as a substitute teacher. Those employees will be reactivated into the SmartFind system and receive an email with updated versions of the sub folder contents attached. In addition, the latest versions of these resources are available on the district's website under Human Resources.

Professional Development

The district's new substitute orientation session includes all initial training required for beginning as a substitute teacher.

In addition, as a free service to our valuable substitute teachers, the district provides online training opportunities through the **Eduhero** platform as a resource to strengthen classroom skills. These courses are "optional" for your personal professional development.



This easy, user-friendly, self-paced, interactive, and engaging online learning platform delivers professional development courses geared specifically toward substitute teaching as well as a wide variety of other helpful topics related to teaching, learning, and classroom management. A certificate can be printed immediately upon completion of each course. Once employed as a substitute teacher, you will be able to access the *Eduhero* app through your *ClassLink* log-in account established for you.

Compensation and Payroll

- Substitute teachers who hold a teaching certificate are paid at a rate of **\$130** per day.
- Substitute teachers who have a bachelor's degree are paid at a rate of **\$115** per day.
- Substitute teachers who do not hold a teaching certificate or degree are paid at a rate of **\$100** per day.
- LONG TERM ASSIGNMENTS: non-degreed **\$115**, degreed **\$130**, certified **\$145**
 - Long term assignments are paid at base pay rate until you have worked 20 consecutive days for the same absent employee. You will receive back pay for days 1-19 on the payroll following your 20th day. Your base pay will also reflect the long-term increase until the end of your assignment.

Official transcripts, indicating a degree was conferred, and certificates must be submitted to Human Resources during the application and onboarding process in order to qualify for the increased pay rates.

Bonus! Substitute teachers who work more than 10 days in one month will receive an additional bonus of **\$200.00** for the next pay period.

Substitutes are paid on the 15th and 30th of each month. Substitute teachers are enrolled in the FICA Alternative Plan in lieu of social security. This mandatory deduction will be explained in more detail during new substitute orientation.

Campus Verifications: Assignments must be verified by the corresponding **campus** in SmartFind Express. The weeks paid are detailed in the pay schedule provided at orientation. Substitutes are encouraged to verify the details of their finished jobs at the end each pay period to ensure assignments are listed and correct. If any assignment is missing, please contact the corresponding **campus** for correction.

Payroll: Keep Accurate records of when, where, and who you sub for. It is the responsibility of each substitute teacher to keep a personal record of each job's confirmation number and dates worked at each campus. If there are discrepancies in the amount of the payment deposited and the number of days worked, the substitute teacher should email the Payroll Specialist at: subs@princetonisd.net.

Substitute Teacher Health Insurance

Princeton ISD provides health coverage to employees through TRS-ActiveCare. A district substitute is eligible to enroll in TRS-ActiveCare if the district reasonably expects the substitute to work at least 10 hours per week. Hours worked for other school districts are not considered in determining whether a substitute is eligible for benefits through Princeton ISD.

Although the district reasonably expects substitutes to work at least 10 hours per week, the district does not guarantee that you will receive 10 hours every week. The district's need for substitutes varies from week to week. In 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.

If you are a new substitute, you must enroll in or decline medical coverage within 31 days from date of hire. If you are a returning substitute, you must enroll in or decline medical coverage during the annual open enrollment. If you decline coverage, you cannot enroll again until the next plan year unless you experience a special enrollment event.

If you elect to enroll, you will be responsible for the full premium. You must submit payment for one calendar month with your enrollment form. If you fail to timely pay the monthly premiums, the district will proceed with the coverage cancellation process.

Teaching Hours

Substitute teachers are paid by the day or half day, not by the hour, and you are expected to observe the same workday hours that regular teachers observe. This includes any extra duties normally assigned to the regular teacher, such as monitoring doors, halls, and car and bus lines before school and after dismissal. In *general*, the workday runs from approximately 7:00AM to 3:30PM for secondary campuses (Grades 6-12) and 8:00AM to 4:30PM for elementary campuses (Grades PK-5). Times will vary depending on the regular teacher's assigned duties.

Lunch

Substitute teachers may bring their lunch or purchase lunch in the school cafeteria. After students have been released or escorted to lunch, depending on the campus level, you may eat your lunch in the cafeteria, teachers' lounge, or your classroom.

Work Attire

Faculty and staff members are expected to dress in a professional and appropriate manner. The campus principal and/or supervisor will be solely responsible for initially interpreting and enforcing the faculty/staff dress requirements. Employees will be neatly groomed and dressed with clean and neat hair. Neatly groomed and dressed shall be defined as dress and grooming that is standard and conforms to local community and school district etiquette and decorum. Grooming and dress that will disturb, interfere with, or detract from the educational process will not be allowed. It is within these principles that PISD will enforce the following dress code items, specifically but not limited to:

	Acceptable	Non-Acceptable
All Professional Staff	• Dress professionally and take pride in your appearance (clothes should be clean and pressed) • Appearance should be clean and kept Tops • Collared shirts, such as polo or golf style, oxford style or dress shirts • Sport coats/jackets (including denim)/sweaters • Acceptable sweater styles include pullover and cardigan styles • Buttoned shirts or blouses • Dress shirts or blouses • Turtlenecks • T-shirts or sweatshirts that are specific to school and/or school activity on Fridays only. Bottoms • Full-length slacks/pants • Khaki pants • Belted slacks/pants if loops visible • Jeans with no rips, holes, and/or tears (Monday-Thursday with a professional top; Friday with a PISD, school, or educational spirit shirt) • Dress/jumper • Skirts should be of a modest, professional length, no shorter than 4 fingers above the knee. Skirts or any clothes that are too tight, too	• Torn/ripped, faded clothing • Visible undergarments • Visible tattoos that are offensive in nature • Any visible body piercing (nose, eyebrow, tongue, etc.), other than earrings, is not allowed. A clear spacer or stud will be allowed in place of a nose piercing. • Ear piercing is acceptable if not excessive • Unnatural hair colors other than highlights or tips • Hats may not be worn inside the building except as designated by the principal. Tops • Off the shoulder tops • Low cut/tight/revealing clothing • Backless apparel and exposed midriff • Shirts and tops that are not made to be worn out (i.e. shirts or tops with a tail) should be tucked in. • Spaghetti-strap or straps less than 3 fingers on tops/dresses • T-shirts (not school related) • Sweatshirts (not school related) Bottoms • Leather and / or spandex pants / skirts / dresses • Low-fitting, “hip-hugger” pants are not appropriate for a business setting.

	short or too revealing are not appropriate for the workplace. • Capri pants as long as they are below the knee and professional looking • Leggings as long as they are worn under a skirt, dress, top or sweater that comes to mid-thigh. Footwear • Acceptable footwear includes dress shoes, pumps, or casual shoes, such as leather like suede or loafer styles. Boots are also acceptable. Tennis shoes and/or athletic shoes should be coordinated with professional dress. • Closed-toed slide styles are also acceptable (open-toed shoe or sandal with a dress appearance and/or a dress heel is acceptable)	• Dress/skirt more than 4 fingers above the knee • Slits higher than 4 fingers above the knee • Shorts (Shorts should only be worn in P.E. or athletic classes; coaches are to be in professional dress while in the regular classroom.) • Wind-pants/warm-ups (Wind-pants / warm-ups should only be worn in P.E. or athletic classes; coaches are to be in professional dress while in the regular classroom.) • Overalls -denim Footwear • Casual sandals: athletic slides, plastic, Velcro or flip flop style sandals are not appropriate • Flip-flops are not acceptable.
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Resignation

Resignations should be submitted in writing to the Human Resources Department. This will assist the district in maintaining an up-to-date and accurate substitute list and remove the profile from the SmartFind system in a timely manner to avoid calls being placed during the early and late hours of the day. Letters of resignation should be submitted to the Deputy Superintendent of Human Resources.

STANDARD OF CONDUCT

Professional Ethics

Professional substitutes have a responsibility to conduct themselves in an acceptable, appropriate manner for a professional setting at all times. They must recognize and respect the rights of students, parents, employees, and members of the community and maintain attitudes of cooperation, respect authority of administration, and keep high standards of courtesy, loyalty, and service.

Code of Ethics and Standard Practices for Texas Educators

The Texas Educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. All Texas educators are required to comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and community members and shall safeguard academic freedom.

A Substitute Teacher is an educator and as such must adhere to the following *Texas Educator's Code of Ethics* as adopted by the State Board for Educator Certification:

(1) Professional Ethical Conduct, Practices and Performance

- (A) **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.
- (B) **Standard 1.2.** The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used 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.
- (F) **Standard 1.6.** The educator shall not falsify records or direct or coerce others to do so.
- (G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) **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.
- (L) **Standard 1.12.** The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) **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.
- (N) **Standard 1.14.** The educator shall comply with the prohibitions on diversity, equity, and inclusion duties in Texas Education Code (TEC), §11.005.
- (O) **Standard 1.15.** The educator shall comply with the prohibitions on assistance with social transitioning in TEC, §11.401.
- (P) **Standard 1.16.** The educator shall comply with the restrictions on instruction regarding sexual orientation and gender identity in TEC, §28.0043.

- (Q) **Standard 1.17.** The educator shall comply with the requirements to provide full information to a parent concerning a student in TEC, §26.008.
- (R) **Standard 1.18.** The educator shall not promote, advocate, or encourage, in a manner that is reasonably accessible or visible to students, illegal conduct:
 - (i) described by TEC, §22A.201(a); or
 - (ii) directly related to student behavior or school property

(2) Ethical Conduct Toward Professional Colleagues.

- (A) **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.
- (B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) **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.
- (D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) **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.
- (F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) **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.
- (H) **Standard 2.8.** The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

- (A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) **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.
- (C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) **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.
- (E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) **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.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. Factors that may be considered in context and on the totality of the circumstances in assessing whether appropriate boundaries were maintained include, but are not limited to:

- (i) physical proximity or physical contact beyond the professional role or that the student has indicated is unwelcome, unless such contact is professionally required;
- (ii) contacting or meeting the student beyond the professional role or making efforts to gain access to or time alone with a student with no discernible professional purpose;
- (iii) transporting the student without permission from the student's legal guardian or in violation of school board policy, unless for an emergency;
- (iv) taking or possessing a photo or video of the student beyond the professional role or in violation of school board policy; and
- (v) showing favoritism or isolation through gifts, rewards, or privileges.

(I) **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 context and on the totality of the circumstances 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;
- (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; and
- (vii) whether the communication could be reasonably interpreted as threatening the welfare and/or safety of the student.

Failure to comply with these standards of conduct and the guidelines established in the Princeton ISD's Substitute Handbook may result in adverse employment action against the substitute teacher including, but not limited to, termination and/or removal from PISD's substitute system.

Arrests and Convictions

Notify the Human Resources office within 3 calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony or any crime involving moral turpitude. PISD may discharge an employee if the district obtains information that the employee did not disclose.

Confidentiality (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student education records. During the course of your work as a substitute teacher, you will have professional access to confidential information about students and families. Under no circumstances should that information ever be disclosed to anyone except school officials who have a legitimate professional need to access it. You must maintain confidentiality in all matters of students.

Professionalism

As a substitute teacher, you will also be working closely with other teachers and administrators. There may be times when you do not necessarily understand the methods or procedures that are used. If you have questions about these methods and procedures, ask the teacher or principal. Use extreme caution in expressing personal opinions and reactions about what is seen and heard in the classrooms of various schools in which assigned, and refrain from comparing one school or children there with another. Refrain from criticizing a regular teacher or the students in the presence of other teachers or students. If deficiencies are found, discuss them with the campus principal. Public criticism of fellow workers and students is unprofessional and harmful to the interests of the school system, and should never occur. Express concerns, complaints, and criticisms through the appropriate channels. The chain of command must be followed.

It is also important to keep your own affairs confidential as well. Please do NOT share your personal problems, issues, or life situations with the students or staff.

EMPLOYMENT POLICIES

Statement of Nondiscrimination and Harassment

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law that adversely affects the employee's employment.

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee's race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee's work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee's performance, environment, or employment opportunities.

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Any employee who engages in unlawful discrimination or who aids, abets, incites, compels, or coerces another to discriminate is in violation of this policy and is subject to disciplinary action up to and including dismissal. Any employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct shall report the incident to the campus administrator or the Deputy Superintendent of Human Resources at (469) 952-5400, as soon as practical after the incident. Failure of a PISD employee to report discrimination or harassment may result in disciplinary action.

Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited. For more detailed information see board policy DIA(Local).

Reporting Suspected Child Abuse

Teachers and all school employees are considered professional reporters in Texas and are required by law to report suspected child abuse or neglect immediately, but no later than **24 hours** after the initial suspicions of abuse or neglect. Reports to Child Protective Services can be made **Online at <https://www.txabusehotline.org/Login/Default.aspx>** or to the **Texas Abuse Hotline (800-252-5400)**. State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Your report of child abuse or neglect is confidential and immune from civil or criminal liability as long as the report is made in good faith and without malice

When responding to an outcry, let the child use his or her own words to tell you what happened, but leave the detailed questioning to the Department of Family and Protective Services (DFPS) and law enforcement. This is critical to ensuring the integrity of any investigation and minimizing additional trauma to the child.

Although it is not required, it is recommended that you inform campus administration of your report in case any questions are directed to them after your assignment at the campus has ended.

Prohibited Items on School Property

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities.

Substitute teachers, students, visitors and employees, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of building) or any grounds or building where a school-sponsored activity takes place. A person, including a substitute teacher, 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 provided the handgun or firearm or ammunition is properly stored, and not in plain view.

To ensure the safety of all persons, substitute teachers who observe or suspect a violation of the district's weapons policy should report it to the campus administrator immediately.

Acceptable Use of Technology

Generally, substitute teachers do not have complete access to Princeton ISD's technology, with the exception of some long-term assignments. The district's technology resources, including email and network access to the internet are intended for administrative and instructional purposes only. A substitute teacher's use of technology to conduct personal business is prohibited. When using technology of PISD, substitute teachers are required to comply with the Princeton ISD Acceptable Use Policy. Failure to do so can result in termination of privileges and may lead to termination of active substitute teacher status. A copy of the policy may be accessed online at: <https://www.princetonisd.net/Page/6073>.

Communication Devices/Social Media

- Cell phones should be set to silent while you are working your assignment. Cell phones should not be used in the presence of students. They should only be used when an emergency situation arises or when on breaks/lunches.
- You are not permitted to video or take a student's photo without administrative approval and a written release from the student's parents.
- It is important to note that as an employee in a public-school system, you should model decency in any material you post on social media. Any posting that diminishes your capability to perform your job could result in disciplinary action or termination.

SUBSTITUTE DUTIES AND RESPONSIBILITIES

The substitute teacher is expected to be attentive and on duty during the entire time of the assignment, as defined for each campus and/or position, and to perform the duties of the regular teacher. The substitute teacher will preserve the regular routine and follow the lesson plans provided by the teacher, unless otherwise instructed by the team leader or campus administrator.

PLEASE NOTE: Due to the needs of a campus, a substitute teacher may be asked to work a different assignment other than the one that he or she was originally assigned.

Teaching is an extremely challenging profession, and substitute teaching can be even more challenging on some levels. The following are classroom procedures, teaching strategies, and classroom management techniques that have proven themselves reliable and useful in the school setting.

Substitute Arrival Procedures

Get to the campus as early as possible to familiarize yourself with the building, classroom, schedule, and lesson plans: (Doors Open: Secondary 7:00 AM and 7:45 AM Elementary)

- Report to the campus's front office to sign in, pick up your *Substitute ID Badge*, classroom keys, and sub folder. **Safety Procedure: For signing in, the campuses use the Raptor System, which is a visitor management system that enhances school security by reading your drivers' license and printing a substitute badge which will be inserted**

into an ID holder and worn with a lanyard for that day only. At the end of the day, return the lanyard and keys in exchange for your license.

- If it is your first time on a campus, arrive early to become familiar with the building lay out to locate important places such as adult and student restrooms, cafeteria, library, gym, water fountains, nurse's office, and teacher's lounge/work room.
- Go to the assigned classroom to familiarize yourself with the room layout, computers, teaching materials, rule charts, evacuation plan chart near the door and Crisis Emergency Flip Chart located under or near the phone.
- **Review the Sub folder:**
 - First, check to see if the teacher has any extra duties that you will be required to fulfil that day such as morning drop off, afternoon pickup lines, bus duty, hall/door monitor, etc.
 - Carefully review the teacher's schedule for the day to ensure that you follow the teaching time allotted for each subject/class and to ensure punctuality for lunch, class rotations, special classes, and dismissal.
 - Review the teacher's instructions, lesson plans, materials, and texts. Know what lessons you will present, what time, and method so you can follow as closely as possible. If they are unclear or if the teacher's absence was unexpected and no plans have been provided, seek assistance from the grade level lead/department chair or an administrator.
 - Review the teacher's rules, routines, and behavior management procedures.
 - Check for any special instructions left for particular students who may have specific learning accommodations or behavior management plans that you will be required to follow.
 - Locate the attendance sheet and instructions on how to take attendance for the day.
- Introduce yourself to the teachers in nearby rooms to let them know that you will be subbing that day. They will be an excellent resource for questions, clarifications for the material you are teaching, and help in case of an emergency.
- Put your cell phone on silent.

Start of the Day Procedures

- Greet the students at the door as they arrive, and stand at the door and monitor between every class change, observing both the hallway and the classroom.
- **Safety Procedure: As instruction time starts, close and lock your classroom door. If a student needs in or needs to speak to you, they will have to knock. If a staff member needs to speak with you, they can knock or use their key.**
- Establish a strong presence from the minute your students walk into the room. Your physical bearing and tone of voice will affect how students will react to you.
- Introduce yourself, describe the objectives for the day, and assure the students that the teacher's usual rules and routines will be observed. The students will be more focused and cooperative when they know that your expectations for the day match the teacher's.
- It is helpful to establish a word, phrase, or action as a "classroom attention grabber." These are quick cues used to quiet a room, transition between tasks, or refocus students without yelling. You should show the class this action at the very start of the day. You can Google *Classroom Attention Grabbers* for ideas.
- One of the many regular duties of the teacher is the taking of student attendance. Substitute teachers are expected to assist in compliance with this requirement. Attendance must be taken in every class, and this information must be provided to the school office following the procedures provided in the sub folder.

Instructional Strategies

1. PROXIMITY Do not sit behind a desk. Proximity goes along way with keeping students on task. Stand when presenting the lesson, speaking loudly enough to be heard, but softly enough to command attention. Walk among the students to monitor while teaching the lesson, during discussions, and while students are working in groups or independently.	2. SCHEDULE/LESSON PLANS Watch the teacher's daily schedule, including amount of time allotted for teaching each subject, and adjust your instruction accordingly. The lesson plans are the blueprint, the road map, and the survival guide for the substitute teacher. Substitutes are expected to implement the lesson plans exactly as the teacher wrote them <i>to the greatest extent possible</i>.
3. MONITOR UNDERSTANDING Monitor the student's understanding of the material you are presenting. - While your initial goal will be to get through all of the material that the teacher has left, it is more important that the students are benefiting from the instruction. - The pace of your day is important and you need to watch your students' faces and body language to determine how a lesson or activity is to be played out. - If you pace the lessons too slowly, students will get bored and act out. If a lesson is moving too quickly, you'll lose some students. Feel free to spend more time on student understanding than rushing through the material. You can leave a note for the teacher regarding how far you got with the lesson.	4. QUESTIONING TECHNIQUES Teacher led questions are also important to student learning and understanding. - Questions that activate prior knowledge at the beginning of a lesson tell you what the students already know about a subject and can help you gauge your instructional direction. - Asking open ended questions during the lesson (what, how, why) encourages critical thinking, deeper understanding, and engagement. - Asking follow up questions after the lesson will help you assess student learning and prompt you to clarify any misunderstandings. - It is a best practice to require students to raise their hands before answering and allow a 3-5 second wait time before calling on a student to give everyone time to think of an answer.
5. LEARNING STYLES Vary instructional methods to meet the needs of different learning styles. If students are struggling with the material you are presenting, try reteaching utilizing these strategies: - Some students are very visual and benefit from picture examples and graphic organizers to assist their understanding. - Some students are auditory and benefit from listening to examples or more detailed explanations. - Other students are tactile learners who benefit from manipulating objects and models. - There are also kinesthetic learners who need activities that allow them to get up and move.	6. TIME FILLERS As a substitute teacher, sometimes you walk into a classroom and the lesson plan isn't substantial enough. Unstructured time is an invitation for misbehavior. You should always have something for students who finish early and for those times when the lesson runs short. - Utilize generic filler activities to extend on the subject/lesson of the day. Some examples are games, white board relays, basic facts practice, short reading/writing activities, and group or paired discussions. Google has a wide variety of ideas for "<i>classroom time fillers</i>" for every subject area. <u>Supplemental reading materials must be board approved.</u> Only use reading materials provided in the classroom or school library. <u>Never show an unauthorized video or video clip of any kind because these require pre-approval.</u>

Classroom Management Strategies

General Behavior Management
• Enforce all school rules and the teacher's class rules. • Use both rewards and consequences to manage the classroom. Maintain a balance system between rewards and consequences. Rewards are a great way to reinforce good performance and good behavior. It is important however to balance those rewards if the classroom's performance or behavior is not satisfactory. Sometimes there is already a rewards and consequences system set up in the teacher's classroom, and you should use that when you can. • Don't obsess over being well-liked by all of the students. Your goal is to gain their respect. Naturally, students aren't going to like it when you attempt to modify their behavior, but you have to maintain control of the classroom. Students want to feel safe and protected, and sometimes the only way for you to provide that type of environment is to act a bit authoritative and rein your students in as needed. • A firm, fair, kind, and consistent attitude will prevent almost all behavior problems. Don't yell or use harsh, sarcastic, or inappropriate language. Instead, you should use a firm and confident voice that lets your students know that their behavior is not acceptable. Your tone of voice and your body language tell a story to your classroom. Generally, it is best to lower the volume of your voice as the volume of the students' voices increase. • Do not threaten actions that you cannot (or should not) carry out. It undermines your credibility with students. Routinely threatening to send misbehaving students to someone else also undermines your credibility as the adult in charge. Avoid threats, yet be firm making constructive suggestions and corrections. • Use of corporal punishment is prohibited under any circumstance. • Don't punish the whole class for misbehavior of a few students.
Individual Student Behavior
• Reprimands are private. Don't humiliate or embarrass a student in front of others. • When you have a particularly challenging student in your class, remove the student from the group until you can speak to him or her privately. You might need to take them to the back of the room or into the doorway so that you can keep an eye on the rest of the students. By isolating the student, that child will no longer receive attention or feedback from the rest of the class. This can sometimes get them to calm down. • When initiating the conversation, make direct eye contact and find out if there is an underlying problem causing the behavior that needs attention. Listen and show empathy for the student's answer. If no problem exists, tell the student that you expect a change in behavior immediately.
Severe Student Behavior
• When an individual's behavior causes problems that are so disruptive that you feel that you cannot handle them, send the student to the office with a referral. • For severe student behavior, contact a neighbor teacher or the office to have an administrator come to the classroom immediately.
Safety Procedures
• Never leave students unattended. If you need to leave the classroom, ask a teacher to monitor. • Limit students from leaving your class as much as possible. If someone must leave for an "emergency," only let one go at a time. Use discretion in giving hall and bathroom passes.

End of the Day Procedures

- Check around the room to be sure that it is orderly. Return all books and objects to where they were located when you arrived. If the room is disorderly, have students engage in cleaning up prior to dismissal.
- Dismiss the students in an orderly fashion. For elementary students, make sure that you have addressed any changes in transportation that may have been brought to your attention

by the office. Do not take the student's word for transportation changes. Confirm with the office if there is a question.

- Do not leave until all students have been dismissed from the classroom and any after school duties have been fulfilled, such as monitoring halls, car, or bus lines.
- If you collected any assignments, place them in an area where they are easily visible.
- Leave a brief note for the regular teacher containing a summary of the work completed and a record of any unusual problems encountered. Most teachers like to know how the day went and what objectives were achieved. Be sure to identify the "high points" along with the negative episodes.
- Practice energy conservation by turning the lights out when leaving the room.
- **Safety Procedure: Check out in the front office before leaving the building, returning your Substitute ID Badge, classroom keys, and sub folder and collect your license.**

Student Illness/Minor Accident Procedures

- Report all illness/injuries to the school nurse. If it is not an emergency, you can send the student to the nurse's office with a pass or ask another teacher to monitor your class so you can escort the student there.
- In case of a serious illness/injury, send a student or another teacher for the nurse or an administrator to come to the classroom immediately.
- If you, as the substitute teacher, are involved in an accident on campus, please report injuries to the school nurse immediately, whether you believe that you need to see a doctor or not.
- Please do not administer or allow students to take any medication. Send the student to the nurse for administering medications.
- Some students may have specific food allergies, so it is important that you do not provide any food for students.

Emergency Procedures and Drills

Become familiar with evacuation diagrams posted by the classroom door, the emergency quick reference flip chart located underneath the classroom phone, as well as locations of fire extinguishers near the classroom. The substitute teacher should be familiar with the following safety procedures for real emergencies as well as drills.

Safety Procedures

HOLD PROCEDURE:

Hold is called when there is a medical emergency or something similar so we can get medical personnel in and out quickly.

The Hold Protocol demands to clear the halls and have everyone in their classrooms.

- Students should clear the hallways and remain in classrooms until an all clear is announced.
- Classrooms should conduct business as usual.
- Doors to the classroom should be locked.

SECURE PROCEDURE:

Secure is called when there is a threat or hazard **outside** of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, secure uses the security of the physical facility to act as protection.

The Secure Protocol demands bringing students into the secure building and locking all outside access points:

- An announcement will be made to secure.
- Students need to be cleared from the hallways and return to their designated classroom.
- Doors will be shut and locked.
- Normal classroom activities should continue.
- Classrooms with exterior doors should remain locked/closed to the outside.
- Teachers/students will remain in classrooms until specific instructions are received from campus administration.
- No one exits or enters the buildings.
- In the event of an immediate threat, the secure can be upgraded to an emergency (LOCKDOWN).

LOCKDOWN PROCEDURE:

Lockdown is called when there is a threat or hazard **inside** the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom and school security actions to protect students and staff from threat.

The Lockdown Protocol demands locking individual classroom doors, offices and other securable areas, moving room occupants out of line of sight of corridor windows and having room occupants maintain silence:

- An announcement will be made for a lockdown. (Get inside, lock all doors, turn off lights and get out of sight.)
- Teachers need to pull any non-threatening students from the hallway near their room.
- Get inside and shut and lock classroom doors.
- Turn lights off.
- Everyone should remain calm and quiet during the lockdown.
- Everyone should be out of sight from any windows.
- No one enters or exits the building.
- DO NOT open the door for anyone. Administrators or police will unlock your door and give specific instructions.
- In the event that no immediate threat is present, the lockdown can be downgraded to a secure/lockout.

EVACUATE PROCEDURE:

Evacuate is called when there is a need to move students from one location to another. This could be related to fire, gas leak, bomb threat or other emergencies.

The Evacuate Protocol demands students and staff move in an orderly fashion.

- Each room should have an emergency exit map posted by the door that illustrates the evacuation route and assembly point for that room.
- Fire alarm will sound.
- Administrative staff will immediately respond to the fire zone that the alarm came from and report back to office. HOLD STUDENTS IN CLASSROOMS. If an actual threat exists, teachers will be instructed to evacuate. *For scheduled FIRE/EVACUATION drills, explain to students how to react during an actual alarm, then follow the remaining procedures and evacuate.
- If available, quickly collect the class roster from the sub folder, and have the students exit the building in a calm and quiet manner following the indicated emergency route.
- Once classroom is empty, turn off lights and shut the door.

- Move away from the building at least 200 feet and wait for further instructions.
- Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.
- NOTE: In a police-led evacuation, students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation; students and staff should be prepared to follow specific instructions given by staff or first responders.

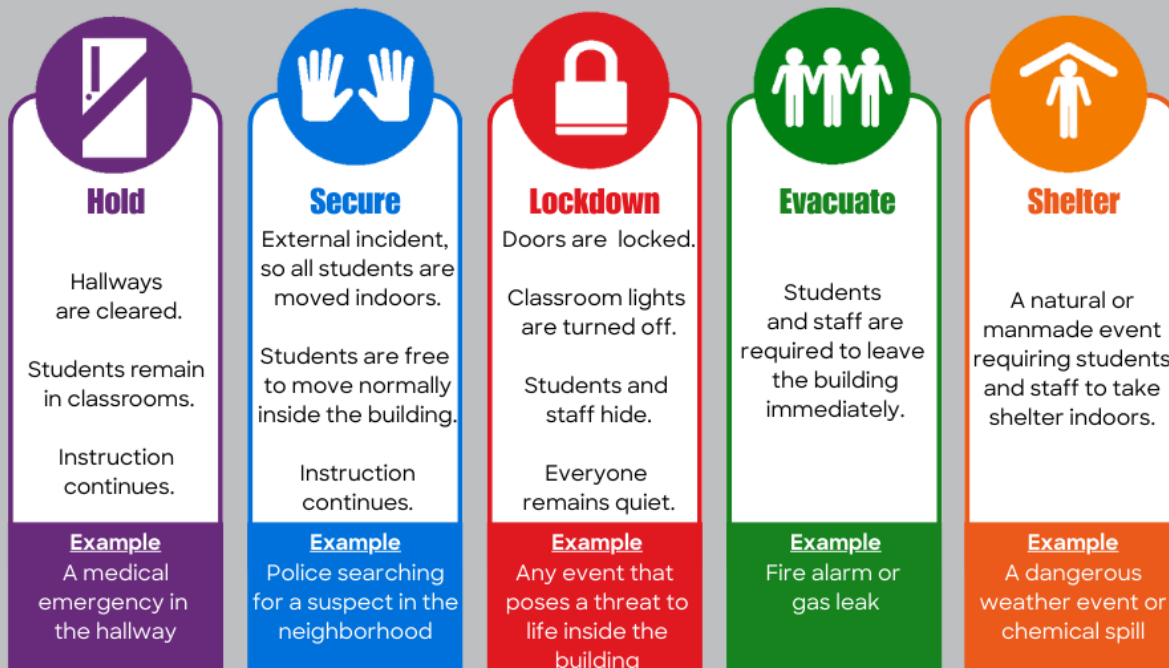
SHELTER PROCEDURE:

Shelter is called when specific protective actions are needed based on a threat or hazard. Threats/hazards may include, tornado, severe weather, wildfires, flooding, earthquake, or hazmat spill or release.

The Shelter Protocol demands specific protection actions:

- An announcement will be made to seek shelter.
- Commands may be given to evacuate to a shelter area; seal a room; drop, cover, and hold, or get to high ground
- In a drop, cover, and hold situation, heads should be down and hands should be placed over the neck/head.
- Everyone should remain calm and quiet and wait for the shelter alarm to be cleared.

Standard Response Protocol



princetonisd.net/safety



The above list of procedures is intended to be used as a quick reference tool and is not intended to replace the Princeton ISD Crisis/Emergency Intervention Plan which can be accessed online from the PISD website at

- <https://www.princetonisd.net/site/Default.aspx?PageID=9251>.

Each employee is responsible to be familiar with the information contained in this document and use this information in the event of a crisis.

Assignment Cancellations

If you have accepted a job, we ask that you be professional and make every effort to keep that commitment. Once you accept it, no one else can pick it up. Schools are counting on you, and a cancel means they scramble to try and replace you. Do not cancel an assignment unless it is absolutely necessary. We do, however, understand that things happen! So, if you must cancel a job assignment, please do so as soon as the cancellation is known. Submit all cancellations in the SmartFind System, and notify the campus contact as soon as possible if the cancellation is within 24 hours of the start of the assignment. Please be aware: If you accrue multiple cancellations, especially last-minute cancellations (within 24 hours of the assignment), this may result in termination and removal from PISD's substitute system.

Inclement Weather

The district may close schools because of bad weather or emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following television stations:

- KDFW TV, Channel 4
- NBC TV, Channel 5
- WFAA TV, Channel 8
- KTVT TV, Channel 11
- KTXA TV, Channel 21

Substitute teachers that are assigned to job assignments on school days that have been cancelled due to inclement weather will not be paid. Substitute teachers on a long-term assignment will continue their daily count but will not be paid.

Thank you for your interest in serving as a substitute teacher!