

# GOODRICH ISD

## SUBSTITUTE HANDBOOK 2021-2022



*Giving you our Best so you can be your Best*

# Portrait of a Goodrich ISD Teacher



## Teachers are Professionals, Committed to Students and Their Learning

- Teachers act on the belief that all students can learn
- Teachers exhibit respect for students and recognize their differences
- Teachers use a variety of instructional strategies to make learning accessible to all students
- Teachers adapt instruction in response to student needs through analysis and use of data
- Teachers are responsive to the intellectual and affective needs of their students.

## Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

- Teachers exhibit a strong working knowledge of subject matter by staying abreast of current research and educational practices
- Teachers facilitate the linking of concepts in their content area to familiar ideas, to prior experiences and to other content areas
- Teachers guide students to construct knowledge through experiences, discussions and technology
- Teachers encourage students to work cooperatively and independently in a positive and stimulating learning climate
- Teachers assist students in developing critical and analytical skill
- Teachers emphasize real-world applications in their instructional practice.

## Teachers are Members of Learning Communities Teachers work collaboratively with and learn from other professionals

- Teachers adhere to the learning goals and objectives established by state and local authorities
- Teachers attend to issues of curricular alignment and integration
- Teachers contribute to school-wide improvements and participate in decision-making processes
- Teachers participate in professional development to refine instructional practice.

## Teachers are Responsible for Managing and Monitoring Student Learning

- Teachers hold high expectations for every student
- Teachers act as facilitators, assisting students and reaching individual goals
- Teachers engage students in active learning
- Teachers consistently and purposely use formal and informal assessments to monitor student progress and make instructional decisions
- Teachers approach classroom management as a process of establishing an effective learning environment.

**Teachers in Goodrich ISD hold themselves to the highest standards of professionalism. They continue to study, reflect, and grow in an effort to MEET the individual educational needs of each student in our diverse school community.**

## **Mission Statement**

Goodrich ISD will cultivate the potential of all students:  
Challenging and supporting them to achieve academic excellence,  
Inspiring a love of learning and civic engagement and,  
Embracing the full richness and diversity of our community,  
Enabling them to thrive as global citizens.

## **Vision Statement**

Giving you our Best so you can be your Best

## 2021-2022 Substitute Handbook Receipt

Name \_\_\_\_\_

Campus/Department \_\_\_\_\_

I hereby acknowledge receipt of a copy of the 2021-2022 Goodrich ISD Substitute Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

The Goodrich ISD Substitute Handbook can be accessed online at [www.goodrichisd.net](http://www.goodrichisd.net) , under the "Employee" link. However, substitutes will receive a personal copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting the Human Resource/Payroll Specialist at the Administration Building. if I have questions or concerns or need further explanation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please sign and date this receipt and forward it to the Human Resource/Payroll Specialist's office at the Administration Building.**

# GOODRICH INDEPENDENT SCHOOL DISTRICT SUBSTITUTE HANDBOOK 2021-2022

## INTRODUCTION

The faculty and staff of the Goodrich Independent School District and the Superintendent of Schools would like to warmly welcome you to the rewarding and challenging teaching profession. Nationwide, statistics show that students will be taught by a substitute teacher for the equivalent of one entire academic year, during kindergarten through twelfth grade. This staggering fact makes all the more important the contributions you will make as a substitute teacher toward sustaining the education of GISD students. At Goodrich ISD, we consider you more than a substitute. We welcome you as a guest and partner in meeting the social and academic needs of our students.

### Web-based Support and Information

GISD has a web site that includes District and campus information that may be of importance to all shareholders. Substitute teachers are strongly urged to visit [www.goodrichisd.net](http://www.goodrichisd.net).

Those persons seeking a Substitute position in the Goodrich Independent School District must: (see Board Policy DPB)

- Submit to a current background check and fingerprinting;
- Provide a Social Security Card;
- Provide a current driver's license or other picture identification.

GISD Approved Substitutes shall have on file in the District:

- The District's application form;
- A record of highest education attained, including high school diploma, GED certificate, or transcript for all college work, and/or Texas Certificates;
- Tax withholding income form;
- Criminal history record information to include Senate Bill 9 fingerprinting requirements;
- Proof that the substitute has viewed all of the required (online) EduHero videos (annually).

### CERTIFICATION STATUS

Certified Substitutes are those which hold a valid teaching certificate. Degreed Substitutes are those who hold a bachelor's degree from an accredited college or university. Non-certified Substitutes are those who meet all other qualifications but do not hold a bachelor's degree or a teaching certificate.

# GOODRICH INDEPENDENT SCHOOL DISTRICT

## Job Description

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**Title:** Substitute Teacher

**Qualifications:** A regular teaching certificate or other district requirements

**Reports to:** Campus Principal

**Job Goal:** To enable each child to pursue his/her education as smoothly and completely as possible in the absence of his/her regular teacher.

### Performance Responsibilities:

1. Reports to the school office upon arrival at 7:30 a.m.
2. Reviews with the principal or secretary all plans/schedules to be followed during the teaching day.
3. Assumes responsibility for overseeing pupil behavior in class and during lunch and recess periods.
4. Writes a note about work completed at the end of each teaching day and leaves it for the regular classroom teacher.
5. Remains until all assigned duties are performed or 3:45 p.m.
6. Reports to the building office staff at the conclusion of the teaching day and verifies whether or not his/her services will be required the next teaching day.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

**PAYROLL CUT-OFF/PAY DATE SCHEDULE  
FOR 2021-2022**

Substitute timesheets should be turned in to the campus secretary by 2:00 p.m. on the cut-off date for each month. Anything turned in after that date will be paid in the next processing period.

<b>Month</b>	<b>Payroll Cut-off Date</b>	<b>Payroll Pay Date</b>
August	<b>8/31/21</b>	9/15/21
September	<b>9/30/21</b>	10/15/21
October	<b>10/29/21</b>	11/15/21
November	<b>11/30/21</b>	12/15/21
December	<b>12/17/21</b>	1/14/22
January	<b>1/31/22</b>	2/15/22
February	<b>2/28/22</b>	3/11/22
March	<b>3/31/22</b>	4/15/22
April	<b>4/29/22</b>	5/13/22
May	<b>5/31/22</b>	6/15/22
June	<b>6/30/22</b>	7/15/22
July	<b>7/29/22</b>	8/15/22

## SUBSTITUTE RATES

Teacher Substitute – Certified	\$85.00 per day <sup>1</sup>
Teacher Substitute – 4 Year Degree	\$75.00 per day <sup>2</sup>
Teacher Substitute – Non-Certified, No Degree	\$70.00 per day <sup>3</sup>
Teacher’s Aide Substitute/Secretary Substitute	\$65.00 per day <sup>3</sup>
Nurse Substitute	\$65.00 per day <sup>3</sup>
Long-Term Teacher Substitute– Certified (30 consecutive days or more)	\$95.00 per day <sup>1</sup>
Long-Term Teacher Substitute – 4 Year Degree (30 consecutive days or more)	\$85.00 per day <sup>2</sup>
Long-Term Teacher Substitute – No Year Degree (30 consecutive days or more)	\$80.00 per day <sup>3</sup>
Maintenance/Custodial Substitute	\$65.00 per day
Cafeteria Substitute	\$65.00 per day

<sup>1</sup> Requires a valid teacher certificate & transcript showing degree earned.

<sup>2</sup> Requires a transcript showing degree earned.

<sup>3</sup> Requires a High School diploma or GED.



## **BOARD OF TRUSTEES**

Rigoberto Reyes, Vice President, Position 1  
Jennifer Pickett, Secretary, Position 2  
Tim Harrell, Member, Position 3  
Rosalie Blackstock, Member, Position 4  
Tersia Brown, Assistant Secretary, Position 5  
Christine Wright, Member, Position 6  
Brenda Bennett, President, Position 7

## **CENTRAL ADMINISTRATION**

Vicki Jones, Interim Superintendent of Schools  
Kaelin Smith, Business Manager  
Gwen Messner, Human Resource/Payroll Specialist  
Lorri Fliger, Secretary to the Superintendent

## **CAMPUS ADMINISTRATION**

Brenda Williams, Elementary Principal  
Aubrey Vaughan, K-12 Principal  
Jeana Culp, District Counselor

## DISTRICT POLICIES

GISD Policy may be accessed on the GISD website at [www.goodrichisd.net](http://www.goodrichisd.net) under the heading "School Board". All employees are required to follow Board Policy. Board Policy DBP specifically addresses substitutes; however, other policies directed toward all employees will also apply to substitute teachers.

### **A Dress/Grooming**

#### **Attire and Grooming:**

Opinions of Goodrich ISD and its campuses are formed many times by the appearance and dress of the faculty, staff, and students. All employees, substitutes, and volunteers are expected to project a professional image that sets positive dress and grooming examples for students and shall adhere to the standards of dress and appearance that are compatible with an effective learning environment at all times. Goodrich ISD employees serve as role models for the students and as representatives of Goodrich ISD. Professional dress reflects the importance placed upon education and the learning environment that we are striving to create for our students and staff.

The dress and grooming of all Goodrich ISD employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the superintendent. The principal/supervisor of each campus/department will conference with school district staff about their attire in the event that their attire does not adhere to the dress code standards/expectations. Final approval of dress and grooming will reside with administration. If they deem the dress/grooming is inappropriate, the employee will be asked to go home and correct the deficiency.

#### **General Guidelines:**

##### **Shirts:**

###### Acceptable shirts are:

- Collared shirts – ex. polo, oxford style, or dress shirt
- Button front shirt or blouse
- Turtleneck
- Any shirt of modest apparel
- College/University/Postsecondary shirts/sweatshirts/hoodies on Wednesday only and Spirit/district colors shirts on Friday only
- Neck lines should be no lower than the width of ones' hand closed with fingers touching when the thumb is placed at the top of the breastbone.
- Sleeveless shirts are to cover the shoulder blades.

###### Unacceptable shirts are:

- T-shirts (Exception: Spirit and University Days)
- See-through blouses or shirts (without modesty underlayer)
- Spaghetti-strap top/dress
- Backless apparel
- Exposed midriff
- Low necklines

### **Pants/Capris/Skirts/Dresses:**

- All pants/capris/skirts/dresses must fall at the top of the knee or below
- Cargo pants with drawstring pant legs and walking/city shorts are not allowed

**Jeans** are only acceptable on days designated by the principal/superintendent and are expected to be worn with a college/university/post-secondary education institution or district colors/spirit shirt(s). Be sure that jeans worn to work fit appropriately, are not torn or overly faded and do not show signs of excessive wear. Low-rise jeans that prevent modesty are not acceptable.

**Field Trip/Athletic Event Spectator Attire:** Staff attending field trips or other activities may dress according to the activity. This might include blue jeans, tennis shoes, wind suits, etc.

**Body piercing jewelry,** other than one in each ear for female staff, is unacceptable for every staff member.

### **Shoes-Acceptable Footwear**

- Dress shoes, loafer style shoes, tennis shoes or boots
- Open toe style dress sandals
- Rubber flip-flops or shower shoe styles are not permitted.

Designated staff (custodians, maintenance, cafeteria, etc.) shall wear shoe apparel which meets safety standard requirements.

**Tattoos** of all district employees must remain covered with a non-distracting cover at all times in the school facilities or at public events involving the school.

**Hair** should be of a natural color and style. Colors should not be extreme. (No pink, orange, green, etc.)

**Positions that require all or most of their time to be spent in a shop, gym, field or other positions such as cafeteria, maintenance and custodians will allow some exceptions, but proper attire will still be required in these positions.**

- **Physical education and laboratory course staff members** may choose to wear appropriate uniforms/aprons/smocks (approved by administration) during the physical education or laboratory instructional periods only.
- **Ag Shop:** Jeans are allowed with appropriate shoes for safety in the shop.
- **Maintenance/Custodians:** Uniforms or other clothing that is appropriate for the position with appropriate shoes. No sandals, flip-flops, or shorts may be worn.
- **Cafeteria:** Uniforms or other clothing that is appropriate for the position. (No sandals, flip-flops or shorts).

### **Guidelines for Men:**

For male employees, clothing should convey a professional image by being coordinated, modest and appropriate for a school setting. Male employees should wear long slacks or khaki style pants with a collared shirt, such as polo style, oxford style or dress shirts, and these may be long or short sleeved. Turtlenecks are also acceptable, but these would preferably be worn with a sport coat or jacket. Other male employees are expected to wear uniforms supplied by the district or to wear

clean garments appropriate to their job duties. All male employee's hair should be off the shoulder and neatly groomed. Beards, goatees, sideburns and mustaches are to be neatly groomed.

**Guidelines for Women:**

For female employees, clothing should convey a professional image by being coordinated, modest and appropriate for a school setting. Please be mindful of low necklines. Necklines should be no lower than the width of ones' hand, closed with fingers touching, when the thumb is placed at the top of the breastbone. Female employees are expected to wear dresses, dress slacks, dress khakis, capri pants (mid-calf), or a jacket/vest coordinated city-suit. Cargo pants with drawstring pant legs, leggings and walking/city shorts are not allowed. Shorts are not permissible. Skirts, dresses, or pants that are tight fitting (body-hugging i.e., leggings) are not to be worn. Skirts and dresses are to be no shorter than the top of the knee. Shirts are to be of a length that when arms are raised, midriff remains covered. Female employees' hair is to be neatly groomed. Open-toe dress sandals may be worn without hose.

**B Student Surveys/Personal Questions**

Substitutes should never conduct student surveys for any purpose. Personal questions of a sensitive or private nature not included in the teachers' lesson plans will be avoided. These include questions about religious beliefs, sexuality, substance abuse, and family life.

**C Sexual Harassment**

Goodrich Independent School District takes very seriously its commitment to eliminating sexual harassment in the workplace. All allegations of sexual harassment will be investigated, and appropriate action taken. (Board Policy DH and DIA Local)

- **Employee to Employee**

Engaging in conduct constituting sexual harassment is strictly prohibited and grounds for immediate termination. Sexual harassment includes, but is not limited to, the following examples: unwelcome sexual advances, making sexually offensive remarks to fellow employees, treating employees differently because of their sex, or the seeking of sexual favors. If an employee has a complaint concerning allegations of sexual harassment, the employee should file a complaint detailing such claim with the Superintendent at 936-365-1100. In the event that the employee is unable to file the complaint in writing, the Superintendent shall arrange for transcript of the employee's oral testimony to be prepared.

- **Employee to Student**

Sexual harassment of students includes such activities as engaging in sexually oriented conversations, telephoning/texting students at home or elsewhere to solicit social relationships and physical contact that would reasonably be construed as sexual in nature. In the instance of employee to student sexual harassment, it doesn't matter who initiates the contact or whether the contact is welcome or not. Avoid all physical contact that may be represented by the student as sexual in nature. It would be advisable that at the secondary school level, male Substitutes use extreme caution when accepting jobs working in the girls' athletic/physical education program; female Substitutes should use extreme caution when working in the boys' athletic/physical education program. Extreme caution should always be used in dealing with locker room situations.

- **Student to Student**

Sexual harassment may also occur between students. When this is observed, the Substitute should report the activities to the administration and let them take whatever action is deemed necessary and appropriate. The rules of conduct regarding sexual contact between students are spelled out in the student handbooks.

- **Investigations**

All allegations of sexual harassment are taken seriously and will be investigated thoroughly. The investigations may lead to disciplinary action against the employee, including a recommendation for termination. Criminal charges may be filed against a Substitute by the offended party.

#### **D. Advancement of Religion**

Federal law and District Policy prohibit the advancement of religious beliefs in the classroom. Substitutes are not to lead prayer or discuss their religious beliefs with students at any time they are working as Substitutes. Additionally, religious texts or materials shall not be distributed to students outside of approved curriculum.

#### **E. Child Abuse/Neglect**

State law and Board Policy FFG require a non-accusatory report of suspected child abuse. A person commits a Class B misdemeanor if the person has reasonable cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect and knowingly fails to make a report within **48 hours** of the event that led to the suspicion of abuse or neglect. **The legal duty to report lies with each person who has cause to believe that abuse or neglect has occurred. It is the responsibility of the individual, not the school district, to make the report.** A person who has cause to make a report, but knowingly fails to do so, commits a criminal offense. A person reporting or assisting in the investigation of a report pursuant to the law is immune from liability, civil or criminal, that might otherwise be incurred or imposed. Immunity extends to participation in any judicial proceeding resulting from the report. School staff should be alert to signs or symptoms suggesting child abuse (e.g., unexplained bruises, cuts, burns, welts). Students' comments are often the key to discovering suspected neglect or emotional or sexual abuse.

#### **F. Procedure for Reporting Child Abuse**

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, Child

Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child, and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child or person with a disability.

Reports to Child Protective Services can be to the Texas Abuse Hotline (800-252-5400) or made online at <https://www.txabusehotline.org/Login/Default.aspx>. State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

## **G Possession of Firearms and Weapons**

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

## **H Visitors in the Workplace**

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

## **I. Cell Phones and Other Communication Devices**

Goodrich Independent School District provides school office phones to conduct school business. All instructional staff and Substitutes **shall not use personal cell phones, headphones or earbuds while supervising students or during instructional time.** This includes sending or receiving calls/text. Any disruption of the learning environment is unacceptable; therefore, placing the device on vibrate or other settings that would prevent disruption is required. Cell phones may only be used before and after school, during lunch and conference periods or at the direction of the principal/supervisor. In the event of an emergency, a serious or life-threatening situation, cell phones may only be used to contact an administrator, district or campus office, or appropriate responder. To prevent an overload of cell phone circuits, personnel should refrain from placing unnecessary calls during an emergency situation.

If the campus administrator becomes aware of cell phone use during restricted times, the substitute will receive a warning for the first incident. Further violations may result in the

substitute not being hired by the campus and depending on the severity of the abuse, possibly the district.

### **I Smoking/Tobacco Products**

District policy prohibits the use of tobacco products anywhere on school property as well as at school sponsored events. For further information, please refer to the District's Board Policy: DH.

### **J Drug Free Workplace**

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug, and alcohol, as those terms are defined in state and federal law, in the workplace, on school premises, or as part of any of the District's activities.

Employees who violate this prohibition shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, termination from employment with the District, and referral to appropriate law enforcement officials for prosecution. Information on available rehabilitation or employee assistance programs and contacts shall be posted throughout the workplace.

Compliance with these requirements and prohibitions is mandatory and is a condition of employment. As a further condition of employment, an employee shall notify the Superintendent of any criminal drug statute conviction the employee incurs for a violation in a workplace no later than five days after such conviction.

Within 30 calendar days of the Superintendent's receiving notice from any source of a conviction for any drug statute violation occurring in the workplace, the Superintendent or designee shall either (1) take appropriate personnel action against the employee, up to and including termination of employment or referral for prosecution or (2) require the employee to participate satisfactorily in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency. The cost of any such program shall be borne by the employee. (see: Board Policy DH)

## **K Computer Use**

Nearly every classroom in the District has a computer and nearly all of them provide access to the internet. **Substitutes should refrain from using the classroom computer and should never access Internet sites while on campus!** Only if the teacher's lesson plans require the substitute to use the computers should the Substitute have access. If lesson plans require the Substitute to use the computer, a log-on will be provided. Substitutes are not to use school computers for personal activity. A Substitute's abuse of computer access will not be tolerated. A detailed description of the District's acceptable use policy can be found in Board Policy File: CQ(Local).

## **L Criminal Records Check**

### **Pre-employment**

A criminal history background check is completed on all applicants when they apply to be a substitute teacher. If the applicant clears the background check, they may be hired as a Substitute.

### **On-going**

If an employee is **arrested during the school** year, they must report the arrest to the Superintendent within **three (3)** calendar days. Upon receipt of the report, a determination will be made whether or not the employee will continue as a Substitute for the district.



# PREPARING FOR THE CLASSROOM

## A. Resource Kits

Teachers can be called away from the classroom unexpectedly with little time to prepare for a substitute. When this happens, the substitute may find him/her in front of a classroom with nothing to conduct the class but their own resources until help arrives. This is a situation that the Substitute can prepare for prior in advance. Substitutes are encouraged to create a resource kit to take to each teaching event. These are some suggestions for that kit. These examples are not an exhausted list and certainly, other useful ideas and materials should be placed in the resource kit as needed.

**Examples:** Tangrams, activity books, newspapers, learning games (for whole or small group), favorite books for teaching, discussion topics, art activities (for elementary grade levels), activity books for appropriate gradelevel, etc.

## B. Substitute Folders or Notebook

Whenever the regular teachers anticipate an absence, they most often prepare students to work with the Substitute. Such planning should emphasize helpfulness, consideration, good manners, and appropriate behavior. The teacher usually has available "Substitute Folder or Notebook". This folder will vary from teacher to teacher in the way that it is prepared and in content. However, the "Substitute Folder or Notebook" should contain some or all of the following:

### Lesson Plans

It is the responsibility of the full-time teacher to provide sufficiently detailed lesson plans for the Substitute to follow in their absence. If a teacher fails to provide lesson plans, the Substitute should report this failure to the school administrator in a professional manner. The only time a teacher may fail to provide lesson plans is in case of an emergency. When this occurs, other teachers and staff are available to the substitute for assistance.

### Food/Candy

Substitutes are not to give students food or candy unless it is provided by the classroom teacher and is part of the plan for the day. Many of our students are on restricted diets due to allergy and other conditions.

### Routines

The Substitute will be provided with the following: lesson plans for each class, class rolls, specific procedures to be used with special need students (when appropriate), pupil seating charts, and key, if necessary. Other schedules and routines may be posted in the classroom.

### Seating Charts (possible)

If the regular teacher uses assigned seating, they should have included a seating chart in their "Substitute packet". As students enter, most will sit in their assigned seats. Those that do not will be usually discovered early in the class; however, it is the Substitutes right to move a student if behavioral issues become apparent. For some regular teachers seating is not an issue.

### Extra Duty Instructions

Teachers are often assigned duties outside of classroom instruction (playground, bus,

lunch, etc.). The Substitute for that teacher may be required to carry out those duties. Substitutes should ask the office for direction and also check to see if the regular teacher has indicated extra duty assignment in the "Substitute packet".

**Evaluations**

Substitutes should complete any evaluations left for them in a timely manner and return the form to the office for processing. If the evaluations are less than satisfactory, the teachers should be specific in their criticism of the Substitute so that improvement might be made.

## RESPONSIBILITIES OF SUBSTITUTE TEACHERS

### A Ethical Behavior--Substitutes have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.

#### **Confidentiality**

Substitutes have an ethical responsibility to treat with confidentiality matters pertaining to students. Student behavior, performance, and achievement levels are not subjects of general conversation and should not be discussed outside of the school setting. When working with special needs students, Substitutes must exercise an even greater degree of caution when discussing school children assigned to them. Any discussion outside of the school situation of any student and especially special needs students is strictly prohibited.

#### **Criticism/comparisons**

The Substitute is encouraged to speak honestly about their experiences in the District. The Mission of the District and the goals of the school are harmed when a substitute teacher engages in false and malicious gossip about their teaching experiences. If the substitute has a bad experience while on a campus, the campus principal should be informed immediately. Disparaging comments comparing one school to another or comparing children in one classroom/grade level with those of another should not be made. Under no circumstances should a substitute teacher criticize the full-time teacher, except to those in authority, and even then, only when the best interests of the students are being considered.

#### **No Solicitation**

Substitutes may not take advantage of their position by selling, promoting, or otherwise soliciting goods or services for their personal gain or benefit while on duty or on any GISD property.

#### **Substitute/Student Relationships**

Substitutes should exercise extreme caution and good judgment in verbal and physical relationships with students. Substitutes should establish a position of authority with the students; they may "be friendly" without "befriending" the students. Under no circumstances may a Substitute engage in a romantic relationship with a student, regardless of who initiates the relationship. (See more on this topic in the section that follows on Sexual Harassment of Students.) Yelling at students, calling them derogatory names, and using insults or other threatening verbal attacks will not be tolerated and may be grounds for dismissal. (See more on this topic in the sections that follow on Discipline, and Child Abuse.)

### B Assignment and Procedures

Ascender/Absence Management or the campus secretary generally makes calls to the substitute as soon as the principal is notified of an impending absence.

Substitutes may accept or decline offers. Substitutes may designate preferred days, grade levels, or subjects. With fewer restrictions, a substitute may expect more frequent assignments. While every effort is made to contact substitutes prior to the day they are needed, substitutes should be available from 5:30 a.m. to 9:30 a.m. each day to receive calls.

If, after the substitute has accepted an assignment, and an emergency arises and the substitute cannot work, the substitute has a responsibility to call the campus secretary (936-365-1100, option 3 for Elementary, and option 2 for Secondary) between the hours of 7:30 am-4:00 pm to cancel the assignment.

It is recommended the Substitute purchase a calendar on which to post assignments as they are made and refer to on a daily basis.

### **Accepting and Canceling Jobs**

Whenever possible, Substitutes should accept the jobs they are offered through the campus. Once they have done so, they should write down the date, time, location and other pertinent information to the assignment. If, after accepting a job, a Substitute must cancel a job, he/she should do so at the earliest possible opportunity. Simply call the campus office and speak to the campus secretary. **Once a job has been accepted, it is critical that the Substitute either fulfills the commitment or cancels in a timely manner.** Failure to do so may result in a campus decision not to call to book jobs in the future; repeated failure to do so may result in the Substitute being overlooked for assignments at other campuses in the District.

### **Parking and Privileges**

Substitutes can park in the teacher's parking space from which they are substituting if the campus has assigned parking spaces. The "reserved" or the "visitors" parking areas are also available. Please ask when you check in with the Secretary. Substitutes may leave the campus for lunch provided they have time without being late when returning to the campus and provided they do not have a duty assignment. Substitutes are also welcomed to eat lunch either in the cafeteria or in the teachers' lounge.

### **Punctuality**

Substitutes should plan to arrive at school not later than 7:30 a.m. and remain on campus until the end of the school day at 3:45 p.m., unless special arrangements have been made through the campus office. This will allow time to report to the office, sign in, locate the classroom, review lesson plans, prepare the room, organize instructional materials, and otherwise prepare for a successful day of substitute teaching. The time required for Substitutes to report for duty may vary from school to school. It is advisable the Substitutes call the school the day before to verify the start time and to get directions to the school if needed.

### **Required Identification**

Substitutes are required to wear an GISD identification badge while on campus.

### **Arriving for Duty**

Upon arrival, report to the campus office before going to the classroom. While in the office, **sign in** and request information concerning the assignment and other duties. Many schools have prepared folders for Substitutes containing such information as the student list, map of the campus, evacuation procedures, emergency plans, bell schedules, list of key personnel, lesson plans, and other important information. The Substitute should ask about any special instructions or information needed to successfully carry out the day's activities. Finally, request information concerning the teacher's lesson plans if none are available.

## **Duties and Instructional Responsibilities**

Being on “duty” means performing direct supervision of students out of the classroom. Duty is assigned on a rotating basis on each campus. Duty assignments are usually scheduled before school, at lunch, and after school. Areas to be supervised include the playground, cafeteria, halls, parking lot, and bus area. To serve your duty effectively, mingle among the students, be consistent in what you tell the students, and know the rules of each campus. Check with your principal or secretary about duty assignments.

Substitutes are expected to perform all the duties of the regular teacher unless the administrator releases the substitute from a particular responsibility. Check the teacher's master planning book to see if there are any students with special needs or medical conditions of which to be aware. If the planning book is unavailable, please check with the office. Substitutes will maintain the regular routine of the class and follow the daily class schedule and lesson plans provided by the regular teacher. Attendance is the duty of the substitute. Check with your campus secretary for directions. Please call each student by name to ensure correct attendance.

Occasionally, a Substitute may be asked to perform duties in addition to those of a Substitute. Also, a Substitute may be asked to teach in a classroom other than the one he was previously assigned. In both cases, the Substitute is expected to demonstrate **flexibility and cooperation** with the campus administration in its attempts to meet the instructional and safety needs of the students under their care. Any changes will be addressed when checking in at the office.

## **Lesson Plans**

When teachers are absent from school, they have been asked to leave lesson plans for the Substitute in the **Substitute Folder**. The Substitute should make every effort to follow the teacher's plans order to maintain a continuity of instruction in the classroom. The lesson plans are the blueprint, the roadmap, and the survival guide for the Substitute. Substitutes are to implement the lesson plans exactly as the teacher wrote them. The Substitute is expected to adhere to the scope and sequence of instruction documented in the teacher's lesson plans. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instruction theory and practice.

Most of the time, teachers anticipate their absences when due to scheduled appointments or staff development requirements. However, if a teacher is absent due to an emergency, the Substitute may not have lesson plans provided by the teacher. When this occurs, help is available from other teachers and support staff in the school. Teachers from the same grade level or field of study should be able to help with missing lesson plans. Also, in the elementary schools, grade level chairpersons and subject matter specialists are available to assist the Substitute. At the high school level, the principal will provide assistance. And at the middle school where learning is organized into instructional teams, the team leader should provide help when lesson plans are missing or insufficiently developed.

## **Written work/Grading papers**

The Substitute should not assign written work and leave it to be graded, except at the request of the regular teacher. Nor should the full-time teacher expect the substitute to grade papers not assigned in the lesson plans. Extreme caution should be used when grading student papers, the results may be made a part of the student's permanent grades.

### **Grade Books (paper and electronic)**

The Substitute will not have access to the teacher's grade book. Law prohibits anyone other than the regular teacher from adding or deleting from the student's grade record. Follow the instructions for grading left by teacher. If there are no instructions record the grade separately and leave for the teacher along with other information described in the last section of this manual entitled.

### **Monitoring the Classroom**

The successful Substitute is actively involved with instruction. This includes moving around the classroom often, checking student work and assisting with assignments. Many discipline problems can be avoided by the Substitute's use of proximity to the students.

### **Classroom Management/Discipline**

Substitutes are expected to model and reinforce the expectations of the permanent teacher. Classroom rules are posted in most classrooms and, except for the first few days of class, all students know what the expectations for good behavior are and what the consequences will be if they choose not following the classroom and campus rules. Effective classroom management will lead to effective teaching and maximize learning for all students.

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail, and individuals or groups of students may need to modify their behavior in order to resume effective teaching. The substitute should ask for assistance if a student becomes disruptive or consistently misbehaves. The substitute teacher may request that a student leave the classroom and report to the principal's office if disruptive behavior is ongoing. This action may result after every effort has been made to correct the behavior allowing the positive classroom environment to resume.

**Substitutes must never administer corporal punishment or physically discipline a student in any way.** Nor should the Substitute verbally abuse a student. Shouting at students or calling them derogatory names may constitute verbal abuse and is forbidden. Sarcasm is ineffective in the classroom and should not be used with students. Only when all reasonable efforts to maintain order have failed should the Substitute refer students to school administrators with a discipline referral slip or note explaining the circumstances.

#### **a) Referral process**

GISD uses a standard referral form to be used when sending a student to the office. A supply of these forms should be in the substitute folder or available from any teacher. (If none are available, send a written note in the place of a referral form)

When completing the referral form, indicate your name on the line for the teacher AND the teacher's name for whom you are substituting. Send the student with the completed form to the office or send the completed form to the office with another student if the situation warrants.

### **b) Office Communications**

Classrooms are equipped with a phone. If a situation arises and you need immediate assistance, call the office and request an administrator. If you are unable to use the classroom phone or your cell phone, send a trustworthy student to the office with a note.

### **c) Unattended Classroom**

The Substitute should **never** leave the classroom unattended. Even if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance. If the Substitute needs to leave the classroom for personal reasons, a nearby teacher should be notified so that the classroom will be supervised.

### **d) Firm, Fair and Consistent**

Most literature on substitute teaching indicates that in order to be successful in managing student behavior, the substitute needs to treat students in a **firm, fair, and consistent** manner. Fairness and consistency are key issues with students. The Substitute must not "play favorites" when dealing with student behavior or performance. This will lead to a lack of respect for the Substitute that may cause problems both at present and in the future.

### **Seek Help When Needed**

At all times, and in all matters related to substitute teaching, the Substitute should never hesitate to seek help when needed. Everyone in the school system wants the Substitute to be successful. Help is only a few steps away at all times. In addition to the teacher next door or across the hallway, key personnel are always available to assist the Substitute with either instructional questions or classroom management concerns.

### **Student Attendance**

One of the many duties of the full-time teacher is the taking of student attendance. Procedures may vary from campus to campus. Substitutes should ask about reporting student attendance when they report to duty. Substitutes are expected to assist in compliance with this requirement. Attendance must be taken. Depending on the grade level or campus, attendance may be taken at the beginning of each class period. Ask the school office personnel about the attendance procedures at the campus.

### **Supplies, Material and Equipment**

Teachers' materials and supplies should not be used unless the lesson plans authorize their use. Any materials and equipment borrowed should be returned before a Substitute leaves the campus. Teacher classrooms and equipment should be left the way they were found or in a clean and orderly condition at the end of the day. A teacher's desk, files, and other storage areas may contain personal items or confidential information. Substitutes will not have access to these areas and confidential items. Substitutes will be removed from the substitute list if confidential information or the teacher's property is violated.

### **Lunch Period**

You should observe and follow the lunch period schedules set for the grade level you are teaching. Lunch periods vary from grade to grade on the elementary campus and from campus to campus on the secondary level. The lunch period is your time unless duty is scheduled.

### **Conference/Planning Period**

Each teacher has an assigned conference/planning period during the workday. This time is to be utilized for planning, conferring with other teachers, parents, or the supervisory personnel. It is not an “off” period. For the substitute, this time should be used to review the teacher’s lesson plans, check papers, familiarize yourself with materials, preparing notes to the teacher, or consult with other teachers or the principal. Permission must be granted by the principal if you need to leave the campus during this time.

### **Fire Drill Procedures**

Fire drill procedures are posted in each classroom as well as a building map with arrows that indicate the primary/secondary routes for your class to use for exiting. You may need to survey the building to find the exit. Students should exit the building within one minute. Instruct the last person leaving a room to close the door.

### **At the End of the Day**

When the children have been dismissed for the day or placed safely on the correct school bus, the Substitute will still have several more duties to perform. The room should be checked to ensure that it is restored to the way the Substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Successful Substitutes will take a few minutes to leave a detailed note for the teacher. The teacher appreciates knowing how much of the lesson plan was accomplished and any other important information about the Substitute's instructional efforts. The teacher would also want to be informed of any behavior problems or unusual events that may have occurred during his/her absence. In addition to leaving a note for the teacher, the Substitute should leave an evaluation to be completed, if required.

### **Leaving the Campus**

The supervision of the students assigned to the Substitute will be of extreme importance. At no time during the day should the Substitute leave campus unless authorized to do so.

Finally, **the Substitute should always check out through the office when leaving for the day.** This provides the office staff an opportunity to deliver any messages to the substitute they may have received and to note the time of departure. The Substitute may also find out about other substituting opportunities to be assigned. Substitutes are expected to remain on campus during the “conference period”. You may be asked to cover another class during that time.



## **DISTRICT PERSONNEL AND SERVICES**

Successful substitute teaching is a partnership between the substitute, the full-time teacher, campus and district staff.

### **A. District Staff**

#### **Administration Office**

There is a full-time staff dedicated to providing service and support to GISD personnel including Substitutes. Their responsibilities include creating and maintaining employee files, coordinating payroll information with the Payroll Office, and scheduling Substitute interviews and training. Questions about any of these matters can be directed to the Administrative Clerk at the Administrative Office.

#### **Changes in the Personal Profile Information**

Throughout the year, the Substitute has the responsibility of keeping current the information and phone numbers on file in the Human Resource/Payroll Specialist's office at the Administration Building. This includes your current address, to ensure the Business Office can send the paycheck to the correct address. It also includes the campuses where you prefer to work at and the subjects you prefer to teach. None of this information can be changed without reporting your information to the Human Resource/Payroll Specialist's office at the Administration Building. Changes may be made in person or over the phone.

### **B. Payroll Policies**

#### **Payroll Method**

Substitutes will be paid on a **monthly** basis. The pay period for Substitutes begins on the 1st of each month and runs through the last day of that month. Paychecks are issued on the 15<sup>th</sup> of each month unless the 15<sup>th</sup> falls on a weekend or holiday. If that occurs, the paycheck will be issued on the last instructional day prior to the 15<sup>th</sup>.

Paychecks will be direct deposited based on the account information provided by the Substitute to the GISD Business Office.

#### **Job Log**

It is advisable that the Substitute keep a job log of dates, times, schools, and job numbers when working as a substitute so that they may more easily verify the accuracy of their paychecks.

#### **Half Day Rules**

Substitutes should have a clear understanding of whether they are substituting for a whole day or a half-day assignment before accepting jobs. Also, Substitutes should be aware that when working two half day jobs on the same date, one in the morning and one in the afternoon that they will be paid at the full day rate.

#### **Payroll Questions**

All questions regarding your paychecks should be directed to the Human Resource/Payroll Specialist at the GISD Administration Office at (936) 365-1100 Extension 114.

### **C. Equal Employment Opportunity**

Goodrich Independent School District does not discriminate against any employee or applicant for employment because of race, color, religion, gender, sex (including pregnancy), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law.

### **D. Removal from Service**

Substitutes may be removed from service to the District at any time it is deemed necessary and appropriate to do so. If circumstances warrant it, the Substitute may be restricted immediately from service to the District, pending the outcome of any investigation of policy violations. Substitutes may also be **excluded** from working at particular campuses if the school administration deems it is in the best interest of the students and district to do so.

### **E. Annual Renewal of Service**

Substitutes work from school year to school year and must submit updated paperwork annually, during the summer preceding the beginning of each school year. Notices will be sent to the Substitutes' home address informing them of the procedures for reapplying. Substitutes who are not performing satisfactorily by the end of any school year will not be invited to reapply for the following year.

***NOTE: SUBSTITUTE TEACHING POSITIONS DO NOT AUTOMATICALLY GENERATE PERMANENT FULL TIME TEACHING POSITIONS.***

## **CAMPUS PERSONNEL AND SERVICES**

### **Campus Staff**

#### **Principal**

The campus principal will be monitoring the classrooms and hallways throughout the day. Their presence will have a positive effect on school climate and help prevent any disruptions to the learning environment. Be sure to report any classroom incidents to the campus principal. If there have been student situations that may provoke a phone call from parents or other concerned parties, the principal will certainly need to be prepared to address those concerns.

#### **School Secretaries**

Secretaries or office aides are available when you check/sign in at the office. They can provide you with much of the information needed to carry out the assigned duties. Campus schedules, sub-folders, calendars, handbooks, Code of Conduct, attendance procedures are examples of information that the secretary will have for the substitute.

The Substitute will be provided a schedule of the regular school program and any schedule changes, such as school assemblies, etc. The secretary will make the Substitute aware of routine information, such as special duties or assignments, absentee reports, dismissal times, special needs students, etc.

#### **Teachers and Paraprofessionals**

Teachers and Paraprofessionals are willing to assist the Substitute and answer questions. Paraprofessionals may be a part of the classroom teaching team. They have their duties to perform and will be a valuable resource for the Substitute. Their knowledge of the students and the classroom routine will allow the students to adapt when the regular classroom teacher is away. Discipline procedures should continue in the absence of the regular teacher. Other staff members and paraprofessionals will be able to assist in this area.

#### **Custodians**

Each campus has a custodian assigned to make sure the campuses are clean and safe for the students. Each has duties they must perform every day; however, when there is a need, they will be ready to help. Leaving the room clean and orderly will assist the custodians in completing their duties. They will sweep and mop floors in each classroom. Having papers, books and trash on the floor prevents them from completing their duties on time. Please be aware of this as you leave the classroom.

## **CLOSING COMMENTS**

Substitute teaching is one of the most difficult assignments in education. We appreciate your commitment to the position. In many ways, the job of the substitute teaching is much more difficult than that of the full-time teacher. But your job can be very rewarding as well. You will have the opportunity to meet and work with thousands of children from scores of campuses, not just a few from one. Yours will be a rich and rewarding experience because of its diversity. Remember that everyone wants you to succeed in your endeavors as a Substitute. We hope that this handbook and the web site will assist you in your successes as well. Welcome to Goodrich Independent School District!