

Highland Park Independent School District



2018-2019 Substitute Teachers' Handbook

Congratulations!

As a substitute teacher, you are now a part of a most important working force of the Highland Park Independent School District. Every day counts in the education of a student; therefore, when it is necessary for a regular classroom teacher to be absent, it is essential that the class work continue at the highest level possible.

The key to being a successful substitute is preparedness. This handbook will serve as an informative instrument to effectively prepare you for your role in furthering the educational goals of the district.

Highland Park Independent School District

Highland Park High School

4220 Emerson
Dallas, Texas 75205
214-780-3700

Walter Kelly, Principal
Erica Redman, Associate Principal
Dr. Kenneth Fox, Assistant Principal
Troy Gray, Assistant Principal
Dr. Kelly Moeller, Assistant Principal
Kathryn Mottram, Assistant Principal

Kathy Sloan, Substitute Coordinator
214-780-3713

Highland Park Middle School

3555 Granada
Dallas, Texas 75205
214-780-3600

Jeremy Gilbert, Principal
Kim Bain, Associate Principal
Richard Bohac, Assistant Principal
Greg Rico, Assistant Principal

JaShun Sutton, Substitute Coordinator
214-780-3606

Arch H. McCulloch Intermediate School

3555 Granada
Dallas, Texas 75205
214-780-3500

Dr. Skip Moran, Principal
Kim Bain, Associate Principal
Dr. Marcia Pool, Assistant Principal
Greg Rico, Assistant Principal

JaShun Sutton, Substitute Coordinator
214-780-3606

Elementary Schools

John S. Armstrong Elementary School

3600 Cornell
Dallas, Texas 75205
214-780-3100

Betsy Cummins, Principal
Heather Turner, Principal's Administrative Assistant
Heather Turner, Substitute Coordinator

John S. Bradfield Elementary School

3920 Caruth
Dallas, Texas 75225
214-780-3200

Regina Dumar, Principal
Monica Kramer, Principal's Administrative Assistant
Jeanne Peoples, Substitute Coordinator

Robert S. Hyer Elementary School

8385 Durham
Dallas, Texas 75225
214-780-3300

Debbie Burt, Principal
Kim Shelton, Principal's Administrative Assistant
Laura Scott, Substitute Coordinator

University Park Elementary School

3505 Amherst Ave
Dallas, Texas 75225
214-780-3400

Candi Judd, Principal
Paula Richardson, Principal's Administrative Assistant
Kim Levasseur, Substitute Coordinator

Human Resources Department

7015 Westchester Drive
Dallas, Texas 75205

Brenda West, Executive Director of Personnel
214-780-3011-phone
214-780-3014-fax

Melinda Tubb, Personnel Specialist & District Substitute Coordinator
214-780-3012-phone
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Philosophy of Education

Recognizing that each person is uniquely endowed with potential for growth, both mental and physical, the Highland Park schools accept each child as he/she is and, through a continuing process, assist the child to develop towards his/her maximum ability. Concern for individual differences and individual progress is paramount and prevails over preconceived ideals. The schools cooperate with and support the home, religious institutions, and other community organizations in helping the student to develop intellectually and physically, but also morally, emotionally, aesthetically, and socially.

In the practical application of this philosophy, opportunities shall be provided within the educational programs for each individual to develop the following Student Learning Goals:

1. Language communication skills
2. Mathematical and scientific knowledge and skills
3. Social studies knowledge and skills
4. Basic economic principles
5. Intellectual discipline to be used throughout life
6. Positive interpersonal relationship skills
7. Healthy mental attitudes and practices
8. Responsible character and citizenship
9. Good health and safety practices
10. Cultural arts appreciation
11. Career opportunity awareness

General Information

Requirements for Application

Substitute teachers are required to hold a BA or BS degree. A teaching certificate is not required.

The online application must be complete prior to enrolling as a substitute teacher. It is necessary to bring the following items at the time of the orientation:

- ◆ Copy of Social Security card
- ◆ Another form of ID, such as driver's license or Passport

Retired teachers may file an application for substitute teaching. For information on retirees working as substitutes, please visit the Texas Teacher Retirement system website at www.trs.state.tx.us.com

Fingerprinting

As approved in Senate Bill 9, it is a requirement for all substitutes to be fingerprinted. A person will not be approved to substitute until the fingerprint results are received by Human Resources. The cost of completing this requirement is the responsibility of the substitute.

Procedures

Substitutes will receive notification of available assignments from AESOP, an automated calling system. Calls from Aesop can be made between 4:00 p.m. and 9:00 p.m. the day prior to the need; however, last-minute emergencies may necessitate a call beginning at 6:00 a.m. the day of the assignment. Rarely, a substitute coordinator and/or teachers may make calls. Those calls may come at any time depending on the need.

Substitutes may be called to serve in many different subject areas and should be prepared to do so. If a substitute feels particularly unprepared to serve in a subject area, he/she may decline an assignment.

Once at a campus, substitutes may be asked to sub additional classes beyond what was posted on Aesop. It is the substitute's duty to be flexible and assist in instruction, wherever that need may be. Occasionally, at HPHS subs may be asked to work as many as 7 periods.

Financial Arrangements

Checks are mailed to the home address or you may sign up for direct deposit. The Payroll Office must have on file an "Employee's Withholding Allowance Certificate" form W-4, and a copy of your Social Security card before paychecks can be issued. Inquiries concerning substitute pay should be directed to the payroll office at 214-780-3023. Substitute teachers are covered under the Texas Worker's Compensation Law.

The pay for substitute teachers is \$95.00 per day. In a few instances, substitutes are employed for a half-day at \$47.50 per half day. For long term substitute assignments refer to the info below.

Rate of Pay Tiers for LTS:

All long-term substitute assignments are based on consecutive days worked for a specific teacher, administrator, or nurse only. Sub work for different teachers cannot be combined.

Level 1 = \$95/day for the first 10 days worked (Subs are required to re-start the 10-day count if they miss two or more consecutive days at this level only.)

Level 2 = \$110/day for the next 10 days worked (11th through 20th day on the current long-term assignment)

Level 3 = \$130/day beginning the 21st day and continuing through the end of the assignment.

Medicare Contributions

All substitute teachers are required by law to contribute 1.45% of their gross salary to medicare.

457 Contributions

All substitute teachers will contribute 7.5% of their gross salary to the districts 457 tax deferred investment plan in lieu of social security. Substitute teachers who are retired and receive benefits are not required to contribute to the 457 plan.

Service Credit

Service rendered as a substitute teacher may be creditable towards teacher retirement provided such service is for at least 90 days in a school year. Eligible individuals must make application directly to the Teacher Retirement System of Texas.

Duty Hours

Substitutes are to report to the campus 30 minutes prior to the school start time. You should arrive no later than 7:45. When reporting for a substitute assignment, all substitutes are required to sign in at the front office. Teacher dismissal is at 4:00 p.m. End-of-Day time may be earlier with the permission of the principal. Below is a timetable for the various grade levels:

Kindergarten - Grade 4	8:00 a.m.-3:15 p.m.
Grades 5 & 6	8:20 a.m.-3:40 p.m.
Grades 7 & 8	8:00 a.m. -3:15 p.m.
Grades 9-12	8:10 a.m.-3:30 p.m.

Parking

General parking is available at the elementary, intermediate, and middle schools, however limited spaces are available. High school will provide assigned parking space. Please do not park in handicap parking unless you have an approved handicap sticker.

Removal from List

Highland Park ISD expects the same high standards and performance from substitutes as is expected of full-time teachers. Failure to maintain these expectations in the performance of your responsibilities can result in your name being removed from our approved list (i.e., failure to properly follow lesson plans, inappropriate attire, behavior, tardiness, reliability, etc.) **HPISD requires each substitute to sub 2 times per semester in order to remain on the substitute list.**

If at any time your situation changes and you are no longer able to serve as a substitute, please contact the Personnel Office in the Administration Building, 214-780-3012, so that your name may be officially removed from our substitute list. This will prevent unnecessary calls to your home.

Attire

Attire is business casual. Subs are allowed to wear jeans only on Friday's or Spirit Days.

Yearly Renewal

Each summer a renewal letter is e-mailed to the substitutes that successfully worked during the previous school year. At this time subs will be able to renew for another year and update any personal information that may have changed. Returning substitutes must also complete the required online training. Completion of required coursework, renewal forms, and insurance forms must be done by August 1st in order to be active for the next year. If a sub does not complete all renewal steps within the given time period, the sub file will become invalid causing the sub to go through the entire process again.

Application for Permanent Teaching Position

If a person on the substitute list wishes to be considered for a full-time position, he/she should complete an online application located on the district's website at www.hpisd.org.

Reasonable Assurance

This provides notice of reasonable assurance of continued employment with Highland Park ISD when each school term resumes after a school break. By virtue of this notice, please understand that you may not be eligible for unemployment compensation benefits drawn on school district wages during any scheduled school breaks including, but not limited to, the summer, Christmas, and Spring Breaks. This assurance is contingent on continued school operations and will not apply in the event of any disruption that is beyond the control of the Highland Park ISD (e.g., lack of school funding, natural disasters, court orders, public insurrections, war, etc.)

Nothing contained herein constitutes an employment contract. Your continued employment is on an at-will basis. At-will employers may terminate employees at any time for any reason or for no reason, except for legally impermissible reasons. At-will employees are free to resign at any time for any reason or for no reason.

Responsibilities of the Substitute

Professional Ethics

1. The substitute teacher has an obligation to the students, the regular teacher, and the school. He/She will use extreme caution in expressing personal reactions and opinions about what he/she sees and hears in the classroom. Any information about the students must be treated confidentially.
2. The substitute teacher will maintain an attitude of cooperation with associates, respecting those in authority.
3. The substitute teacher will not compare one school with another, one principal with another, one staff of cafeteria workers with another, or one group of students with another. Adaptability to each unique situation is a necessary characteristic of the substitute teacher.
4. Under no circumstances will the substitute teacher criticize a regular classroom teacher or a student in the presence of other teachers or students.

Routine Responsibilities

1. The administration recommends that the substitute teacher arrive 15-30 minutes prior to the normal reporting time on the day of an assignment in order to become familiar with teaching materials needed for the day's lesson plans. On subsequent days of the same teaching assignment, the substitute should report at the normal reporting time as preparation for that day's instruction has been made in advance. Complete the following before the first students enters the classroom.
 - Check in with the substitute coordinator or administrative assistant.
 - Receive any keys, materials, or information that the substitute coordinator or administrative assistant may have for you.
 - Locate the classroom, familiarizing yourself with the setting.
 - Locate lesson plans and teacher's guides in order to become familiar with all the activities for the day.
 - Locate teaching materials needed for the activities listed.
 - Study the Substitute's Information folder, which will be found in the teacher's desk.
 - Locate and become familiar with District/building Safety and Emergency Education Drill.
2. Greet the students with a smile.
3. Follow the lesson plans as closely as possible.
4. Confer with the principal prior to any parent conferences.
5. Follow time schedules closely.
6. If substituting in one classroom over an extended period of time, confer with the regular teacher as often as necessary to insure learning progress on the part of the students.
7. A short summary of the day's activities should be prepared and left for the regular teacher.
8. Check with the administrative assistant or substitute coordinator before leaving the building to see if you are needed the following day.
9. NOTE: If you are called to work at the High School, please take note of the parking space number and location of the absent staff member so you can use that space; Otherwise, go to the parking garage attendant so that he/she can locate a space for you.

Classroom Management

1. Put your name on the whiteboard, including pronunciation clues if it is unusual. Do not write on the Promethean Board.
2. Convey a genuine interest in the students by learning their names as quickly as possible. Elementary school substitutes should do this within the first hour; secondary school substitutes should do this by the second day when an assignment is two or more days in duration.
3. Start the day/class period quickly and firmly, with confidence and enthusiasm. The substitute's first words and actions will determine the day's/period's discipline.
4. Engage students from the beginning and keep them engaged. If no activity is scheduled prior to the tardy bell, use this time to learn student's names, discuss a spectacular news item, play a fun game, or provide direct study time. Do not allow "free time!"
5. Phrase questions in the following manner, "Raise your hand if you know where a dictionary is," or "John, tell me the names of the absent children." This eliminates everyone talking at once.
6. Tell students at the beginning not to worry if things are not done the way the teacher does them because there is often more than one good way of doing something. A change is fun for all.
7. Position yourself on the perimeter of the classroom where you are able to observe the group as a whole. When addressing the students, do so from a standing position in front of the class. Call a student or small group to you rather than you going to them.
8. Give personal encouragement generously. Encouragement increases self-confidence in the student. Praise focuses on the person, while encouragement focuses on how the person has helped in the total situation.
9. Involve the students in the day's activities as much as possible.
10. Establish eye contact; physically get down to the student's eye level when you want to get his/her special attention.
11. Discipline
 - a. Students who are unwilling to follow the rules or behave in an appropriate manner are to be referred to the principal after appropriate redirection and warning given by the substitute teacher has proven unsuccessful. A student should never be allowed to disrupt the study of other students.

Substitutes are prohibited from using corporal or physical punishment, but are encouraged to use any or all suggestions listed below.

- b. A positive approach works best, and a sense of humor can often relax a tense situation.
- c. Let the students know that you intend to be reasonable and fair and that you really care about them.
- d. Each class is different; therefore different approaches must be used.
- e. One good approach is to begin the class by telling a little about yourself and asking questions about procedure, subject matter, or the students themselves.
- f. Set the perimeters for expected behavior at the outset and then follow through. (Example: first offense = warning; second offense = reporting to the regular teacher; third offense = sending to the principal's office with referral.)
- g. Set potential troublemakers to work for you.
- h. One effective progression for reducing unnecessary behavior includes the following steps:
 - (1) Proximity - move closer to the student.

- (2) Involvement - give student something to do.
 - (3) Removal - take student out of the situation. By taking the student either outside of the classroom or off to one side where there is "no audience," the student often loses "steam."
- i. Follow this suggested progression of activity management. (Example: first offense = redirect student to activity assigned; second offense = redirect and indicate the regular teacher will be informed; third offense = without words, stop the behavior, complete a referral form or note to the principal, quietly and with little verbiage, tell the student what was observed and send the student to the principal.)

On the written referral, tell what the offenses were and make a recommendation for the principal to consider. Otherwise, indicate no recommendation. The following is a suggested progression of recommendation:

- (1) Recommend that the principal speak with the student, gain commitment for better behavior, and return the student to class.
 - (2) Recommend that the principal speak with the student, but do not return the student to class until the substitute can speak with the principal.
 - (3) Recommend that the principal speak to the student, but hold the student out of class until the next period or for a specific time.
- j. Detention must be referred to the principal or appropriate assistant principal.
- k. A specific referral process used at the High School and Middle School levels appears in the appropriate Substitute Information folder.
- l. In the lower grades, a list of "Super Stars" or "Good Citizens" often encourages students to better behavior. Each student begins the day on the list, but is removed upon a second reprimand. The substitute tells the class that the list will be left for the regular teacher who will be encouraged to reward them in some way. Or, the substitute may do the rewarding at the end of the day. Candy may not be given as a reward.

School Responsibilities toward the Substitute

Duties of the School to the Substitute

1. When possible, the principal or his/her designee will make a special effort to welcome the substitute and help him/her in locating the classroom.
2. When possible, the principal or his/her designee will visit the classroom occasionally to offer assistance.
3. Any necessary keys will be accessible.
4. Information concerning any additional duties of the regular teacher that are to be performed by the substitute (example: cafeteria, hall, etc.) will be given at the reporting time in the morning.

Duties of the Regular Teacher to the Substitute

1. If at all possible, the regular teacher should notify the principal (or designee) of his/her impending absence on the preceding day.
2. If at all possible, the absent teacher will notify the school office before class dismissal time on the day before his/her return so that the substitute teacher may be released.
3. Lesson plans, teachers' editions, guides, teaching materials, and reporting forms will be easily available for the substitute.
4. A complete Substitute's Information folder should be found in the teacher's desk. Items to be included, where applicable are:
 - a. A class roster, including telephone numbers
 - b. Daily class schedule
 - c. Disaster drill information
 - d. Seating charts
 - e. Information concerning location of keys to desks or cabinets
 - f. Names of students who will give reliable aid
 - g. Names and room numbers of close-by teachers that may be of assistance
 - h. Schedules of students going to the resource room, speech therapist, or clinic to receive medication, etc.
 - i. Policy concerning borrowing lunch money (IOU's, class funds, etc.)
 - j. Procedure on admitting a late student to the classroom
 - k. Procedure on releasing a student before the end of the class period
 - l. A statement about the use of hall pass, class restroom policy, etc.
 - m. (Optional) A letter from the regular teacher in case of an unexpected absence to be read by the substitute to the class. In it the regular teacher would encourage the students to work with the substitute, emphasizing respect, helpfulness, good manner and behavior
 - n. At the High School level, a copy of the referral system plus the name of the assistant principal in charge of discipline at your level
 - o. At the Middle School, the name of the assistant principal in charge of discipline
 - p. At both the High School and Middle School, the name of the counselor for your grade level
 - q. At both the High School and Middle School, the name of the department chair for your subject area
 - r. Routines or procedures unique to your particular school

5. Provide ideas for extra work and/or a folder of duplicated assignments for fast finishers.
6. When an absence is anticipated, the regular teacher shall do everything possible to prepare the students for working with the substitute teacher. Such planning should emphasize respect, helpfulness, good manner and behavior.
7. The regular teacher will avoid unfavorable criticism of the substitute teacher in the presence of other teachers or students. Such criticism may be presented to the principal in the interest of the school and students.

Helpful Hints Regarding the Aesop Phone System

There are a few things about the phone system that we thought would be helpful for you to know.

1. Aesop will show up as 1-800-942-3767 on the Caller ID display.
2. Aesop is voice-activated. When the system calls you for an available assignment, it will not begin to read the job until you pick up the phone and make a sound (typically by saying "hello").
3. If you are using a "telezapper" or some other device that blocks calls that were dialed by a computer, you will typically not receive calls from Aesop either.
4. When *Aesop* calls, it only asks for the PIN number. When *you* call in to Aesop, it asks for both the ID number and the PIN number.
5. There are no outbound calls on Friday night, all day Saturday, or Sunday morning.
6. Aesop will make outbound calls up to 2 days in advance of the start of the absence.
7. Pressing the "*" key at any time on the phone system takes you back to the previous menu.

Life Threatening Allergies (LTA)/ Anaphylaxis In the Classroom (Information for Substitute Teachers)

- Know which students have life threatening allergies (substitute file will have this information)
- Review all information in the substitute file related to student' allergy needs- if you are not sure of how to respond to any student needs, contact the campus nurse for clarification
- Prevent contact with the allergen(s)
- Know how to respond based on the student's allergy plan in case of accidental exposure

Typical allergy symptoms:

Lungs:	Shortness of breath, repetitive hacking, cough &/ or wheezing
Heart:	Fainting, thready pulse, shock
Throat:	Itching &/ or sense of tightness, hoarseness & hacking cough, difficulty swallowing
Mouth:	Itching & swelling of the lips, tongue or mouth
Skin:	Hives, itchy red rash, swelling about the face or extremities, pale skin
Stomach:	Nausea, cramps, vomiting, diarrhea

What to do:

1. Follow the plan(s) provided in the substitute file
2. Call for school nurse
3. Clear the area around the student
4. Medication (Epi-pen) will be given by nurse or trained adult
5. Adult calls 911 and parent if symptoms are significant

Highland Park Independent School District BASIC EMERGENCY PROTOCOLS FOR TEACHERS

LOCKDOWN

- Announce "Lockdown" in plain language. No codes.
- All staff and students clear the hallways/common areas and proceed to the nearest safe room (not necessarily their assigned classroom).
- Where safe to do so, school staff conduct a brief sweep of hallways.
- Once in a room, lock and/or block the door, turn off the lights, and move all individuals out of the line of sight from doorway, windows, and/or point of entry.
- Close blinds and cover door window, if applicable.
- Do not take roll or contact anyone until the lockdown is over.
- Do not open the door for anyone.
- Remain in lockdown until instruction is given or lockdown is ended by first responders or school officials.

HIGH ALERT

- Announce "High Alert."
- Keep exterior doors locked.
- Limit students, staff and volunteers entering and exiting the building, depending upon the nature of the threat.
- Continue instruction inside the classrooms.
- Permit classroom changes within the building.
- Keep building locked until further instruction by first responders or school officials.

EVACUATION

- The fire alarm or emergency announcement indicating "Evacuation" procedures is made.
- Assemble students and proceed to designated location in an orderly fashion. Begin student accountability procedures as soon as possible.
- Upon exit, obtain classroom to-go kit and class roster and verify that room or area is clear.
- Close the door and leave it unlocked.
- Follow the pre-established exit route unless it is obstructed or dangerous. If the route is obstructed and/or dangerous, use good judgment and situational awareness to locate an alternate escape route.
- Once at the designated safety area, account for all students and report missing persons.
- Make arrangements for individuals with special needs where applicable.
- Remain at designated safety area until school officials or first responders indicate it is safe to re-enter the building.

REVERSE EVACUATION

- Announcement indicating "Reverse Evacuation" procedures is made.
- All individuals outside move toward a building quickly and safely.
- Once in a safe location, begin accountability procedures.
- Remain in the safe area until school officials or first responders indicate the reverse evacuation is no longer in effect.

CONTAMINATED AIR

- Announcement is made to initiate "Shelter" procedures.
- All staff and students remain in the room or area in which they are currently located.
- If possible, close doors, shut off air intake system, and seal gaps in doors and windows within the room or area.
- Do not allow anyone to leave the room until school officials or first responders indicate the procedures are no longer in effect.

SEVERE WEATHER

- Announcement is made to initiate "Severe Weather" procedures.
- Individuals on the second story or above move to lower floors. All individuals go to closest safe area which includes: basement or underground facility, an area with a small roof span, an area with thick walls, and/or a hallway with lockers or small interior rooms. Avoid gyms or large areas with high walls and roofs.
- When in a safe area, begin student accountability procedures
- Individuals face interior walls and remain at least 30 feet from exterior glass windows.
- If necessary, drop and cover (i.e., kneel facing an interior wall with head down and hands protecting the back of the neck and head.
- Remain in the safe area until school officials or first responders indicate severe weather procedures are no longer in effect.