



DUNCANVILLE
Independent School District

“Writing success stories, one student at a time.”

SUBSTITUTE TEACHER HANDBOOK

DUNCANVILLE ISD



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FORWARD

Every effort has been made to staff the classrooms with teachers of outstanding ability and dedication. When, because of illness or other factors, a classroom teacher must be absent for his/her teaching responsibilities, it is indeed reassuring to know that there is an equally dedicated group of substitute teachers who are willing and able to continue the instructional program. **Your role is vital in guaranteeing the continuation of quality classroom instruction.**

In an effort to clarify policies and procedures that apply to substitutes and make your work more effective and more enjoyable, this handbook has been developed. We hope that you will find it useful as you substitute in the Duncanville Independent School District.

ACKNOWLEDGEMENT

The Duncanville Independent School District Human Resources Department has published this bulletin to assist, inform, and serve as a reference guide for the substitute teacher and the school district.

No person shall, on the basis of race, color, national origin, age, religion, sex, veteran status, disability, or any other legally protected status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in recruitment or selection for full or part-time professional positions in the Duncanville Independent School District.



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SUBSTITUTE SERVICES

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Mission Statement

“The Mission of the Duncanville Independent School District is to provide each individual student with the necessary skills to achieve lifelong success and contribute to a global society”

Vision

Duncanville ISD –Writing success stories, one student at a time.

Values

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.

I. GENERAL INFORMATION

Substitute teaching services are operated under the direction of the Office of Human Resources. All applicants wishing to be employed as substitute teachers must follow the policies that govern the operation of this service.

A. QUALIFICATIONS AND REQUIREMENTS

1. All applicants **must** complete an on-line substitute teacher application.
2. All applicants **must** have completed a minimum of 60 hours of college credit to substitute as a teacher. *(College credit hours determined by number of college hours passed with a grade of "C" or better.)*
3. Applicants with less than 60 college credit hours will be allowed to substitute in teacher aide or clerical positions only. Any exceptions **must** be reviewed with the Assistant Superintendent of Personnel.
4. All substitute teacher applicants **must** have a minimum of a high school diploma or a GED equivalent. Any exceptions **must** be reviewed with the Assistant Superintendent of Personnel.
5. Each applicant **must** submit an official copy of his/her college transcript or high school diploma or GED equivalent prior to employment. Payment scale is determined by number of college hours passed with a grade of "C" or better.
Note: If you have received a college degree, the transcript must indicate the date the degree was conferred.
6. Applicants should furnish copy of their teaching certificate *(if applicable)*.
7. Each applicant **must** furnish **two (2)** copies of their Texas Driver License and Social Security Card. (Be sure the SS card is signed.) This information is necessary to complete the I-9 form verifying employment eligibility. **MUST HAVE A SOCIAL SECURITY CARD FOR PAYROLL PURPOSES. THE NAME ON THE CARD IS THE NAME THAT WILL BE USED ON PAYROLL RECORDS.**
8. Each applicant **must** complete the DPS information requested when completing the on-line application. This authorizes the Release of Records check to be used to obtain a Department of Public Safety background check. Falsification of information will result in immediate termination.
9. Each applicant **must** sign and complete a W-4 Form, A Workers Compensation Form, and an I-9 Form. (I-9 Form given at time of orientation.)
10. All substitute applicants **must** complete a District approved orientation session prior to employment as a substitute teacher. These programs are offered periodically (usually monthly) throughout the year. Applicants are notified in advance of the date, time, and location of the orientation sessions.
11. All substitutes **must** be fingerprinted in accordance with Senate Bill 9 **before** they can accept any substitute assignments. Substitutes will be responsible for the cost of fingerprinting.

B. SUBSTITUTE TEACHER LIST

1. Duncanville ISD uses an automated substitute teacher calling system. This service is called Absence Management (formerly AESOP [Automated Educational **S**ubstitute **O**perator]).
2. Once an applicant has been approved as a substitute teacher, the information will be loaded into the Absence Management system. Approved substitutes will receive a letter with their ID and PIN # which will give them access to the system. Substitutes should receive this information within two weeks **after** attending orientation.
3. Substitutes should review the “Absence & Substitute Management QuickStart Guide for Substitutes” for information on how to use the absence management system. This information is given to the substitutes at the orientation session.
4. A list of approved substitutes will also be given to each principal prior to the opening of the school year. The list will be updated as needed during the academic year.
5. There will still be occasions where substitutes will receive calls for last minute assignments or where a special request has been made. These calls may come from the appropriate campus secretary or designee or from the Human Resources office.
6. Those persons whose names appear on the list are the **only** individuals who are eligible for substitute teaching.
7. If an individual refuses to accept assignments, her/her name will be removed from the list and notification will be given to that person.
8. If a complaint is lodged against a substitute, his/her name may be removed from the list and the Assistant Superintendent of Personnel will give notification to that person following an investigation.
9. Substitutes for Duncanville ISD clinics **must** be approved by the Head Nurse.

II. DUTIES AND RESPONSIBILITIES FOR SUBSTITUTES

A. GENERAL INFORMATION

1. The substitute teacher will follow the staff schedule at the assigned campus. The substitute will perform before and after school duties assigned to the position being replaced. Listed below are the school hours and staff hours. Any questions should be addressed to the building principal or designee.

SCHOOL HOURS

	Student Hours	Staff/Substitute Hours
Elementary (K-4)	8:00 a.m. – 3:30 p.m.	7:45 a.m. – 3:45 p.m.
Intermediate (5-6)	8:30 a.m. – 4:00 p.m.	8:15 a.m. – 4:15 p.m.
Middle School (7-8)	9:00 a.m. – 4:30 p.m.	8:45 a.m. – 4:45 p.m.
High School (9-12)	7:30 a.m. – 3:00 p.m.	7:15 a.m. – 3:15 p.m.
PACE	7:30 a.m. – 3:00 p.m.	7:15 a.m. – 3:15 p.m.
Summit	7:30 a.m. – 3:00 p.m.	7:15 a.m. – 3:15 p.m.

NOTE: The absence management system will list the assignment “start” and “end” times. The substitute is expected to report at the “start” time and remain until the “end” time.

This is usually 15 minutes before the start of school and remain at least 15 minutes after the school day ends.

IT IS EXTREMELY IMPORTANT THAT SUBSTITUTES ARRIVE ON TIME.

2. The substitute teacher should be prompt (ON TIME) arriving at school and professional in appearance and behavior. The sub should report first to the building principal’s office. The Principal or designee is responsible for employment of the substitute and record keeping to insure appropriate payment.
3. Substitutes will normally report to the Main Office of the campus. However, for **DHS ONLY**, the substitute will report to the substitute office located on the East Campus.
4. Upon arrival at the Principal’s Office, sub should confirm assignment, duties for the day, and sign in. Any additional information relating to assignment will be provided at that time. Subs must “sign in” at the beginning of their assignment and “sign out” at the end of the assignment.
5. **The substitute is expected to remain on campus for the duration of the school day. Subs do NOT get conference periods.**
6. When a substitute accepts an assignment, he/she is expected to show up by the designated time. If a substitute is forced to cancel an assignment, please cancel as far in advance as possible. Out of courtesy, you should also call the campus to notify them. If an emergency occurs on the day of an assignment, the school should be notified as soon as possible. For **DHS ONLY**, contact the Substitute Office at 972-708-3735.

B. --Duncanville ISD Substitute ID Badge Procedures

Your ID badge will be the method of identifying you as a substitute for Duncanville ISD. When you arrive on a campus for an assignment, you will need to follow the steps below:

1. Go to the office to “sign in” (this will be the only back-up). You will need to know the name of the teacher/aide you are subbing for so that you can enter their name and title on the sign in sheet.
 2. Begin your day as a sub.
 3. “Sign out” as you leave for the day.
- Each Substitute will be provided with **one** ID badge.
 - **It is MANDATORY that you have your ID to work.**
 - If you lose your ID card, you will need to go to Technology to get a replacement ID card. The Technology Office is located at 900 S. Cedar Ridge Dr., Suite 100, Duncanville, TX. (South of Wheatland Rd--directly across from the U S Post Office).
 - **There will be a \$5.00 fee to replace your ID badge.**

C. SALARY SCALE FOR SUBSTITUTE TEACHERS

Substitute teachers will be paid according to the following schedule:

<u>SUBSTITUTE ASSIGNMENT</u>	<u>COLLEGE HOURS</u>	<u>DAYS WORKED</u>	<u>SALARY SCHEDULE</u> <u>Daily/Hourly</u> <u>(See Note 1)</u>
TEACHER or AIDE-SPECIAL ED <i>Note 2</i>	More than 60 college hrs or Pay Grade IS-3 Assignment*	1 - 10	\$70.00 / \$9.33
		* 11 - 20	\$80.00 / \$10.67
		* 21 +	\$90.00 / \$12.00
TEACHER	Degreed (Non-Certified)	1 - 10	\$80.00 / \$10.67
	*	11 - 20	\$85.00 / \$11.33
	*	21 +	\$95.00 / \$12.67
TEACHER	Degreed (Certified Teacher)	1 - 10	\$95.00 / \$12.67
	Must hold a valid TX or out-of-state teacher certificate	* 11 - 20	\$110.00 / \$14.67
		* 21 +	\$125.00 / \$16.67
TEACHER	Less than 60 college hrs	1 - 10	\$64.00 / \$8.53
	*	11 - 20	\$65.00 / \$8.67
	*	21 +	\$72.00 / \$9.60

NOTE: Every effort is made to place a substitute who is certified in the subject area in a long-term substitute teaching assignment.

Aide/Clerical Subs	ParaProfessional Positions	1 - 10	\$62.00 / \$8.27
	(Regardless of College Hrs)	* 11 - 20	\$65.00 / \$8.67
		* 21 +	\$72.00 / \$9.60

Note 1: Substitutes are paid either for a full-day or half day. Hourly rate shown is just for information.

Note 2: Substitutes as Aide-Special Ed in positions identified as Instructional Support – 3 (IS-3) will be paid at this rate scale.

***Days worked must be consecutive and in the same assignment.**

Substitute applicants who are “certified”, degreed (non-certified), and those applicants with 60 or more college/university credit hours will be given first preference when securing substitute personnel. Applicants with less than 60 college/university credit hours will be placed in teacher aide or clerical positions. All substitutes for clerical and teacher aide positions will be paid at the 0-59 college/university salary scale.

D. SALARY SCHEDULE FOR SUBSTITUTE SECRETARIES AND AIDES

All substitutes for secretaries/clerical and teacher aides will be paid at the ParaProfessional position rate noted above regardless of the number of college hours.

E. PAY DAYS

Duncanville ISD uses a Direct Deposit paperless paycheck system.

- All Substitutes will be required to have a checking or savings account on file. Payroll will need the district Direct Deposit form along with a voided check, or a print out from the bank with the routing and account numbers. Subs are encouraged to submit the required form as soon as possible. The completed District direct deposit form may be brought to the Duncanville ISD Education Plaza at 710 S. Cedar Ridge Dr., Duncanville, TX 75137 or mailed to the attention of the Payroll Department. (Same Address as the Plaza.)
- Pay day is the **25th** day of the month. **The pay periods are from the 11th of the previous month through the 10th of the current month.**

(See below for 2018-2019 Substitute's Pay Dates)

- **Paper pay stubs are no longer available.** To view pay stubs online, please go to the district website, www.duncanvilleisd.org. Select "Staff" and then select "Skyward."

Login ID: (first initial + last name) example: tjohnson

Password: (birth year + first four letters of last name) example: 1975john
(At this point, you will be prompted to create another password)

Select "Employee Info," "Payroll," "Check History"

- If at any time you change banks or accounts, you should immediately notify the Payroll Department in writing. The Payroll Department requires a 10-day notice (prior to pay date) to transfer Direct Deposit information. If the change is not received within this time frame, the employee runs the risk of the check deposit being sent to an invalid account. If this *happens*, *Payroll must wait until the money is sent back to the district's bank before* reprocessing the direct deposit to the new bank or account. This could take up to 2 weeks.

Questions or concerns regarding substitute pay or direct deposit, should be referred to the Payroll office at 972-708-2022.

NOTE: Substitutes are encouraged to keep a record of their assignments, including date, campus, and name of teacher substituted for. AESOP will also be able to provide substitutes with this information.

2018-2019 Substitute's Pay Dates

September 25, 2018	March 25, 2019
October 25, 2018	April 25, 2019
November 16, 2018	May 24, 2019
December 21, 2018	June 25, 2019
January 25, 2019	July 25, 2019
February 25, 2019	August 23, 2019

F. BENEFITS

Duncanville ISD provides health coverage to substitutes through TRS-ActiveCare. The district reasonably expects substitutes to work at least 10 hours per week to be eligible for medical benefits. Substitute Teachers are **not** eligible for dental, and/or other insurance benefits; however, substitutes are eligible to participate in 403(b) tax sheltered annuities on a voluntary basis. Substitutes will have 31 days from **date of hire** to **either** accept or decline medical benefits. Thereafter, returning substitutes will either accept or decline during the designated annual enrollment period for the upcoming school year. Substitutes will **not** be allowed to work until they complete the medical enrollment process indicating either accepting or declining medical benefits.

A 403(b) plan is a tax-deferred retirement savings program sponsored by a public school system or a tax-exempt organization. A 403(b) plan is similar to a private-sector 401(k) plan or a public-sector 457 plan. All three are known also as defined contribution plans.

Information on setting up a 403(b) tax-deferred retirement savings may be found at www.nbsbenefits.com which is the website of the Duncanville ISD's 403(b) third party administrator. Or you may contact the District's employee benefits manager located at the Education Plaza at 972-708-2000.

FICA Alternative Plan

Duncanville ISD participates in a FICA Alternative Plan in lieu of Social Security. This plan enables part-time, temporary, and seasonal employees to build their own personal retirement savings account by investing in this pre-tax retirement savings program. Basically, contributions to the plan replace the social security contribution. This is not an option since Duncanville ISD participates in this plan in lieu of Social Security. ***Not applicable to individuals retired through TRS.***

You may contact the District's payroll manager at 972-708-2028 or payroll clerk at 972-708-2022.

G. TERMINATION OF SUBSTITUTES

The substitute teacher has a professional obligation to adhere to the standards and directions of the District, the school and the principal. A substitute may be removed from the list and/or assignment including, but not limited to, the following reasons:

- a. The administrative staff expresses written complaints or concerns.
- b. A substitute is consistently unable to accept work.
3. The substitute accepts assignments and fails to show up or is consistently late.
4. Behavior, demeanor, dress or communication skills are deemed inappropriate.

Please Note: At-will employees may be dismissed at any time for any reason, as determined by the needs of the District (DCD Local.)

H. GENERAL ATTITUDE

1. A substitute teacher should project the following essential qualities:
 - A friendly attitude, a smile and a good sense of humor.
 - Patience
 - Understanding
 - Careful consideration and mature judgment in management of problems
2. The substitute teacher should endeavor to preserve the regular routine of the class and perform all duties of the regular classroom teacher, both curricular and extracurricular. He/she should follow the lesson plans left by the regular classroom teacher.
3. The substitute teacher should not receive money from students unless instructed to do so. If money is collected, the substitute teacher should deposit the money with the school secretary before leaving the school. Substitute teachers should not lend money to students. If a substitute teacher takes an item of value from a student, he/she is responsible for the article until it is returned to the student or turned in to the principal.
4. The substitute should strive to assist the students with the educational process as per instructions left by the regular classroom teacher.

I. RELEASING THE SUBSTITUTE TEACHER

When a substitute teacher is on duty, the substitute teacher should continue the assignment until released by the school principal. All substitutes must “sign in” and “sign out” through the principal’s office or designated location.

J. PROFESSIONAL ETHICS

1. Substitute teachers operate under the same guidelines as professional personnel.
2. A substitute teacher is expected to adhere to the Teacher Code of Ethics.
(To be found at the end of this handbook.)
The complete Educators' Code of Ethics can be found on the TEA Website at
<http://www.tea.state.tx.us>
3. School personnel and students are to be treated with dignity and respect at all times.
4. The substitute teacher must avoid comparing one school with another or comparing the students in one school neighborhood with those in another neighborhood.
5. All complaints or questions about the assignment should be directed to the principal or designee.
6. Substitutes should **not** engage in personal work of any kind while on duty.
7. Substitutes should **not** use the classroom telephone for personal use or personal cell phones while on duty.

K. DUNCANVILLE ISD SAFETY & SECURITY

Crisis prevention, intervention and management have become an important responsibility for educators, public safety officials, and parents. Every campus has a copy of the Duncanville ISD's Crisis Response Procedures.

Emergency Procedures for Substitute Teachers

Substitute teachers must be cognizant of the possibility of emergencies or disasters occurring while they are on duty at a campus. The substitute is the teacher and has all the responsibilities of the teacher. Substitutes should also become familiar with all emergency drill procedures.

Substitute teachers will be responsible for the supervision of their students and remain with them until relieved by the principal or their designee.

In executing this responsibility, each teacher, substitute teacher, and teacher's aide shall:

Pre-emergency:

1. Know, understand, and keep up-to-date information on disaster procedures.
2. Provide instruction and practice for students in the emergency and disaster procedures. (Teachers)
3. Have class Red Binder/Folder with class roster or attendance list handy at all times.
4. Have planned activities (music, games, etc.) for use during periods of confinement to minimize tension and hysteria in a disaster situation. (This is especially important for PK-4 students).

During emergency:

1. Direct the evacuation of students under your supervision to inside or outside assembly areas. Listen for warning signals, written notification, or intercom orders.
2. Give plain language instructions during an emergency.
3. Take attendance when the entire class arrives at the designated assembly areas.
4. Report to the principal the names of any students who are unaccounted for, missing, or students with your class who are not on the class roster.
5. Send students to (predesignated) first aid station if necessary and safe to do so.
6. If not on classroom duty with students, report at once to pre-assigned command locations, or take charge of any unsupervised students in the immediate vicinity.

There are four (4) basic procedures, which can be utilized in responding to various emergencies:

1. **Lockout** Condition – Lockout is called when there is a threat or hazard **outside** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Lockout uses the security of the physical facility to act as protection. Reverse Evacuation is included in a Lockout. Lockout protocol demands bringing students in from outside and locking all perimeter doors. The public address for Lockout is: **"Lockout! Secure the perimeter!"**
2. **Lockdown** Condition – Lockdown is called when there is a threat or hazard **inside** the building. From parental custody disputes to intruders to an active shooter. Lockdown uses classroom security to protect staff and students. Lockdown protocol demands locking individual classroom doors or other access points, moving occupants out of the line of sight of the corridor windows and having room occupants maintain silence. The public address for Lockdown is: **"Lockdown! Locks, Lights, Out of Sight!"**
3. **Evacuation** Condition – Evacuate is called when students and staff must leave the building. The Evacuate protocols demands students and staff move in an orderly fashion to a pre-determined evacuation assembly point. Fire drills are considered evacuation drills. The public address for evacuate: **"Evacuate! Type/Location"** Type and location is added when specific actions need to be taken during evacuation. Public address is not needed during a fire alarm unless special instructions are needed to change pre-determined evacuation routes and/or assembly points.

4. **Shelter Condition** – Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornados or hazardous materials. The public addresses are **1. Shelter for Severe Weather! Drop, Cover and Hold (If time permits, move to pre-determined shelter locations)** and **2. Shelter for Hazmat**. Students and staff are held in the building, windows and doors are closed and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is most effective during emergencies involving hazardous materials which produce toxic vapors outside of the facility. **3. Shelter for Medical Emergency!** Students and staff remain in their shelter area (room). This allows the medical response team members and first responders quicker and easier access to the medical emergency and prevent student and staff from unnecessary exposure to the incident.

Procedure for Dismissing Students in Emergencies

Teachers will be responsible for maintaining an accurate record of each student's presence and/or release. Unless notified otherwise by the Principal/Administrator, teachers will release students only to the person or persons designed on the Disaster Form. Teachers must note on the form the time the student was released and to whom. If time permits, the designee should personally initial or sign the form when picking up the student.

Media

The only means to inform the general public is by mass media (radio, television and newspaper). We must provide prompt and accurate information. Any misinformation can create confusion and therefore should be avoided at all cost.

No employee of the school system should talk to any representative of the media without explicit permission of the superintendent/designee. Isolated quotes from individuals are usually incomplete and misleading and therefore must be avoided. **The Superintendent or his/her designee is the spokesperson for the district.**

A joint news conference with the emergency personnel may occur. The police emergency team will answer questions regarding the actual crisis and the Superintendent/designee will answer questions regarding what is occurring within the school.

III. DUTIES AND RESPONSIBILITIES OF THE SCHOOL AND REGULAR TEACHER TO THE SUBSTITUTE AND DUTIES AND RESPONSIBILITIES OF THE SUBSTITUTE TO THE SCHOOL

A. THE RESPONSIBILITY OF THE SCHOOL

1. The office personnel will be responsible for providing the substitute with a key to the classroom or making sure that the door is open upon arrival.
2. Schedules should be available to the substitute and activities/lesson plans for that day should be provided upon arrival.
3. Special duties, absence reports, information about bells or anything else that is needed prior to reporting to the classroom should be provided to the substitute upon arrival.

B. THE RESPONSIBILITY OF THE CLASSROOM TEACHER

1. The teacher should leave lesson plans, class rolls, and other information regarding his/her daily responsibilities accessible, either on the desk, in a mailbox, or with the Principal's secretary.
2. Keys to desk and cabinets should be accessible.
3. A seating chart should be accessible.
4. The teacher should leave a home telephone number in the event the substitute should have a need for explanation of information that was left for instruction.

C. THE RESPONSIBILITY OF THE SUBSTITUTE TEACHER TO THE SCHOOL

1. Locate the faculty mailboxes and check the faculty bulletin board.
2. Introduce yourself to the classroom teachers whose classrooms are next door and/or across the hall.
3. Become acquainted with the fire safety drill regulations and assigned exits. The regulations are posted in each classroom.
4. Review the classroom teacher's daily schedule, plan book, seating chart(s), record book, textbooks, and other needed materials.
5. Follow the lesson plan or instructions left by the teacher.
6. Leave notes or information that may be useful to the teacher upon their return.
7. Refrain from changing the seating plan or any furniture arrangements except for temporary grouping of pupils for instruction.
8. Maintain high standards of ethics and avoid comparison of various schools or of teacher-pupil situations.
9. Supervision of halls and corridors is a responsibility of all teachers especially when pupils are coming into or leaving the building at bell time.
10. Report serious accidents immediately to the principal or nurse.
11. Report any serious problem or situation to the principal.
12. Any property taken up from the students in the course of a class **must** be turned in to the school office immediately to ensure that the property is returned appropriately to the parent. If this procedure is not followed, the substitute will be held responsible.
13. Substitutes should **not** reveal confidential information concerning students.
14. Substitute teachers are expected to adhere to the Teacher Code of Ethics (found at the end of this handbook).

DISCIPLINE: Proper discipline and classroom order are prerequisites to good teaching. Be firm, businesslike and expect respect. Unusual discipline problems should be referred to the building principal or other designated administrator(s).

D. CLASSROOM INSTRUCTION AND MANAGEMENT

1. The substitute teacher is responsible for the pupils, equipment, and materials assigned to his or her care, just as the regular classroom teacher.
2. The substitute teacher should not feel that he or she is merely “babysitting” or holding things together. Every attempt should be made to carry on the regular work of the regular classroom teacher.
3. The substitute is obligated to complete the work provided by the regular classroom teacher.
4. The substitute should not assign written work and leave it to be graded, except at the request of the regular teacher. Any written work should be graded and left for the regular teacher to examine.
5. It is natural for a class to resent and test the substitute. Be patient. The substitute teacher should endeavor, whenever possible, to preserve the regular routine of the class and perform all duties expected of the regular teacher.
6. Students respond to what is expected of them. Expect good behavior.
7. Become familiar with the teacher’s daily schedule; know what lessons are to be taught according to the schedule and method of presentation.
8. Recognize the importance of every student by treating each one fairly and impartially to the best of your ability.
9. Move around in the classroom. “Teach from your feet—not from the seat.”
10. Subs should not engage in personal work of any kind. No use of cell phones during class time.

IV. TEACHER BEHAVIORS THAT CONTRIBUTE TO EFFECTIVE TEACHING, CLASS CONTROL AND DISCIPLINE

A. THE SUBSTITUTE IS A VITAL PART TO THE ONGOING SUCCESS OF EDUCATION IN THE ABSENCE OF THE REGULAR CLASSROOM TEACHER

1. Be in the designated room or standing at the door when the students arrive.
2. Greet the students with a smile.
3. Make opening exercises brief. Please make sure that you stick to the lesson plans.
4. Check attendance carefully. Call each name distinctly. Accept graciously any corrections in pronunciation. Have students raise hands as names are called to help you associate names with faces.
5. Do not argue with students. They will be quick to tell you if you vary from the routine of the regular classroom teacher.
6. Complete administrative duties and begin the instructions efficiently and quickly.
7. Some helpful hints substitutes should follow:
 - ❖ Be pleasant
 - ❖ Be firm and fair
 - ❖ Deal with each child in a kind and just manner
 - ❖ Indicate self-confidence
 - ❖ Maintain dignity
 - ❖ Respect each child
 - ❖ Be enthusiastic
 - ❖ Be prepared (when possible)
 - ❖ Have a sense of humor but don't overdo it
 - ❖ Make directions clear and concise
 - ❖ Be professional
 - ❖ Be prompt
 - ❖ Avoid threats and physical confrontations
 - ❖ Follow normal classroom procedures
 - ❖ Ask for help when needed
 - ❖ Do not leave students unsupervised
 - ❖ Support school policies
 - ❖ Do your best
 - ❖ If no lesson plan is available, consult with the principal's office

B. TEACHING THE LESSON

1. Read the teacher's plan book. This is the guide for what is to be taught.
2. In rare instances the substitute may be without a plan book. If there are no plans, contact the principal before class begins and get at least a general order of the plans for the day. Concentrate on subjects you handle well, particularly reading, math, science, English, etc.
3. Put your name on the board so students will know who you are. Pronounce your name correctly so the students will enunciate your name properly, as you will theirs.
4. Be ready to start immediately after the tardy bell rings. Be sure the class is listening and do not start until you have the attention of every child in the classroom.
5. Motivate the students. Try to remember to involve all students. Be brief, set the stage, arouse curiosity and relate to a previous lesson. This can be done by a question, short story, or perhaps a shared learning experience.
6. Ask good questions. Good teaching is a process of drawing out from within the student rather than stuffing them with information on the knowledge and comprehension levels. Questioning techniques determine the type of response students make.
7. Provide students with time for active participation and monitor continuously.

C. TEACHER BEHAVIORS THAT CONTRIBUTE TO EFFECTIVE TEACHING

1. The teacher encourages students to communicate openly.
2. The teacher talks to the situation rather than to the character or personality of student when handling a problem.
3. The teacher expresses carefully his or her feelings and attitudes to the students.
4. The teacher makes his or her expectations clear and explicit to the students.
5. The teacher reinforces appropriate student behavior.
6. The teacher listens attentively to the students.
7. The teacher does not ridicule or belittle students.
8. The teacher respects the rights of students.
9. The teacher accepts all student contributions.
10. The teacher provides students with opportunities to succeed.

D. CLASS CONTROL AND DISCIPLINE

Use good common sense at all times. This is the greatest rule of all. All rules and regulations, directives, and guidelines in the world are not a substitute for **good common sense**.

1. The substitute teacher is expected to maintain effective discipline in a classroom, which is conducive to good learning and in accordance with the established classroom, school and District policies.
2. The substitute should never, under any circumstances, administer corporal punishment. Physical contact with the student should be avoided.
3. When individual pupils cause behavior problems, which are disruptive to good learning conditions, the substitute teacher should send those students to the principal's office with a discipline referral or note explaining the reason the student was removed from the class.
4. Firm and fair treatment of all pupils combined with thorough explanation and direction will prevent many disciplinary problems.
5. Refrain from any remarks or behavior that dehumanizes or shows disrespect to any student or staff member.

V. END OF DAY OR END OF SERVICE PROCEDURE

A. BEFORE YOU LEAVE AT THE END OF THE DAY

1. The room should be left in good order.
2. Materials should be put away
3. Everything should be in readiness for the regular teacher or yourself for the next day.
4. Be sure you complete the Substitute Teacher Form informing the regular teacher about your day with the class(es).
5. Report to the Principal regarding the next day and/or problems concerning your stay in the building.
6. Lock/close door upon leaving.
7. Check desk and files as well as the room before closing the classroom door.
8. **If you have been issued a key or keys remember to return all keys to the office.**
9. Report incidents to the office. This might include such items as parent communications you cannot answer, discipline problems, accidents or room damage.
10. **Signing Out is as important as checking in.** Your signature is documentation for payment. This is a good time to verify if your service will be needed for the next day, if you do NOT already have a scheduled assignment.

VI. DRESS CODE AND GROOMING

Duncanville Independent School District employees shall act as role models, by exemplifying the highest standard of professional appearance, for the educational purposes of teaching community values and proper grooming and hygiene.

A. APPROPRIATE ATTIRE

Professionals are expected to dress and groom themselves in an appropriate business-like manner that exemplifies a professional image of employee, school and District.

- Male professionals shall wear an appropriate shirt, tie if possible, dress slacks, or other appropriate professional attire with a tie. Footwear should be appropriate for a professional look. Denim jeans are appropriate only on designated spirit days.
- Female professionals shall wear modest professional dresses or clothing that caters to the professional look. Dressy slacks and appropriate footwear are acceptable. Denim jeans are worn only on designated spirit days that vary from campus to campus.
- Office, clerical, teacher assistants, and support personnel shall wear the above professional attire.
- Other support personnel shall wear attire in conformity with the workplace.
- Please do not wear revealing/provocative shirts and tops, T-shirts, spandex or similar tight outfits.
- Footwear such as slippers, flip-flops, and house shoes are not appropriate.
- Hair should be groomed neatly. Men's hair length should be no longer than the top of the collar. Startling and unusual or distracting hairstyles and/or colors are not acceptable.
- All facial hair shall be groomed neatly. Beard and mustaches shall be neatly groomed.
- Male employees shall not wear earrings. Male or female substitute teachers shall not wear facial and/or tongue jewelry. Females may wear earrings, but multiple earrings are not appropriate.
- Employees shall not wear on the outside of their clothing any jewelry or similar artifacts that are either obscene, distracting, or may cause disruption to the educational environment.
- Bandanas, sweatbands, skull caps, head scarves or similar accessories shall not be worn in any location on the campus. Hats & caps may be worn outside when passing between buildings, but may not be worn inside buildings.
- It is the expectations of the District that employee dress and grooming meet or exceed the expectations for appropriate student attire.

APPRECIATION OF SUBSTITUTE SERVICE

The role of a Substitute teacher is extremely important to the school system. You have a very challenging assignment. Please, as you work this school year, be responsible and maintain a favorable and respectful attitude concerning your work. Students will appreciate you when their needs are met and we urge and expect you to be courteous, kind and friendly when working with the student. Duncanville Independent School District must maintain the highest standards and expectations for the performance of substitute teachers.

CONCLUSION

We hope that suggestions provided in this book will assist you in becoming a more efficient substitute teacher. You are an important element and an integral part of the Education program of the Duncanville Independent School District.

QUESTIONS

Questions regarding the Substitute Teacher Handbook or the substitute teacher process may be referred to the Human Resources Office of the Duncanville Independent School District.

The Human Resources Office is located at the Education Plaza, 710 S. Cedar Ridge Dr., Duncanville, TX 75137. The office number is 972-708-2000.



Classroom Teacher's Report of Substitute

(To be completed and returned to the principal)

Name of Substitute: _____

Name of School: _____

Name of Classroom Teacher: _____

Date of Assignment: _____

Please check the following:

Key: 1 – Outstanding; 2 – Above Average; 3- Average; 4 – Unsatisfactory; 5 - Unknown

	<u>O</u>	<u>AA</u>	<u>A</u>	<u>US</u>	<u>UK</u>
Promptness in getting to the assignment	1	2	3	4	5
Cooperation	1	2	3	4	5
Willingness to do more than “sit” with students	1	2	3	4	5
Classroom control & Management	1	2	3	4	5
Maintenance of teaching atmosphere	1	2	3	4	5
Response of students to substitute	1	2	3	4	5
General teaching effectiveness	1	2	3	4	5

Comments (*Attach any witness statements*):

Do you want to block this sub from your campus?

☐ Yes

☐ No

Has this report been discussed with substitute?

☐ Yes

☐ No

Signature of Teacher

Date

Signature of Principal

Date

Completed form should be forward to Human Resources, 710 S. Cedar Ridge Rd, Duncanville, TX

**CODE OF ETHICS
AND STANDARD PRACTICES FOR TEXAS EDUCATORS (DH Legal)
EFFECTIVE 9/01/02 (Amended to be effective December 26, 2010)**

Statement of Purpose

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

ENFORCEABLE STANDARDS

I. Professional Ethical Conduct, Practices and Performance.

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

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

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

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

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies and other applicable state and federal laws.

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

II. Ethical Conduct Toward Professional Colleagues.

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

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

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

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

**CODE OF ETHICS
AND STANDARD PRACTICES FOR TEXAS EDUCATORS (DH Legal)
EFFECTIVE 9/01/02 (Amended to be effective December 26, 2010)
(Cont'd)**

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

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

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

III. Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

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

The complete Educators' Code of Ethics can be found on the TEA Website at <http://www.tea.state.tx.us>