

Canton Independent School District



2018 - 2019

Substitute Teacher Handbook

Non-Discrimination Statement

It is the policy of Canton Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any program, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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Dear Substitute Teacher:

On behalf of the Canton Independent School District, we want to welcome you. The dedication and hard work that substitute teachers provide to the students of Canton are very much appreciated. We depend on you to provide continuity to the instructional program in the absence of the classroom teacher. As a substitute teacher, you are an integral part of the team of administrators, teachers, staff, volunteers, and parents providing the best possible education for the students of each classroom.

As you join us in educating the young people who will be assigned to your care, every effort will be made to provide support and assistance. Because you will be in many different classrooms and teaching many different grade levels, it is important that you have a clear understanding of how to handle various situations as they relate to CISD policies and procedures. You may view the CISD Personnel Handbook at:

https://www.cantonisd.net/apps/pages/index.jsp?uREC_ID=95676&type=d&pREC_ID=250730

Please take the opportunity to familiarize yourself with the CISD Substitute Handbook. Inside you will find many useful resources including:

- District mission statement
- Campus and district contact information and addresses
- Substitute responsibilities and guidelines
- Payroll information
- Tips for effective classroom management

Please know that the purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. For more information, you may confer with the campus principal or call the administration office. We look forward to working with you in the coming school year.

CISD

MISSION STATEMENT

In partnership with community and parents, Canton ISD will empower students to become lifelong learners committed to academic excellence, integrity, responsible citizenship and service to others.



Eagle Vision

Empower others.

Inspire others to dream more, learn more, do more and become more.

Accept responsibility.

Set goals and take responsibility for your future.

Give respect to gain respect.

Treat others as you would like to be treated.

Lead by example.

Do great work, remain positive, and lend a hand along the way.

Exhibit honesty.

Remain honest even when it means admitting to a mistake.

Strive for excellence.

Go above and beyond in all that you do.



Eagle Etiquette

1. Respond to an adult using “Yes Ma’am,” “No Ma’am,” “Yes Sir,” and “No Sir.”
2. Make eye contact, shake hands and use the person’s name when greeting.
3. Use “Please,” “Thank You,” and “You’re Welcome” when appropriate.
4. Listen to others; talk don’t text.
5. If asked a friendly question, respond with a question.
6. Always encourage others. Never put anyone down.



Quotes of the Month

August - You miss 100% of the shots you don't take.

September - Do unto others as you would have them do unto you. Matthew 7:12

October - Make the very best of everyday, regardless of your circumstances.

November - Today is the day you make your choices for tomorrow.

December - God has given us two hands, one to receive with and the other to give with.

January - Do what's right even when nobody is looking.

February - Whatever you are, be a good one.

March - Be the one that brightens the room when you enter it...not when you leave it.

April - Wrong is wrong, even if everyone is doing it. Right is right, even if no one is doing it.

May - You haven't failed until you quit trying.

II. Canton ISD Campus Information

CAMPUS	ADMINISTRATORS	PHONE / FAX NUMBERS
<p>CANTON ISD ADMINISTRATION 1045 SOUTH BUFFALO – CANTON, TEXAS 75103</p>	<p>JAY TULLOS, SUPERINTENDENT</p>	<p>PH: 903-567-4179 FAX: 903-567-2370</p>
<p>CANTON ELEMENTARY SCHOOL 1163 SOUTH BUFFALO – CANTON, TEXAS 75103 PREK – 2ND GRADE</p>	<p>KELLY LAMAR, PRINCIPAL MEREDITH WILEY, ASST. PRINCIPAL</p>	<p>PH: 903-567-6521 FAX: 903-567-5373</p>
<p>CANTON INTERMEDIATE SCHOOL 1190 WEST HWY 243 – CANTON, TEXAS 75103 3RD - 5TH GRADE</p>	<p>ANGELA MCLEOD, PRINCIPAL ALLISON FRENCH, ASST. PRINCIPAL</p>	<p>PH: 903-567-6418 FAX: 903-567-2956</p>
<p>CANTON JR. HIGH SCHOOL 1115 SOUTH BUFFALO – CANTON, TEXAS 75103 6TH - 8TH GRADE</p>	<p>WES RHOTEN, PRINCIPAL DAWN BOYD, ASST. PRINCIPAL</p>	<p>PH: 903-567-4329 FAX: 903-567-1298</p>
<p>CANTON HIGH SCHOOL 1110 WEST HWY 243 – CANTON, TEXAS 75103 9TH - 12TH GRADE</p>	<p>DUSTY SPENCER, PRINCIPAL ASHLEE LAWSON, ASST. PRINCIPAL</p>	<p>PH: 903-567-6561 FAX: 903-567-6562</p>
<p>DAEP 1071 SOUTH BUFFALO – CANTON, TEXAS 75103</p>	<p>DAPHNE THOMPSON, SPECIAL SERVICES DIRECTOR</p>	<p>PH: 903-567-4980</p>
<p>CANTON ISD LEARNING CENTER 1073 SOUTH BUFFALO – CANTON, TEXAS 75103</p>	<p>DAPHNE THOMPSON, SPECIAL SERVICES DIRECTOR</p>	<p>PH: 903-567-4981 FAX: 903-567-2429</p>

III. How to Be a Great Substitute Teacher:

- Prior to your first substitute teacher assignment, take time to review the student handbook for each campus and familiarize yourself with the student dress code, emergency procedures, food and drink policy for classrooms, cell phone policy, technology policy, and any other policies that you feel will be helpful to know.
- Go to the district website and print off a calendar and any other relevant documents for the school year.
- If it is your first time to sub for the district or on a specific campus, go by and introduce yourself to the front office staff and administrators, if available.
- After receiving notification of a teacher's absence or planned absence, a campus staff member will contact you. Staff members place calls any time between the hours of 5:00am – 11:00pm.
- Be prepared to dress professionally when called to sub. See *Professionalism* and *CISD Personnel Dress Code* section of this handbook.
- Carefully read this handbook!

Prior to Entering the Classroom:

- If possible, arrive on campus 30 minutes prior to the start of class.
- Report to the front office, introduce yourself and sign/check-in.
- Get to know each front office secretary! They will be your lifeline for obtaining vital campus information.
- Obtain any building keys that might be necessary for your assignment.
- Questions you may want to ask prior to heading to the classroom:
 1. Where can you locate the Emergency Procedures?
 2. What is the protocol for student hallway passes?
 3. Are there any other pertinent student procedures that you need to be aware of that pertain to your assignment?
 4. Will you have any extra duties throughout the day?
 5. Are there any special school-wide activities planned for the day?
 6. Find out how to refer a student to the office and what constitutes a discipline referral.
 7. Do any of your students have health related issues? (Diabetes, asthma, food allergy, bladder issues, etc.) If so, what is the protocol for the student in an event there was an emergency?
 8. Find out how to report students when they are tardy or absent.
- As you walk towards the classroom, look for and locate student restrooms, the teachers' lounge, cafeteria, library, gym, etc.
- Introduce yourself to the teachers on both sides of your assigned classroom so that you can call them for help, if needed.
- Acquaint yourself with the day's lesson plans and prepare for any special happenings or specific instructions. Write the class assignments on the board.
- If you are not sure how the teacher wants an assignment done, ask another teacher. Be sure to leave a note for the classroom teacher explaining how you assigned the classwork.
- Locate textbooks, papers, pencils and any other classroom supplies that are required in order for students to complete the assignments throughout the day.
- Familiarize yourself with the teacher's schedule including recess, lunch and dismissal times. Post the classroom schedule on the board, unless already posted elsewhere.

- Familiarize yourself with the safety plans and procedures. Locate the school evacuation map and identify the emergency exits.
- Familiarize yourself with the classroom and locate the thermostat (if there is one) and intercom/phone system. Locate the list of campus phone extensions.
- Review the classroom expectations, or rules.
- When the bell rings, stand in the doorway and greet students with a smile as they enter the classroom. It is a good idea to stand in the doorway so you are able to see hallway traffic and the students that have already entered the classroom. If a teacher is present, they are less likely to behave inappropriately.
- Your schedule or duties may change at any point throughout the day, so remain flexible!

First Few Minutes:

- Begin class promptly. Free time finds pranks for idle hands.
- Write your name (as you wish to be addressed by the students) on the board.
- Briefly introduce yourself to the students. Tell them a little about yourself, such as hobbies, interests, family, etc.
- Use good strong eye contact.
- Be energetic, positive, and enthusiastic. Students notice attitude very quickly; therefore, you want to portray interest in the assignment, so they will do the same.
- Read to the class any pertinent information or instructions from the teacher.
- Establish your rules and expectations very clearly at the beginning of the class / day.
- Communicate your specific expectations and tell students what you are doing and why.
- Remind the students that they are expected to follow all class rules and procedures.
- Take attendance and lunch count, if necessary.

Throughout The Class Period or Day:

- Greet the students at the door and get them involved in a learning activity immediately.
- Keep the students busy. Follow the lesson plans but also have available filler activities for students that finish early. If you need activities to fill time, ask the teacher next door.
- Make sure students receive positive remarks or comments from you. Tell students when they are well behaved or are working well.
- Accept students individually and look for the positive in everyone.
- Be fair and consistent with the classroom rules and procedures. Employ the 3 F's: Be friendly, fair and firm.
- Be respectful in your interactions with both students and school personnel.
- Maintain a professional boundary between you and the students. Avoid any communication and/or behavior that could be misinterpreted in a negative way when you are interacting with them.
- Teach and model desirable behavior.
- Most students will respect your leadership, but there will be some who will question your plans or authority. It is better not to argue. Instead say, *"I know this may not be the way Mr. Smith does it, but this is the plan for today."*

- Do not let students manipulate you by protesting or saying, “We never do that!” Calmly tell them, “*I understand, but today we will read aloud instead of silently.*”
- Be assertive so students do not feel they can manipulate your decisions and authority. Use statements such as, “*I need you to start reading now.*” “*I want everyone to pass their papers forward.*” “*I don’t need ...*” “*I don’t want...*”
- Use discretion and caution when issuing hall, restroom, library, counselor, nurse and office passes.
- When you do allow the students to go to the restroom or the library, send only one student at a time. When the first one returns, a second may go.
- Continually monitor your students. Walk around the room. Never sit at your desk, especially during independent work, or an exam. Students will be less likely to talk or cheat when you are in close proximity.
- Under NO circumstances should you leave a class unattended. If you must leave, ask a neighboring teacher to oversee the class or notify the front office for assistance immediately.
- Under NO circumstances should a substitute take a book or newspaper to read or a craft to work on while on duty. Accessing a computer or electronic device (iPad, iPhone, etc.) for personal use is strictly prohibited during instructional time.
- Do not make telephone calls or write notes home to parents without permission from the campus principal. If something occurs that you feel a parent needs to know about then go to the campus principal and seek advice. There are times that leaving a simple note for the classroom teacher explaining the circumstances will suffice, and the teacher will handle the situation upon return to the classroom. If you feel there are issues that could arise from a situation, make detailed notes so you will have the information at hand if needed.

Discipline:

- If you need to discipline a student, follow the procedures left by the teacher.
- Try to remember and use the students’ names. They will be more cooperative if they think you know them personally.
- Say what you mean and mean what you say. In order to be effective with discipline never use sarcasm or ridicule because it may be hurtful and ineffective.
- Try not to argue with an adolescent; take a breath and address the student calmly, modeling the respect and sensitivity you expect from others.
- Speak in a low-modulated voice. Pause and wait for their attention and for them to be quiet. Remain calm because anger and agitation are contagious. Do not shout above the noise.
- Take control of the class by being firm and confident. Give a warning before disciplining a student however; do not give too many “second chances.” The first warning should be sufficient.
- Don’t lose your temper or yell. Keep calm and maintain control.
- Maintain eye contact when speaking to students.
- When dismissing students either for recess or at the end of the day / class, always do it in an orderly manner.
- Be mindful of everyone’s personal space. Allow for plenty of space between yourself and students. Do not put your hands on a student at any time. You will not administer any type of corporal punishment. Discipline issues are to be referred to campus administrators.

- Do not make any type of statements or conduct any type of actions that could be misconstrued as sexual harassment.
- If you have a discipline issue that requires the student to be sent to the office, contact the office to have someone intercept that student. Do not leave your classroom unattended in order to take the student to the office. Do not send the student without notifying the office. Even though you sent them to the office, they may take their time or wander throughout the building.

At the End of the Class Period or Day:

- Make sure to account for all classroom sets (books, supplies, materials).
- Challenge students to recall projects and topics they have studied that day.
- Remind students of their homework assignment, if assigned.
- Have students straighten and clean the area around their desks before they are dismissed from the classroom.
- Do not let students leave the classroom or building to go home with another person at any point throughout the day. Follow the procedures that the campus has in place for dismissal or in relation to checking students out in the main office. The office personnel know who is allowed to pick students up, so it is important that students are always checked out through the front office.

At the End of the Day:

- Leave the teacher a note with details about any issues that you may have had throughout the day. This information will be beneficial when the teacher returns.
- Neatly organize the papers turned in by the students.
- Turn off lights and equipment and make sure the room is in good order.
- Turn in building keys and any money collected (fundraiser money, field trip money, etc.) to the front office.
- Check with the front office secretary to see if you are needed to sub again the next day or to confirm the date of your next assignment.

Professionalism:

- The substitute teacher has a professional obligation, even though he/she is not a regular classroom teacher.
- Dress comfortably, but professional. As a substitute, you are a part of the educational process and it is important to portray yourself to the students in a professional manner. Your appearance contributes to creating a good first impression and it also contributes to the level of respect shown by students. In other words, dress in a manner that sets you apart from students and creates a “business like” atmosphere in order to maintain control of the classroom. You will be surprised the difference something as simple as the way you dress will make in regards to student behavior and respect.
- The substitute teacher should dress appropriately for the assignment. The standards for appropriate dressing will change according to the grade level and possibly the assignment. Please refer to the section titled “*Canton ISD Personnel Dress Code*” in this handbook for details.

Manner:

- The substitute teacher is on the same professional level as the classroom teacher and should remain conscientious towards his/her responsibilities.
- Review the “*Employee Conduct and Welfare*” section found in the CISD Personnel Handbook at www.cantonisd.com.
- Do not chew gum during class. It cancels your professional image.
- Watch your language. It should always be above reproach. No swearing, profanity, or inappropriate use of slang.
- Watch your grammar and try your best to model good English at all times.
- Use humor carefully. Do not assume that your humor is acceptable to every audience.
- Never use off-color humor or innuendoes.
- Make sure that in the classroom you keep your political, religious, and social beliefs to yourself. It is important to teach, not to proclaim your opinions or convert students to your way of thinking. By sticking to the teacher’s lesson plan, you should be able to avoid these situations.
- Never discuss your personal life with your students. They are not your friend or peer. Conversations between substitutes and students should always remain professional.
- Remember that substituting is a position of public trust. Confidential information concerning individual students must not be disclosed. The substitute teacher should observe the same rules of confidentiality that professional school district personnel must observe. DO NOT discuss students’ conduct, grades, or abilities with anyone outside the school district or with unauthorized personnel in the school community.

Developing Collegial Relationships:

- The substitute teacher should dignify his/her profession by maintaining a positive attitude of cooperation with associates, respecting the authority of those in administrative positions, and by maintaining high standards of loyalty and service.
- Under NO circumstance should a substitute teacher criticize a teacher, administrator, or student in the presence of other teachers, students, or members of the community.
- The substitute teacher should use extreme caution in expressing personal reactions and opinions about what they see and hear in the classrooms of the various schools in which they teach. This includes posting thoughts and opinions on social media – Facebook, Instagram, Twitter, Snap Chat, etc.
- Be on time to your duty. Be aware that you are liable for an injury if you are absent from an assigned duty post.
- Be a good observer and a good listener. Spend more time listening than talking.
- Enforce school rules in the classroom and on the campus so that the students are a good reflection of your ability to set limits and enforce standards. Do not try to be a “buddy” to students.
- Seek out and consider suggestions and advice from other substitutes and/or teachers.

Unanticipated Events:

Many unexpected things may occur that will cause you to have to change your plans. These situations will usually happen without warning. When these types of incidents occur, do the following:

- Document the situation in factual language, without embellishment.
- Talk to the campus administrator.

Some examples of situations that can arise might be:

- Student threatens suicide.
- Student mentions abuse in the home.
- Parent/guardian with alcohol on his/her breath comes to pick up a student.
- You notice signs and/or marks on a student that you think may be the result of physical abuse.
- A student or parent/guardian is in possession of or under the influence of alcohol, drugs and/or tobacco related products.

There are some situations where you will need to help keep students from being embarrassed, such as:

- A child wets their clothing or vomits in class.
- A student goes to sleep in class.
- A student may trip and fall while walking in the hallway or going up the stairs.

In each case, treat all situations with professionalism and dignity. Stay calm, do not show disgust or laugh. Your demeanor will show students how to react appropriately.

IV. Student Diversity (Special Education, ESL and Section 504)

- The modern classroom is filled with an ever-diversifying population of students, many whom have differing needs. Students will differ racially, culturally, spiritually, physically, emotionally, behaviorally, and intellectually. Special plans and programs are put into place to help students who need extra assistance and to provide stimulation to those who are advanced in certain or many areas.
- Children who struggle in school may qualify for support services, allowing them to be taught in a special way, for a variety of reasons:
 - Learning Disabilities
 - Behavioral Disorders
 - Autism
 - Sensory Impairment
 - Speech or Language Impairment
 - Physical Impairment
 - Developmental Delay
- Confidentiality is extremely important. You are working with minors and there are expectations and even legal constraints when it comes to their privacy. It is very rare that NOT talking about something gets you into trouble. Talking too much or about the wrong things can easily get you in big trouble. A good rule of thumb is the term, “need to know” basis. Does the person you are about to tell student related information to “need to know” the information in order to help the student academically. If not, do not share the information. Information that is communicated on a “need to know” basis only applies to school district personnel and parents/guardians that have an academic “need to know.” If unsure about the confidentiality of the content, assume that others do not need to know.

Working with Paraprofessionals:

One of the greatest things about working with various student groups is the amount of support generally available from experienced paraprofessionals. Use their individual expertise about classroom procedures and specific students to make your day successful. It is important, however, that you remember that you are substituting for the teacher, not the paraprofessional. Be willing to delegate when appropriate.

- Define your working relationship early. You are the teacher. You are responsible for ensuring that the lesson plans are implemented successfully.
- Ask questions to clarify your responsibilities. After reading the lesson plans, address any questions you have about the classroom routines, students, or specific responsibilities with the paraprofessional. Define what you and the paraprofessional(s) will do in case of emergency. Do not think that asking questions or asking for help makes you appear less capable.
- Let the paraprofessional do his/her job. The classroom paraprofessional may be willing and able to assume some degree of authority for conducting classroom activities. Some students may work better with a familiar face. Discuss roles and responsibilities with the paraprofessional before issues develop.
- Respect the paraprofessional's level of knowledge and expertise. Be teachable. The paraprofessional knows the classroom and the students. You can value their experience without diminishing your own.

Public Law 94-142 (Individuals with Disabilities Education Act):

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers, birth through age two, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages three through 21 receive special education and related services under IDEA Part B. Additionally, the IDEA authorizes:

- Formula grants to states to support special education and related services and early intervention services.
- Discretionary grants to state educational agencies, institutions of higher education, and other nonprofit organizations to support research, demonstrations, technical assistance and dissemination, technology development, personnel preparation and development, and parent-training and -information centers.

Congress reauthorized the IDEA in 2004 and most recently amended the IDEA through Public Law 114-95, the Every Student Succeeds Act, in December 2015. In the law, Congress states:

- Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

Special Education Terms and Laws:

As a substitute teacher, you need to have a basic understanding of terms and acronyms used in special education situations. Below are some key terms and a brief synopsis of special education law that you will hear about in a school setting.

- **Assistive Technology:** The use of devices that increase the student's ability to function in society or that improves their quality of life (wheelchairs, computers, hearing aids, etc.).
- **Admissions, Review and Dismissal Meeting (ARD Meeting):** The ARD committee must meet at least once a year to review the child's IEP and determine whether the annual goals are being met. The ARD committee may meet more often than annually to revise a child's IEP, as appropriate, to address: any lack of expected progress toward the annual goals and in the general curriculum, the results of any reevaluation, information about the child provided to, or by, the parents, and anticipated needs of the child, or other matters.
- **Behavior Intervention Plan (BIP):** A plan written by the IEP team for an individual student that specifically outlines what procedures and practices will be used to reinforce positive behaviors and decrease undesirable behaviors.
- **Individualized Education Plan (IEP):** An Individualized Education Program is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.
- **Inclusion:** Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms.
- **Least Restrictive Environment:** Students with disabilities should be educated with students without disabilities to the maximum extent appropriate.

Instructional Consistency:

In a special education classroom, you will often be working with students who need structure and consistency, possibly more than their peers do. It is extremely important to do your best and follow the class schedule by abiding to the lesson plans left by the teacher. Additionally, be sure to implement the same classroom procedures as best as possible.

Follow the schedule as outlined by the teacher. Some undesirable behaviors from students can be avoided by maintaining their structured routines. Carefully note the daily schedules for each student. They often have related service personnel (language or hearing specialists, occupational therapist, and physical therapists) come into the classroom. At other times, they may leave the classroom to attend classes in other school locations.

It is also important to become familiar with behavior intervention plans (BIP's) that may have been implemented for some students. These plans are written by the IEP team and must be carried out with precision. There are usually specific things that should happen when a student does something either desirable or undesirable. If the teacher's lesson plans do not mention any students with behavior plans, you may want to check by asking the paraprofessional. In some cases, behavior reports go home daily to parents that detail the behavior of the student throughout the day. Ask for any help you need to continue this system.

As a general guideline of achieving continuity of instruction, if you know the teacher does something, you should keep doing it too. Also, let the teacher know (in your substitute teacher report) what you were or were not able to accomplish with the students so that s/he knows where to continue upon return.

Knowing Students and Meeting All Their Needs:

Meeting individual students' needs requires sensitivity to their behaviors and developing a keen ability to communicate with each student. Some students have specific needs involving medical issues, transportation, materials, and strategies for instruction and behavior. Be as attentive as possible to the students and keep the following guidelines in mind:

- The teacher knows the students, what is required by their IEP (individualized education plan), and has drawn up lesson plans to meet those needs.
- You may need to locate yourself in close proximity to offer assistance and help the students stay focused. A gentle reminder will often suffice.
- Use the student's name first to get his/her attention. For example, "Veronica, please place the paper in the trash." Try to avoid, "Place the paper in the trash, Veronica."
- You may need to repeat yourself more often than usual. Be patient. Check for student understanding. For example, "Katheryn, please tell me what it is that I have asked you to do."
- Be flexible. Schedules can change. Students may be transitioning in and out of the general education setting throughout the day.
- Be aware that some students may have experienced years of failure. Help them find success by recognizing and praising small successes.
- In class discussions, if a student responds with an incorrect answer, provide clues or a follow-up question to help him/her think of the correct answers.
- Deal with a student individually if problems arise. Do not single him/her out in front of the class.
- Present short and varied instructional tasks planned with the students' success in mind.
- Allow students to use learning aids to assist them with their work as directed by the instructions left by the teacher.
- Check with a paraprofessional, another teacher or the principal, before using any specialized teaching equipment or machines.
- Do not hesitate to ask for assistance from another teacher or the principal if you have concerns or questions throughout the day.

The teaching strategies listed below will help you when teaching students with particular disabilities. Although these strategies are listed for each specific disability, best practices apply in most situations with all students.

- Students with autism need explicit assistance in identifying cues for social occasions and responding in ways considered appropriate by others. When interacting with students with autism, use the communication system they use. Many students with autism require a very structured classroom, clear expectations, fast-paced instruction, and positive consequences for acceptable behavior. Keep classroom activities as regular and predictable as possible.
- When working with students who are blind, be sure to keep the classroom environment and layout consistent. Find out what assistive devices the student

uses and allow those devices to be readily available. Ask students if you may assist them in moving from one place to the next.

- When working with students who are deaf or hearing impaired, speak clearly with your face and lips in full view of the student. Do not talk loudly unless the student asks you to. Use the form of communication that the student uses.
- Give students with emotional disorders genuine praise for their success. Point out the student's successes so s/he can build his/her self-esteem. Make expectations small and achievable. Maintain trust by making eye contact, talking in a straightforward way, and listening carefully.
- When working with students with learning disabilities try to understand the student's frustration, but do not accept "I don't know" as an answer. Allow more time to complete the assignment/task and be patient. Teach lessons in small parts and combine auditory and visual information (say it and write it).
- Your interaction with students in a life skills classroom will depend on the specific student. Use clear and simple language and check for understanding. Get the student's attention (say name and make eye contact) before giving instructions. Break tasks into small parts. Recognize students when they are successful and be specific in your praise. Students will often imitate what they hear and see, so always model appropriate social behaviors.
- Use the appropriate descriptions and helpful tips mentioned in other categories as you interact with students with multiple disabilities.
- When working with students with orthopedic impairments using appropriate interaction depends on the specific characteristics of the student. Some students may require physical lifting or transferring. Be sure that the paraprofessionals or other staff in the classroom handles these procedures. They have been trained in correct body positioning so they do not injure the student or themselves.
- If a student with epilepsy experiences a seizure, remain calm and follow the procedures outlined by the teacher. These may include calling the office or someone for help and recording the time and length of the seizure.
- When working with students with attention deficit problems, keep in mind that they have difficulty attending to tasks in the classroom and may appear impulsive or out-of-control. They are easily distracted. It is helpful if you have the student sit where people passing by their desk will not disturb them. Keep instructional materials and manipulatives out of the students reach until it is time to use them. Describe expectations positively instead of what should not be done. Let the students learn by doing hands-on activities. Keep instructions fast-paced if the student appears bored; slow instructions if s/he appears hyperactive.
- When students have speech or language impairments be supportive and reassuring. Students are sometimes self-conscious of their disorder and may give up easily. Listen carefully and patiently and use clear and simple instructions.
- Students with traumatic brain injury require understanding, patience, and encouragement as the student works toward recovering abilities and skills.

Working with special education students is very enjoyable and rewarding. As you spend time working with students with various needs, you will also find satisfaction at the end of the day.

Section 504:

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against people based on their disability. Students may not be left out of public school activity only because of a disability. The major difference between Section 504 and IDEA is that the definition of a “disability” is broader under Section 504. In addition to categories of disability mentioned above, it covers student with AIDS, tuberculosis, hepatitis, allergies, asthma, diabetes, heart disease, and many others that may not be covered by IDEA.

English as a Second Language (ESL):

English as a Second Language (ESL) learners are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures.
2. Write clearly, legibly, and in print—many ESL students have difficulty reading cursive.
3. Follow and maintain the classroom routine. Use clear and consistent signals for classroom instructions.
4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax.
5. Check often for understanding, but do not ask, "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
6. Try to avoid idioms and slang words.
7. Present new information in the context of known information. Connect the lesson to prior learning or something that they are familiar with.
8. Post the lesson’s objectives and activities, and list instructions step-by-step.
9. Present information in a variety of ways (use VISUAL, rhythmic sound, codes, cognates).
10. Provide frequent summations of the salient points of a lesson.
11. Recognize student success overtly and frequently. Be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.
12. Have the students engage in conversation, and speak in English as much as possible. Provide authentic opportunities to do so, through cooperative learning and group discussion.
13. In order to make sure that students comprehend, you must "repeat, repeat, repeat," rephrase, talk slower, and check for understanding one-on-one.
14. Spend as much time as possible teaching or reviewing vocabulary words throughout the lesson. Many students who do not learn vocabulary early in their schooling fall behind as they move into higher grades.
15. All students can and should be given the same assignments, but they might need to be modified. Check the teacher’s lesson plan for any modifications needed for certain students.

V. First Aid and Safety

- Students who are injured should be sent to the office where a school nurse or secretary can administer first aid.
- In the event of a severe injury, do not move the student. Remain with the student, send another student or teacher for help, and try to keep the other students calm.
- Do not fall into the trap where students are continually asking to go to the nurse's office for Band-Aids or for a headache.
- **NEVER** give medication to a student, not even Tylenol. If a student requires medication, it should be administered through the school nurse, secretary, or other designated medical personnel.
- Learn how to handle situations involving blood and other bodily fluids. Listed below are the OSHA's Universal Precautions for handling exposure to blood and or bodily fluids.

OSHA's Universal Precautions:

- All blood/bodily fluids should be considered infectious regardless of the perceived status of the individual.
- Avoid contact with blood/bodily fluids if possible. Immediately notify the school nurse, administrator, or his/her designated first aid person.
- Allow the injured individual to clean the injury if possible.
- If it is not possible for the individual to clean their own injury, disposable gloves should be worn. Gloves are to be discarded in a designated lined bag or container.
- Clothing that has been exposed should be placed in a plastic bag and sent home with the individual.
- Upon removal of gloves, hands should be washed thoroughly with warm water and soap.
- Surfaces contaminated with blood/bodily fluids should be cleaned thoroughly with disinfectant. The cleaning should be completed by a custodian, administrator, or by a designated staff member responsible for cleaning up contaminated areas.

Advice from School Nurses:

- Always encourage students to wash their hands before meals and when using the restrooms to reduce exposure to germs.
- Do not dispense medication (prescription or over-the-counter) to any student. Send them to the front office or nurse's clinic where they have a record of the written permission to give the student the medication, the prescribed amount, and a system for recording the times and dosage administered.
- Refer all students with injuries (even minor ones) to the office so that school procedures can be followed. In an emergency, you may need to escort the student to the nurse's office. In a less serious situation, have another student accompany the injured student to the nurse's office.
- Always wear protective gloves when you come in contact with blood, bodily fluids, and torn skin, or when handling materials soiled with the same.
- If you come in contact with bodily fluids from a student, throw your gloves away in a lined garbage can. Best practice would be to seal the soiled gloves in a small plastic bag before depositing them in the trash. After you remove the gloves, wash your hands for 10 seconds with soap and warm running water.

- If a student has a bloody nose or cut knee, hand the student the box of tissues or paper towel, instruction him/her to hold it on his/her wound, and then send the student to the front office or nurse's clinic for further care.
- Students who are bleeding should not be allowed to participate in class activities until the bleeding has stopped and the wound has been cleaned and completely covered.
- Check with the school office when there is a student injury. We may require you to complete an accident report form. If so, leave a copy for the teacher and keep one for your records.
- Prevention is the best antidote for medical emergencies. If you have recess duty, walk around the playground and be proactive about potentially dangerous behavior. Always stay with the students. Contact another teacher if you need to leave the students at any time. Remember, you are the adult in charge.

VI. Legal Aspects of the Job

- An overall consideration of the legal aspects of the job is your responsibility. The following are some legal responsibilities you should take into consideration.

Supervision of Students:

The substitute teacher who has physical control of the classroom has a duty to keep students safe and orderly. In many states, the teacher acts as *loco parentis* – in the place of a parent – and is allowed to use his/her professional judgement in a manner similar to a parent. The standard is the reasonable use of professional judgement for the safety and orderly education of students.

Due Care and Caution:

A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, and following school safety policies and procedures.

Release of Students:

Due to possible restraints on who may have custody of a child, students should not be allowed to leave the building during the school day without consent from front office personnel.

Administering Medication:

Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher.

Confidentiality (FERPA):

The Family Educational Rights and Privacy Act of 1974 (FERPA) makes it illegal to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information (grades, medical condition, learning or discipline problems, etc.).

Anecdotal Records:

Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that a classroom occurrence might be questioned, note the date and time, the individuals involved, the choices for action considered, and the action taken. Be objective and factual with your written comments.

Discipline Policies:

A substitute teacher should know the school's policy over various aspects of discipline. If in doubt, referring students to the building principal is sound advice. When sending a student to the principal due to discipline matters, the substitute teacher maintains the duties of supervision and due care for both the individual child and the remainder of the class. Possible actions include having another child accompany the child, sending another child to bring someone from the office to intervene, or having another teacher watch your class while you take the child to the office. Never leave a class or group of students unattended.

Dangerous Situations:

A substitute teacher is responsible for making sure the learning environment is safe. This includes things such as the arrangement of desk so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment. A teacher must also consider the potential for problems in certain kinds of classes. Planned activities in a physical education, science, Ag shop, or a culinary class may be uncomfortable for the substitute teacher. In such cases, the substitute teacher may choose to do an alternate activity that you feel can be conducted safely.

Remember - NEVER leave your students unsupervised.

Child Abuse Reporting:

The purpose of child abuse reporting legislation is to protect the best interest of children, offer protective services to prevent harm to children, stabilize the home environment, preserve family life whenever possible, and encourage cooperation among the states in dealing with the problem of child abuse.

Duty to Notify:

Texas law requires any professional who suspects that a child is being abused or neglected to make a report to the Texas Department of Family and Protective Services or any local or state law enforcement agency within 48 hours. Reports must be made of any type of suspected abuse or neglect, not just acts of physical abuse. The obligation to report includes abuse that may occur in the future.

It is not the responsibility of the school employees to prove that the student has been abused or neglected, or to determine if the student is in need of protection. Investigations are the responsibility of the Division of Human Services. Investigations by education personnel prior to submitting a report should not go beyond that necessary to support a reasonable belief that a reportable problem exist.

Remember to report suspected abuse immediately. Persons making reports or participating in an investigation of alleged child abuse or neglect in good faith are immune from any civil or criminal liability that might otherwise arise from those

actions. Failure to report is a class B misdemeanor punishable by a fine of up to \$2,000, 180 days in jail or both.

VII. Canton ISD Personnel Policies

- Substitutes are required to follow district policies and procedures in addition to guidelines unique to a given campus or assignment. Synopses of the personnel policies affecting substitutes are listed below.

Use of Electronics and Technology During Instructional Time:

Teachers and classroom paraprofessionals may make personal use of electronics and technology during non-instructional time only. This includes before and after student dismissal from school, during lunch, during conference periods, and while reporting class attendance. Personal use of electronic and technology activities include, but are not limited to Internet searches, reading Web logs (blogs), participating in electronic forums (chat rooms) or video sharing web sites, reading or posting on social network sites, checking your personal e-mail, instant messaging, text messaging or taking personal-related phone calls on cell phones or classroom telephones. The personal use of electronic and technology activities will be limited to non-instructional times. Teachers will use instructional time to actively monitor and engage students in learning or assessment activities.

Substitutes are not to use cameras and/or camera phones to take pictures or videos during the school day without prior approval from the school administration. The same applies to the use of cell phones and other electronic equipment such as MP3 players, laptops, iPads, iPhones, iPods, Kindles, etc.

Social Media:

Educators are held to a higher standard of behavior than other employees throughout the community, even in their personal lives. This higher standard of behavior includes your online behavior and digital footprint on Facebook, Instagram, SnapChat, Twitter, and any other online social network. When posting on an online social network site:

- **DO:**
 - Be polite, friendly and helpful in your communications.
 - Keep it positive. Do not gossip, use bad language, criticize or use sarcasm.
 - Remember your digital footprint and strive to maintain a higher standard at all times.
 - Take time to learn about the security settings.
- **DO NOT:**
 - Request or accept a new friendship with a student.
 - Mention your students in your posts.
 - Post pictures or videos of your students.
 - Complain or gossip about administration, co-workers, and/or students.
 - Post anything that could be considered offensive (photos, links, jokes, etc.)

Personnel Dress Code:

Professional and paraprofessional personnel will dress in professional attire. As leaders and representatives of the district, employees should set a high standard of dress. The following are some guidelines to be used during school hours and while supervising any school activity.

1. Male hair will follow the student dress code. Employees may wear well-groomed facial hair.
 - Student Grooming Policy: Students are to wear their hair clean and groomed. Boys' hair must not extend below the top of the collar of a dress shirt on the back. Hair must not extend below the eyebrow in front or below the earlobe on the sides. Unusual or distracting haircuts are not permitted, including but not limited to disproportionate hair length, mohawks, and letters/symbols cut in hair. Hair is considered disproportionate in length when there is more than a one-inch difference in lengths. Boys may not wear ponytails. Sideburns may not extend below the ear. If a student dyes or bleaches his or her hair, only natural colors will be permitted and should be predominately one color.
2. Males may not have visible piercings/earrings on any part of their body.
3. Female employees are allowed piercings in their ears. No other visible piercings/earrings on any part of their body.
4. Blouses should be modest and should not expose bare shoulders, cleavage, or midriffs in the front or back when standing or seated.
5. Blouses must be approximately 3 inches in width across the top of the shoulder.
6. Dresses and skirts should be no higher than three inches above the kneecap. If leggings or hosiery are worn, the blouse/shirt must also be at least three inches above the kneecap.
7. Visible tattoos are not allowed.
8. Blue jeans are allowed on the last day of the school week. For instance, if the last school day of the week falls on a Thursday, jeans would be allowed. Vocational teachers are allowed to wear denim jeans.
9. Faculty and staff will not be allowed to wear blue jeans that have frayed spots or holes.
10. Special Education teachers that teach in a Life Skill setting for the majority of their day in which their job duties require lifting, carrying, etc., may wear Principal approved dress that is still professional in nature.
11. Female staff may wear capri pants that are mid-calf in length.
12. Open toed sandals are allowed. Basic flip-flops or Crocs that can be worn in the shower are not considered professional and are not allowed.
13. While supervising activities that allow shorts, employees should wear shorts that are no higher than three inches above the knee.
14. Shorts of any kind shall not be worn in the classroom by staff, with the exception of a "Field Day" type event. Principal approval required.
15. Physical Education teachers may wear shorts in the gym that are no higher than three inches above the knee.
16. Staff members that are supervising activities and wearing a baseball style cap, shall wear it with the bill facing forward.

All decisions on employee dress standards will be at the discretion of the campus principal or supervisor.

Equal Employment Opportunity:

The District does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, handicapping conditions, or sex in its educational programs or employment.

Sexual Harassment:

The Equality Act of 2010 has this definition: “unwanted conduct of a sexual nature which has the purpose or effect of violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Employees shall not engage in conduct constituting sexual harassment of other employees.

An employee who believes he or she has been or is being subjected to any form of sexual harassment shall bring the matter to the attention of the principal, immediate supervisor, or Title IX coordinator in accordance with the procedures in the District’s employee complaints policy. (Policy DGBA LOCAL)

Credentials for Employment:

All CISD employees shall possess credentials required by TEA statutes, and local job descriptions, and criminal history results. (Policy DBA)

Workers’ Compensation Insurance:

Canton ISD has provided for payment of compensation to injured employees qualifying under Texas Workers’ Compensation Law of January 1, 1991.

Complaints and Grievances:

Complaints shall be heard in informal administrative conferences. All complaints arising out of an event or related series of events must be addressed in one complaint. An employee who has a complaint must present the complaint in writing following the guidelines outlined in policy. (Policy DGBA Local)

Alcohol and Drugs:

Employees shall not lawfully manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during the working hours while at school, or at school-related activities during or outside of usual hours. (Policy DH Legal)

Tobacco:

Employees shall not use tobacco products on any school campus, in any school-owned vehicle, or at any school-related activities. The use of tobacco products by school employees shall result in appropriate disciplinary action. (Policy DH Legal)

Safety Rules and Regulations:

All employees shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor. (Policy DH)

VIII. Payroll Information

General Information:

You are not required to turn in a time sheet. The campus secretary will turn your time in for you. Please sign the sign in sheet found at the front desk on each campus. The campus secretary will give instruction as to where to sign in and out. It is important to sign in and out as close to your assigned time as possible. Recorded times over four hours will result in the teacher you are filling in for being charged a full day of leave.

Time Periods:

Payroll is turned in by each campus weekly. Pay periods end early on in each month to allow time for processing. Please refer to the payroll cut-off dates located at www.cantonisd.net. Look under the *Department > Finance > Employee Information and Forms* tabs for specific information.

Daily Pay Rate:

\$60.00 per day for non-degreed
\$70.00 per day for Bachelor Degree
\$80.00 per day for Texas Certified Teacher

Long-Term Rate:

Substitutes that are subbing for a teacher are considered long term after five consecutive days at the same assignment. On the sixth day, you will begin the long-term rate. The long-term rate is an additional \$10 per day.

The long-term rate does NOT apply towards a substitute that is subbing for a paraprofessional and/or aide.

For assignments exceeding 20 days, the increased substitute rate is dependent on the substitute teacher's level of education.

\$100.00 per day for non-degreed
\$125.00 per day for Bachelor Degree
\$150.00 per day for Texas Certified Teacher

Income Tax:

Income tax will be withheld from your check depending on the amount of your check and your W-4 form.

Pay Day:

Pay Day is the 25th day of each month. If the 25th falls on a Saturday or Sunday, pay day is on Friday. Your check will be mailed the day prior to pay day. Direct deposit will occur on pay day and an e-mail will be sent to you. If the 25th day of the month is during a school holiday, your check will be mailed or direct deposited on the last day of the work week prior to the 25th.

Pre-Tax Information:

As a substitute of a public school district you are eligible to participate in section 457 plan of the Internal Revenue code allowing pre-tax savings. Please be advised that the District uses a Third Party Administrator (TPA) to process 457 plan contributions to ensure compliance with all state and federal guidelines. If terminated, the money invested may be rolled over or disbursed. If disbursed, the funds will be taxable.

Work Day Start and End Times:

<u>Campus</u>	<u>Start Time</u>	<u>End Time</u>
Canton Elementary	7:45	3:20
Canton Intermediate	7:45	3:20
Canton Jr. High School	7:35	3:20
Canton High School	7:45	3:25

*When arriving on campus, substitute teachers MUST check in at the front office to receive instructions and other items to assist them throughout the day.

IX. Resources for Substitute Teachers

Books for Substitute Teachers:

- Mastering the Art of Substitute Teaching
Written by: S. Harold Collins
- Classroom Management for Substitute Teachers
Written by: S. Harold Collins
- Instant Success for Classroom Teachers, New & Substitute Teachers
Written by Barbara Cawthorne
- Substitute Teacher Handbook, 9th Edition
Written by STEDI and Utah State university

Video(s) for Substitute Teachers:

- Search for: “How to be a Great Substitute Teacher” on YouTube or go to <https://youtu.be/fmLQSGMK314> and subscribe to this specific video. When you subscribe to this video, you will automatically gain access to all videos created by this user.

Websites for Substitute Teachers:

- http://www.educationworld.com/a_curr/curr260.shtml
- <http://stedi.org/category/subs/>
- <https://www.region10.org/programs/substitute-teacher-training/option-2-online-courses/>
- <http://www.supersubstituteteachers.com/>

X. Signature Page

I have read the substitute teacher handbook in its entirety. By my signature, I verify I understand the Canton ISD Substitute Teacher Training and have received a copy of the Canton ISD Substitute Teacher Handbook.

Signed this the _____ day of _____, 20().

_____ Substitute Teacher

_____ Canton ISD Administrator