

SUBSTITUTE HANDBOOK



*The goal of a successful Substitute is to
Move Education forward one
Academic Day at a time.*

GARLAND INDEPENDENT SCHOOL DISTRICT

GARLAND INDEPENDENT SCHOOL DISTRICT EQUAL OPPORTUNITY POLICY STATEMENTS

1. No administrative officer or employee of the Garland Independent School District, acting in his/her official capacity, may discriminate on the basis of a person's sex, race, religion, color, language, or national origin regarding: personnel practices, including assigning, hiring, promoting, compensating, and discharging employees; use of facilities; awarding contracts; and participation in programs.
2. No student shall, on the basis of sex, race, religion, language, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity sponsored by this school district except as specifically provided in Title IX implementing regulations.
3. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity sponsored by this school district except as specifically provided in Section 504 Implementing Regulations.
4. Garland Independent School District does not discriminate on the basis of disability by denying access to the benefits of District services, programs, or activities.

Inquiries regarding any of these statements should be directed to Babetta Hemphill, Director of Student Services, P.O. Box 469026, Garland, Texas 75046, (972) 494-8255.

Effective August 1, 1991, employees are prohibited from smoking or using tobacco in any form on all Garland Independent School District property and within district owned vehicles.

"The use of illicit drugs and unlawful possession and use of alcohol is wrong and harmful."

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AESOP SUBSTITUTE GUIDE (back of handbook)

(found online @ www.frontline12.com/aesop)

This handbook supersedes all prior editions of the Garland ISD Substitute Handbook

GENERAL INFORMATION

Qualifications of a Substitute

The District seeks to employ persons holding valid Texas teaching certificates to serve as substitute teachers. However, when additional substitute teachers are needed, applicants with a four-year college degree will be considered for substitute teaching. In extreme emergency conditions, campuses may use a non-degreed emergency substitute teacher that is already in our Aesop System in single day instances with written notification to the Substitute Office. Paraprofessionals (aides) must have at least a high school diploma or equivalent.

Pre-Employment Requirements

Before a substitute teacher or aide can be placed on our Aesop System, the following requirements must be met:

1. **On-line application** completed.
2. If applying as a teacher, a **copy of college transcripts** showing degree(s) conferred (including teacher certification if applicable), **or** if applying as an aide, a **copy of high school diploma** or equivalent.
3. **Form I-9** - Section 1 completed and signed with **3 attached copies of documents** satisfying this form. Most applicants choose to attach 3 copies of driver's license and Social Security Card.
4. **Substitute Employment Agreement** signed and dated.
5. **Issues of Confidentiality Form** initialed, signed and dated.
6. **W-4 Form** completed.
7. **Direct Deposit Form** (with voided check) or Cash Pay Enrollment Form.
8. **Fingerprinting.** Based on Texas Senate Bill 9 (SB9), all substitutes will be required to be fingerprinted as a condition of substitute employment. *Uncertified* applicants will be provided a FastPass form and instructions at the Orientation regarding this process. *Certified* applicants will be required to go online to SBEC, update their profile and their FastPass will be sent to their email address. Additional information will be given at the Orientation regarding this process as well. **All potential subs should be advised that the cost of \$52.50 for the fingerprinting process will be their responsibility.**
9. Additional paperwork distributed prior to orientation
10. **Attendance at Orientation** for new substitutes.

Calling Information

The **most efficient way to accept job assignments is to go online** to www.frontlinek12.com/aesop.. But, for the daily unfilled jobs, a computerized central calling system (Aesop) supplies substitutes to each school. When your services are needed, a computer will call you. Each time you accept an assignment, you will be given a confirmation number. You must enter this confirmation number on the sign-in sheet provided at each school. Only persons on the district approved substitute list will be eligible to serve as substitutes. The computer call out times are:

School days	Morning - 5:30 a.m. to 11:45 a.m. - assignments for that day only. Evening - 6:00 p.m. to 10:00 p.m. - calls for future assignments.
Weekend/Holidays	Evening Only - 6:00 p.m. to 10:00 p.m. – calls for future assignments.

The phone number to call the **Aesop System** is **1-800-942-3767**. The system is operational 24 hours a day. Substitutes may call this number to accept an assignment if they are on a preferred list at a school, have been requested for a specific assignment, or to find available assignments. Substitutes may also call this number to review an assignment previously accepted.

The phone number for the help desk here in Garland ISD is 972/487-3067 or 3068. Email questions to pagraham@garlandisd.net OR ljlark@garlandisd.net .

Notification should be given to the help desk if you wish to be removed from the calling list permanently. You can “block yourself” from getting calls temporarily yourself. See instructions. You must also notify the help desk of any change in address or telephone number.

Canceling Assignments

If you must cancel an assignment, please do so as early as possible in order for the system to locate another substitute for this assignment. Only in extreme emergencies should an assignment be canceled the day of the assignment. If you must cancel an assignment on the day of an assignment, please notify the school personally.

Commitment

By your request to be placed on the Aesop System, you accept a commitment to teach when you are called. Substitutes who repeatedly turn down assignments, who are repeatedly unavailable for calls, or who frequently cancel assigned positions will be reviewed and may be suspended from the substitute calling system or dismissed.

Reviewing Assignments / Retrieving Confirmation numbers

It is essential to have a confirmation number each day that you work. It is the responsibility of the substitute to review the system to retrieve the confirmation number and the times for the assignment.

If the assignment on the system reflects a half-day, the substitute will be paid for a half day. If the assignment turns out to be a full day, the school must make this change on the system. If this change has not been made on the system when the assignment is reviewed, report the change to the appropriate school office as soon as possible.

If a substitute is called personally by a teacher or principal, a confirmation number must be obtained. Review the system the morning of the absence to verify that the absence has been assigned to you. If you do not hear the confirmation number, the assignment is not yours.

If you work more than one day on the same assignment, you may or may not have the same confirmation number for each day, but you must have a confirmation number on the system each day that you work. Without a confirmation number, you are not guaranteed pay for that assignment.

Substitute Sign-In Sheets

A Substitute Sign-In Sheet will be provided in the office at each school. Please print the date, time of arrival, your name, and confirmation number. If you are to travel to two schools, you must sign in and check 1/2 day at each school. The sign-in sheets are used for verification. Payroll is taken from

the data on the Aesop System; therefore, it is imperative that the computer accurately reflect your working hours and days which you can verify by reviewing your assignments.

Appropriate Dress

All employees shall observe neatness and modesty in clothing and personal appearance. Substitutes are professionals and should dress accordingly. An employee is not appropriately dressed if the employee is a disturbing influence in the classroom. Appropriate dress is determined by the Campus Administrator. **Jeans** are NOT appropriate dress unless approval is obtained **before** you arrive at any campus.

Retired Teachers and Paraprofessionals

Retired teachers and paraprofessionals who receive an annuity from the Teacher Retirement System of Texas no longer have any limitation on the number of days which may be worked as a substitute employee. However, because of state mandates, a **retiree should never take an assignment for a “Vacancy,” “Elementary Reassignment Room,” or “Extra Teacher.”**

Teacher Retirement Eligibility for Non-retirees

If you are not a retired teacher, have previously participated in the Teacher Retirement System of Texas, or become an active member of TRS, and substitute **at least ninety (90) days** during the current school year or any district or combination of districts, you are eligible to **buy** one year of credit toward retirement. You should contact the Teacher Retirement System to make arrangements:

Teacher Retirement System of Texas, 1000 Red River St., Austin, TX 78701, 1-800-223-8778

Creditable Service – Non-retirees

Beginning in the 1998-99 school year, experience as a substitute teacher has been recognized as creditable service for determining salary placement, as long as the person (substitute) held a valid Texas teaching certificate at the time the service was rendered. All prior year service as a substitute teacher can be claimed for creditable service (salary placement), as long as the requirements for the minimum number of days worked and the certification were met.

School Hours

Because of bus scheduling, Garland ISD has a staggered start time for schools. Please try to arrange your schedule to arrive at the schools at least 15 minutes prior to the school start time.

Elementary School*	7:50 a.m. -- 3:20 p.m.
Middle School**	8:30 a.m. – 4:00 p.m.
High School***	7:15 a.m. -- 2:45 p.m.

** Hours for the Classical Center At Vial Elementary are 8:30a.m.-4:00 p.m.*

*** Hours for Jackson Middle School Technology Center for Math & Science are 7:15 a.m.-2:45 p.m.*

**** Hours for North Garland High School are 7:05 a.m. – 2:35 p.m.*

****Hours for Rowlett High School & Sachse High School are 7:22 a.m. – 2:30 p.m.*

Substitute Aide Assignment Titles:

Instructional Aide--Goal: To provide assistance to the teacher in the classroom.

Elementary Physical Education Aide--Goal: To provide opportunities for elementary students to develop desirable behavioral characteristics, physical skills, & improve their level of physical fitness.

Library Aide--Goal: To assist in providing a well-organized and smoothly functioning library.

Office Aide--Goal: To assist the principal(s) with maintaining an organized and efficient office.

This position might be a secretary, data or attendance clerk, clerical teacher aide, or counselor's aide.

Special Education Aide--Goal: To help provide the enrichment of a learning environment and to meet the individual needs of the handicapped child requiring specialized teaching techniques.

For Your Information, we have inserted this Special Education Information taken from their handbook:

GISD SPECIAL EDUCATION: INSTRUCTIONAL PROGRAMS

Preschool Program for Children with Disabilities (PPCD)

This program is for identified children, ages three, four, and five. These preschoolers are provided instruction in the developmental areas of cognition, language or speech, motor, self-help, and social/emotional. A continuum of services is offered based on student need. Included under the auspices of PPCD is the Primary Behavior Intervention (PBI) class. The PBI class is composed of students who have been fully assessed, including a psychological evaluation, have cognitive ability above the mental retardation range, and are kindergarten age. Students assigned to the PBI class have been identified as emotionally disturbed or have exhibited behavioral patterns that consistently interfere with age appropriate skill development. This classroom will utilize a modified version of the GISD Behavior Management Level System developed for the Behavior Adjustment classes.

Behavior Adjustment Class (BA)

The behavior adjustment program is designed to serve students with disabilities whose behavior patterns are such that they consistently interfere with their educational performance or the educational performance of others in the general classroom. The classes are arranged to provide a very structured learning environment for each student. The majority of the students have been diagnosed as having a moderate to severe degree of emotional disturbance and may exhibit maladaptive behaviors of socialization. The focus of instruction is on the development of appropriate behavioral and social skills. The Behavior and Academic Support Environment (BASE) is a program designed to address students' behavioral and academic issues on secondary campuses by providing special education staff support within the mainstream classroom environment. The BASE teachers' primary focus is to provide additional supports needed to encourage BASE students' active participation in regular education classrooms. To this end, BASE teachers will provide explicit, direct instruction in appropriate social skills and study skills in a social skills class, and the BASE classroom will provide a place for temporary student removal in lieu of In-School Suspension as the need arises due to behavioral issues. Eligible students may also choose to use BASE as a safe haven to which they may remove themselves for brief periods to prevent loss of emotional control allowing them to return to their regular classrooms and peers without loss of dignity or the stigma of removal.

The Adaptive Behavior and Communication (ABC) classes are a specialized set of classes under the Behavior Adjustment program. The classes are composed of students diagnosed with other neurological impairments such as Traumatic Brain Injury (TBI) or Autism Spectrum Disorder. Typically these students function at or near their enrolled grade level. Focus is on development of age appropriate behavior, coping and communications skills, and academics. As with all BA classes, the ultimate goal for placement is to maintain students in the general education classroom to the greatest extent possible.

Learning in a Functional Environment (ALE)

The LIFE program incorporates a functional and developmental curriculum designed for students whose needs cannot be met in the general curriculum. The curriculum provides instruction in the following domains: Functional Academics; Domestic; Community; Recreation/Leisure; and Vocational.

The LIFE program provides an environment which allows for learning that is individualized and appropriate

to each student's developmental and functional level. The anticipated outcome for each student in the LIFE program is the maximum development of skills required for daily living and occupational activities. Moving toward Independence (MTI) is a specialized class under the LIFE program. It is designed to support students who require additional assistance in the areas of self-help and daily living skills. Behavioral LIFE is a specialized class under the LIFE program. It is designed to provide additional behavioral supports beyond those typically found in the LIFE classroom.

Campus-Based Special Education (CBSE)

Elementary and secondary campuses provide instructional support for identified students whose learning difficulties hinder their ability to learn in a general education classroom. Each student enrolled participates in the general school program, and receives the assistance of a special education teacher.

Resource

The resource classroom is for special education students who receive direct instruction in the areas of reading, math and written language from the special education teacher. The special education teacher is responsible for planning instruction according to the student's IEP.

III. Instructional Programs-Support Personnel Services - Special Education I-Handbook Revised June 09

Fire and Emergency Drills

Fire and emergency exits are posted near the doorway of each classroom. Familiarize yourself with the exit procedure before classes begin.

Bad Weather Days

If the weather requires schools to close, an announcement will be made on all major radio and television stations by 6:30 a.m. It is the substitute's responsibility to listen for school closings or delays. If school will be closed, the assignment assigned for that day would be considered canceled.

Pay Information

Absences requiring a substitute **four hours or more** are considered a **full day** and the full daily rate listed will be paid. Absences requiring a substitute for **less than four hours** are considered **half-day** assignments and one-half of the listed daily rate will be paid. The Board of Trustees approves the rates of pay as a part of the annual budget process.

All substitutes are paid on a cash pay card unless you have signed up for direct deposit. Substitutes will be paid bi-weekly.

Be sure to keep track of your days worked and know your current rate of pay. The printed rate of pay shown near the top of your paycheck information will reflect your beginning rate only. Do not use that as a rule of thumb for your calculations. The longevity rates and number of days worked are never printed on the checks. You must check your gross pay against your own records of days worked to confirm whether or not it is correct. You must be your own secretary, and regularly view the total gross pay divided by your number of days worked to be sure amounts reflect your recorded information.

RESPONSIBILITIES OF THE SUBSTITUTE TEACHER

Substitute teachers are considered professionals and are expected to observe the same ethical codes as the regular teacher. It is important that a professional attitude toward your work be maintained. Complaints should be directed only to the building principal or the Director of Professional Personnel. Your attitude will contribute greatly to your acceptance by the faculty and students.

1. Arrive at least 15 minutes before the start of school if at all possible. If you **receive a call late in the morning** and will be unable to arrive before school starts, **telephone the school** and advise them of your time of arrival.
2. A substitute teacher is expected to remain on duty the number of hours the students are scheduled. Substitute teachers, aides and office aides may leave when the students leave for the day. The substitute is paid for 7.5 hours of work if working a full day. A building administrator may assign other duties or another class during conference periods or unscheduled times. **There are no guaranteed conference periods for substitutes!** Many days you may be asked to work in another area during that time.
3. Upon arrival, report to the office and fill out the substitute sign-in sheet. If you cannot find the sign-in sheet, ask the secretary for assistance. Payroll is verified from the sign-in sheet, so it is ***imperative*** that it be filled in completely and correctly.
4. You should have a Substitute Folder which will include lesson plans, attendance rolls, and a schedule for the day. If you cannot locate these items in the room, check with the school office or department head for assistance. It is of the utmost important that you follow the lesson plans provided by the teacher. You are not there just to “babysit”, your goal is to move education forward one academic day.
5. Acquaint yourself with fire and safety drill regulations as well as assigned exits. These should be in the Substitute Folder and/or posted on the classroom wall. Avoid changing the seating arrangement or any other parts of the room organization except for temporary grouping of pupils for instruction or committee work.
6. In the classroom, circulate and supervise! Organize and grade all assigned work if you are instructed to do so by the regular teacher.
7. **Under no circumstances should students be placed in an unsupervised situation. The substitute is to remain with her classes during all designated class times during group travel in the hallway, during class time, and at all assemblies, etc.** You must remain with your students when they attend Computer Lab.
8. The substitute has the same responsibility for students, equipment and materials as the regular teacher for whom he/she is substituting. Supervision of halls and corridors is a responsibility of all teachers especially when pupils are coming into the building or leaving the building at bell time as well as class passing period. Substitutes should maintain a supervisory position at their doorway during class passing periods.
9. Substitute teachers and/or aides are expected to keep confidential any information about the school (pupils, parents, and principal) which might be gained while substituting. Concerns growing

out of the substitute experience should be addressed through the proper administrative channels.

10. If a child becomes ill or has an accident while at school, the child should be sent to the office. In case of serious injury, send for the school nurse or administrator immediately. Under no circumstances should a substitute teacher administer medication of any kind to a student.

11. Any outsider who comes to the classroom for information about a child or who comes to the classroom asking that a child be released from school must be directed to the principal's office. NO student should be released from the classroom without official notice from the school office.

12. Every reasonable effort should be made by the substitute to solve problems before they are referred to the principal/office. Occasionally, something may occur which warrants the exclusion of a pupil from the classroom. **Never touch a student**, regardless of problem, cause, reason, or dispute.

13. At the close of the day, it is a good idea to check with the school secretary to determine if the person for whom you are substituting will return the following day or whether your services will be needed again. Leave a brief summary of the work completed, or not completed, as well as any other information that would be helpful to the classroom teacher (bulletins, parental notes, assignments, and problems. If a serious problem should arise during the day, notify someone in the school office before you leave for the day. This is good protection for you, the school, and the district.

14. Return materials and/or equipment to its proper place and leave the room in order. Leave the regular teacher a note about behavior, both positive and negative.

15. **Do NOT bring a personal lap top computer to work with you and only use cell phones in a dire emergency.**

RESPONSIBILITIES OF THE REGULAR TEACHER

1. The teacher's lesson plans, class rolls, seating charts, fire and emergency procedures and any special instructions should be accessible and in a designated place.
2. Keys to the desk and cabinets should be available.
3. The teacher should be willing to give needed information to the substitute teacher by telephone or personal conference unless the nature of the absence makes this impossible. There is the ability to leave detailed information for the substitute on the computer system.

RESPONSIBILITIES OF THE PRINCIPAL

1. It is the responsibility of the principal to create an attitude of helpfulness, understanding, and respect toward the substitute teacher. The substitute employee should be recognized as an essential part of the educational program.
2. Principals will be requested to file a report with the Substitute Office when a substitute's performance is unsatisfactory after notifying the substitute of the nature of the problem.

3. It is the responsibility of the principal and/or secretary at each school to review all absences reported to the system each morning. Any prearranged assignments, or any corrections to the reported absences, need to be made before 12:00 noon the day of the absence.

CLASSROOM MANAGEMENT

The following suggestions may be helpful to the substitute regarding classroom management.

1. Look for disciplinary procedures posted in the classroom. Most classes have their procedures outlined and clearly visible. Should discipline problems occur, follow these procedures.
2. ***NEVER administer corporal punishment or make physical contact of any kind with the students.***
3. If there are no disciplinary procedures posted in the classroom, check with team leader or department head. Be ready to post your own rules if none are posted in the classroom.
4. Be friendly, but firm and consistent. *Your goal is to move education forward one academic day.*
5. Be sure students understand what is expected of them.
6. Show respect for each student. Sarcastic or belittling remarks are not acceptable.
7. Show enthusiasm and confidence. Students are quick to notice these characteristics and this often sets the mood for student behavior.
8. If you have a question, ask a responsible student for help. A neighboring teacher can also help with procedural questions.
9. Learn as many students' names as quickly as possible. A seating chart may be available for your use.
10. Organize little details so that movement is minimal, (e.g. Have students pass papers to front of each row. Ask students to place homework or test papers on corner of their desks and pick them up. Do not permit wandering, pencil sharpening, etc.) Procedures for routine activities are essential to a well-managed classroom.
11. Leave the teacher a note about student behavior, positive and negative.

Performance Problems

All substitutes should be aware that if the Substitute Office receives, in writing, three complaints about the performance of a substitute, she/he may be suspended from service until a conference is held with a Director of Human Resources. The Director may suspend or dismiss a substitute employee without three written complaints, if such action is warranted and in the best interest of the students or the district.

Employment

Substitute employment is "at will", temporary, and intermittent employment. Non-contractual employees have no property right in their employment and may be dismissed at will at any time for no reason or for any reason not prohibited by law. Non-contractual employees may resign at any time for any reason or no reason. Neither this handbook, nor any communication by any Garland ISD employee, oral or written, nor any conduct of any kind between substitute employees and Garland ISD representatives is intended in any way to create an employment contract binding on either Garland ISD or any substitute employee.

Summer School

There is NO substitute work available during the summer.

Conclusion

Being a substitute is not easy. It requires the ability to spontaneously walk into any classroom setting and carry out the daily activities as much as possible as would the regularly assigned teacher. In addition to being ready on a moment's notice, substitute teachers are also required to demonstrate quality in their teaching and professionalism in the way they relate to students, parents, and district employees. We hope the suggestions and ideas presented in this handbook will help you in this challenge. We also hope that you will realize you are an integral part of Garland ISD. We appreciate you and your commitment to the students of our district.



Here are some "Tried and True"

BASIC SURVIVAL TIPS

Arrive at school as early as possible and wear comfortable shoes.

Be sure to bring along your own "creature comforts" whatever they may be.

Don't depend on beverages, cups, etc. being available or on necessarily being able to find them.

Scout your new territory. Immediately locate or identify:

- Seating chart

- Plan book

- Class list

- Fire and safety drill procedures and exits

- Equipment and materials available for your use.

- School floor plan showing: student bathrooms, library, cafeteria, faculty lounge and other critical "landmarks"

Take advantage of any early arrivals. These "natives" are an excellent source of information.

Take a few seconds to learn several names from the class list so that you will be able to enlist these people by name to do small chores. The children will be pleased to discover that you "know" their names. This helps to establish good rapport immediately.

Name tags, desk markers, get-acquainted activities, or any other system which personalizes your relationship with the students and which holds an individual accountable in terms of behavior is to your immediate advantage.

Providing you are comfortable in so doing, share parts of yourself with the class. It helps them to recognize you as a person in your own right--not "just a sub".

Let the class begin the day as they normally would (pledge, attendance, sharing, etc.) to create a "business as usual" climate. During this ritual you may gain considerable insight about group dynamics as well as potential resources and hazards.

Initiate your part of the day with an interesting activity of your own creation. Such action is often a very useful technique for generating enthusiasm for the rest of the day.

A rough outline of what is planned for the day written on the chalkboard will give the group (including you) a sense of direction. Special classes, lunch and dismissal times, as well as options and consequences, should be included in the outline.

Keep explanations short and sweet.

Bring along your own "survival kit" to compensate for poor "trail markers" incomplete, inadequate, or even invisible lesson plans! The majority of this book is devoted to suggestions for designing your own personal "survival kit."

When appropriate, let the children correct their own work. It can be a learning process in itself and also provides valuable assistance to the "sub" whose time is usually very limited.

Prepare a class list to be used for recording student participation throughout the day. If blank forms are always kept in your "survival kit" an individual student could fill in the blanks for you from a class roster. Another method would be for the form to be circulated around the room allowing each student to "sign in".

Focusing in on the positive aspects of supportive cooperation from students seems to insure best results. Instead of marking down the names of troublesome students, make it clear you are looking for and reporting the names of helpful, cooperative, hard working students. Potential troublesome students should quickly be enlisted as helpers so as to convert them toward a successful day.

It also seems important to make students aware that since you are an individual in your own right, who is temporarily acting in their regular teacher's place, the day may be a little different from usual but not necessarily less productive or less pleasant.

If it is emphasized to the students that the responsibility for the day's success is shared by both them as students and you as the substitute teacher, it puts you all on the same team.

Make your expectations for classroom behavior clear from the very start.

Like wild animals, many students will regard you as an intruder but will not attack if approached in a firm, warm, positive manner. Being too defensive or authoritarian seems to bring out the worst in a new group.

Make the class also aware that the group has options for which there are related consequences. If students opt to be responsible and cooperative this behavior will result in being able to easily complete required work allowing time for more creative and rewarding activities.

"Baiting the trap", so to speak, is often necessary for survival in the "wilderness" and such a technique for substitute teachers will often result in students who "eat out of your hand." A special indoor or outdoor recess (simple) or a special art activity (more preparation but still not too difficult) are examples of "bait" which are likely to motivate expedient execution of mandatory business. Such rewards can be dispensed to individuals as they complete requirements and have free time or can be given to the total class when all class members have met their individual requirements. Without such a "lure", routine tasks can be an all day affair and a source of great frustration for all involved. Don't forget to check the teacher's mailbox at mid-day in case there are notices which need to be sent home with the students that day.

Employ student help to maintain and enhance your "survival kit".

"Be on the lookout" for new ideas to add to your "survival kit." Inclusion of such new ideas will also assist to maintain and enhance your degree of enthusiasm.

Keep a small notebook for the purpose of recording the classrooms in which you have substituted. Such a record may include notations pertinent to future work with the class and will also serve as some verification of your subbing experience as it relates to teacher certification requirements in your particular state.

Leave the classroom in good order. Whenever possible, involve students in that process. The end-of-the-day clean up chaos can often take its toll on a substitute teacher-- the final blow! A "Assignment Card" system can enable you to avoid many clean-up time pitfalls!

Number a set of index cards from 1-35. On each card list on basic clean up task which would be appropriate in any classroom.

Once you have exhausted these possibilities, create some open-index cards which would also be appropriate in any classroom.

One student should receive a "Person-in-Charge" card indicating his or her responsibility to do the initial check up on completed tasks.

The higher the number on the card, the lower the priority of the task.

This arrangement allows for classes with less than 36 students.

Illustrations on each card make them more attractive and assist the non-reader.

The Assignment Cards are distributed to class members about 15 minutes prior to dismissal.

The children are instructed to do the task, get their coats, and then return to their desks. When everyone is quietly in their seats, the substitute begins to call numbers for 1-35. When the number is called, the child brings up the card and may line up for dismissal. As the children line up, the substitute and student person-in-charge can quickly check to see that the assigned task has been completed to their satisfaction. Not only do students depart in an orderly fashion--the substitute does not have to spend his or her limited time on custodial matters. Such advantages are why Assignment Cards are a permanent part of many a substitute's "basic survival kit".

Rules and Consequences

A Good Rule:

1. Is clear and specific
2. Is behavioral
3. Makes sense to those who make them, enforce them, and follow them
4. Is stated positively when possible
5. Is clear and succinct and parsimonious

A rule is what you will enforce each time it is broken!

A Good Consequence:

1. Is clear and specific
2. Has a range of alternatives
3. Is not a punishment
4. Is natural and/or logical
5. Protects and maintains the dignity of the student
6. Is internally focused

Types of Consequences:

1. Natural and/or logical
Related to the rule in a direct manner
2. Conventional
Already existing consequences modified to fit in a discipline
3. Generic
Apply to all rules
4. Instructional
Designed to teach students how to follow rules

Effective Consequence Implementation

1. Always implement a consequence.
2. Select the most appropriate consequence from your pre-established list.
3. State the rule and consequence to the student. You do not need to say more.
4. Use proximity. Be as physically close to the student as is appropriate.
5. Make direct eye contact (watch for cultural exceptions).
6. Be private. Use a soft, calm voice. Only the student(s) involved should hear.
7. Do not embarrass the student.
8. Be firm, clear and committed. Strength comes from a commitment that you are doing the right thing, not from the use of force.
9. Be flexible about consequences. Your goal is for the student to improve his/her behavior, not for the student to experience a specific consequence.
10. Do not think in terms of winning and losing. You and your students are both on the same team.
11. Control anger. Expressing genuine anger shows you are human, but a chronically angry teacher is not effective.
12. Do not accept excuses.
13. Sometimes it is best to let the student choose the consequence.
14. Avoid traps; diffuse power struggles.
15. Avoid behaviors that mark you a victim. Excessive passive or aggressive behavior tells students you are out of control.
16. Alter conditions to reach your highest goals. Change discipline and classroom structures to support students acting responsibly.
17. Take a professional stance. Do not interpret student behavior personally.
18. Communication is better than force.

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AVOIDING POWER STRUGGLES

P*N*P*

*Proximity
*Name
*Privacy

1. Power struggles get worse if escalated.
2. Neither student nor teacher will win.
3. Use active listening or broken record.
4. Agree to speak with the student later.
5. Keep all communication as private as possible.
6. Never embarrass a student in front of his peers.
7. If a student refuses to accept a consequence, use the insubordination rule.
8. Clear with principal.

Remember to:

Give students support

Allow them to learn through natural, logical consequences

Let them have time to take responsibility for their choices

Turn Your Word into Gold: *The Art of Enforceable Statements*

Unenforceable

Please sit down. I am going to start now.

Please be quiet. It's time to begin.

Open your books to page 54.

I am not going to line you up until everyone is quiet.

Don't sharpen your pencil while I am talking.

You can not go to the restroom until I finish the directions.

Don't talk out. Raise your hand if you want to speak.

Pay attention.

Don't be bothering your neighbor.

Keep your hands to yourself.

Turn your assignment in on time, or you'll get a lower grade.

Don't talk to me in that tone of voice.

You show some respect.

Don't be late for class.

Enforceable

I'll begin as soon as you are seated.

I'll be glad to start as soon as you show me that you are ready.

I'll be working from page 54.

I will be lining people up as soon as it is quiet.

I allow people to sharpen pencils when I am not giving directions.

Feel free to go to the restroom when I am not giving directions.

I listen to people who raise their hands.

I'll start again as soon as I know you are with me.

You are welcome to stay with us as long as you and others are not being bothered.

Feel free to stay with us when you can keep your hands to yourself.

I give full credit for papers turned in on time.

I'll listen as soon as your voice is as calm as mine.

I'll be glad to discuss this when respect is shown.

All of those who arrive on time go home on time.

THE EFFECTIVE TEACHER

Exhibits positive expectations for all students.

Establishes good classroom management techniques.

Designs lessons for student mastery.

How To Get Students to Work Cooperatively on an Activity

Specify the group NAME

Specify the SIZE of the group

State the PURPOSE, MATERIALS,
AND STEPS of the activity

Teach the PROCEDURES

Specify and teach the
COOPERATIVE SKILLS needed

Hold the individuals
ACCOUNTABLE

OUT OF SCHOOL CAUSES OF DISCIPLINE PROBLEMS

Violence in society
Effects of the media
“ME” generation
Lack of a secure family environment
Difficult temperament
feelings

IN SCHOOL CAUSES OF DISCIPLINE PROBLEMS

Lack of success
Student boredom
Powerlessness
Unclear limits
Lack of acceptable outlets for
Attacks on dignity

THREE DIMENSIONAL DISCIPLINE OVERVIEW

PREVENTION DIMENSION

What can be done to prevent discipline problems?

1. Be aware of self (teacher)
2. Be aware of students
3. Express genuine feelings
4. Become knowledgeable of alternative theories
5. Motivate students to learn
6. Establish social contracts
7. Implement social contracts
8. Reduce stress

ACTION DIMENSION

What to do when discipline problems occur.

1. Choose best alternative consequence
2. Implement consequence
3. Collect data
4. Avoid power struggles

RESOLUTION DIMENSION

Resetting contracts negotiation with individual student.

1. Find what is needed to prevent another problem
2. Develop mutually agreeable plan
3. Implement plan
4. Monitor plan/revise if necessary
5. Use creative approaches when necessary.

THE SUBSTITUTE'S CHECKLIST

IN MORNING:

1. Smile. Be cheerful. The day has just begun.
2. Greet administrator and/or office staff.
3. Sign in with the main office.
4. Collect room keys and class schedule.
5. Secure class rolls or teacher's grade book.
6. Check teacher's mailbox.
7. Check classroom and/or work area for lesson plans.
8. Write your name and today's date on the board.
9. Write a brief version of the day's lesson.
10. Record attendance and do a head count.

IN AFTERNOON:

1. Throughout the day, write brief notes on lessons covered and student behavior.
2. With students' help, leave the room orderly.
3. Return teacher's materials to the office or work area.
4. Close windows, turn off lights and lock door.
5. Complete your report to the teacher. Put inside grade book.
6. Return teacher's grade book to main office or other safe place.
7. Tell administrator/contact person you enjoyed subbing.
8. Ask in office if you will be needed the next day.

EXPECTATIONS OF THE SUBSTITUTE

- A. Have pride in the profession and in the Garland Independent School District.
- B. Support school policies.
- C. Maintain high standards of ethics and avoid comparisons of teacher-pupil learning situations.
- D. Avoid making comparisons of various schools or school personnel.
- E. Respect the confidential information contained in school records.
- F. Respect the confidence of fellow teachers.
- G. Report any serious situations or problems to the principal.
- H. Make a reasonable effort to respond to all calls for substitute teaching.
- I. Do your best at all times on all assignments.
- J. Keep up with the progress and changes in teaching methods and curriculum.
- K. Reflect the standards of the profession in personal and professional living.
- L. Try to attend and become involved in the school district's in-service program.

Be pleasant

Be firm

Be prepared

Be patient

Be enthusiastic

Be professional

Be prompt

Respect each child

Maintain dignity

Ask for help when needed

Deal with each child in a kind and just manner

Make directions clear and concise

Follow normal classroom procedures

Talk with students – not at them

Indicate self confidence

Avoid threats

Have a sense of humor, but don't overdo

Do not administer corporal punishment

Do not leave students unsupervised

WE REMEMBER:

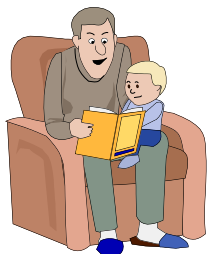
10% OF WHAT WE READ



20% OF WHAT WE HEAR



30% OF WHAT WE SEE



50% OF WHAT WE BOTH SEE & HEAR



70% OF WHAT WE SAY



90% OF WHAT WE SAY AS WE DO SOMETHING



Network Access General Use Policy

Guidelines for Acceptable Use of Garland Independent School District Technology Resources for Substitutes

Substitutes in Garland ISD **do not** have access to network services including Internet and e-mail. Any substitute who accepts a long-term position will work with the building administrator and campus facilitator for training and signing of Acceptable Use form.

Substitutes **are not** to supervise students using network, Internet or e-mail unless they have signed the Acceptable Use form due to a need for a long-term substitute assignment.

ACTIONS WHICH MAY LEAD TO REMOVAL AS A SUBSTITUTE FOR CAUSE

1. Deficiencies pointed out in a series of conferences, observations or memoranda.
2. Failure to fulfill duties and responsibilities as assigned.
3. Failure to perform required or assigned duties.
4. Failure to maintain discipline in the classroom or at assigned school related functions.
5. Insubordination or in complying with any official directives.
6. Failure to comply administrative regulations.
7. Conducting personal business during school hours when it results in neglect of duties.
8. Reduction in force because of financial issues or program change.
9. Drunkenness or excessive use of alcoholic beverages: illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act.
10. The possession, use, or being under the influence of alcohol, alcoholic beverages, or drugs and narcotics as defined by the Texas Controlled Substances Act, while on school property, working in the scope of the duties, as assigned, or attending any school-or District-sponsored activity.
11. Conviction of any felony or any crime involving moral turpitude.
12. Failure to report any arrest, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy.
13. Failure to meet the District's standards of professional conduct.
14. Failure to comply with reasonable District requirements concerning professional growth and improvement in techniques leading to improvement as a substitute.
15. Disability, not otherwise protected by law that impairs performance of required duties.
16. Immorality, which is conduct the Board of Education determines is not in conformity with the accepted moral standards of the community encompassed by the District. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude, or indicative of corruption, indecency, or depravity.
17. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, and community, impairs or diminishes the substitute's effectiveness in the District.
18. Reason and/or directives specified in the Substitute Handbook reflecting special conditions or responsibilities required of the substitute.
19. Failure to maintain an effective working relationship, or maintain good rapport with parents, the community, or colleagues.
20. A significant lack of student progress or achievement during a long-term substitute assignment.
21. Assault on an employee or student.
22. Falsification of records or other documents related to the District's activities.
23. Falsification of required information on an employment application.
24. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.
25. Any attempt to encourage or coerce a child to withhold information from the child's parents.
- 26. Any other action or cause which may place into question the health and safety of the students and staff of the Garland Independent School District.**

**GARLAND INDEPENDENT SCHOOL DISTRICT
457(B) FICA ALTERNATIVE PLAN**

The Omnibus Budget Reconciliation Act of 1990 (OBRA 90), mandates that employees of public agencies, including school districts who are not members of the employer's existing retirement system as of January 1, 1992 be covered under Social Security or a qualifying alternate plan. The **Garland Independent School District 457(b) FICA Alternative Plan** satisfies federal requirements and provides substantial cost savings compared to Social Security.

Eligibility: An employee is eligible to participate in the FICA Alternative Plan if they meet one of the eligibility requirements listed below.

<i>Part-time (20 hours or less per week duration)</i>	<i>Temporary (contract of 2 years or less in duration)</i>
<i>Seasonal (five months or less per year)</i>	<i>Not covered by TRS</i>

Enrollment: Enrollment is automatic for eligible employees.

Contributions: Social Security requires that the equivalent of 12.4% of an employee's salary be contributed each month (6.2% employee, 6.2% employer). However, the FICA Alternative Plan requires only a 7.5% contribution split between the employee and the employer to a retirement account. You will contribute 6.2% of your salary and the District will contribute 1.3% on your behalf. The deferrals are made on a "pre-tax" basis, unlike Social Security which are made on an "after-tax" basis.

Distributions: The employee or their beneficiary will receive the ACA Alternative Plan account balance when an employee becomes eligible for a distribution for any of the following reasons:

<i>Retirement</i>	<i>Permanent and Total Disability</i>
<i>Termination of Employment</i>	<i>Death</i>

Investments: The portfolio is managed by TCG Investment Advisory Services LP and an Investment Advisory Committee (IAC) composed of representatives from each participating school district and is composed of high quality no-load and load-waived mutual funds.

Taxation: When the employee begins to receive benefits, the funds received become taxable income. If the taxable portion of the account balance exceeds \$200, the employee can avoid immediate taxation by directing the account balance to:

A traditional IRA
An eligible employer plan that accepts the rollover (i.e. TRS, 403(b), 457, etc.)

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

Company Offering Services: The company chosen to provide the 457 (b) FICA Alternative Plan is PARS, a company with many years of proven expertise in administering retirement plans to public sector employees. The Trustee is Union Bank of California. PARS administers over 700 retirement plans for over 380 public agencies covering over 250,000 participants, with plan assets of over \$430 million.

Questions:	PARS	(866) 708-3777
	Human Resources	972-487-3057
	Payroll	972-487-3130
	Employee Benefits	972-487-3047

