



SHARYLAND
INDEPENDENT SCHOOL DISTRICT
Excellence is our Tradition



1200 N. SHARY ROAD, MISSION, TX 78572 PHONE: 956-580-5200 FAX: 956-580-5229 WWW.SHARYLANDISD.ORG

Substitute Teacher Handbook
2023-2024



August 2, 2023

Sharyland Independent School District

Substitute Teacher Handbook

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INTRODUCTION

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. Those that are have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to the Office of Human Resources.

This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of employees in any way. Rather, it is a guide to and a brief explanation of district policies. District policies and procedures can change at any time. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. Policy manuals are located in the central administration office and each school office. They are available for employee review during normal working hours. District policies can also be viewed on-line at www.sharylandisd.org.

Welcome

Official Name: Sharyland Independent School District

Founded: 1921

Our Vision: “Sharyland ISD . . . Excellence is our Tradition”

Communities Served: Sharyland, Mission, Alton, Palmhurst, Edinburg, and McAllen

Brief History: Sharyland is a large community in the Lower Rio Grande Valley situated between the cities of Mission and McAllen. Before the 19th century, the area where Sharyland now stands was sparsely populated with ranching families, most of Mexican descent. However, by the late 19th century and early 20th century “Anglo” land developers took an interest in many of the lands along the Rio Grande. One such developer was John H. Shary, a native of Nebraska who visited the Rio Grande Valley in 1912. Shary saw the potential for farming and citrus production and within a short time purchased thousands of acres of land which he named Sharyland. Sharyland attracted farmers from the North and Midwest and became known for its citrus production. Sharyland was also John Shary’s home until his death in 1945.

Sharyland Independent School District is named in honor of John H. Shary who was president of the district’s first board of trustees. Created in 1921, this twenty-six square-mile school district is located in Hidalgo County. The district is committed to providing the highest quality education possible for all students.

Public schools in Sharyland include: Jessie L. Jensen Elementary School, John H. Shary Elementary School, Lloyd and Dolly Bentsen Elementary School, Olivero Garza Sr. Elementary School, Romulo D. Martinez Elementary School, Ruben Hinojosa Elementary School, Donna Wernecke Elementary, Harry Shimotsu Elementary, BL Gray Junior High School, Sharyland North Junior High School, Sharyland Advanced Academic Academy, Sharyland High School and Sharyland Pioneer High School.

District Information

Official Name: Sharyland Independent School District

Founded: 1921

Vision: “Sharyland ISD ... Excellence is our Tradition”

District Logo:



Mascots: Rattlers, Diamondbacks, and Cobras



Colors: Red, White, Charcoal, and Navy

Communities Served: Sharyland, Mission, Alton, Palmhurst, Edinburg, and McAllen

Brief History:

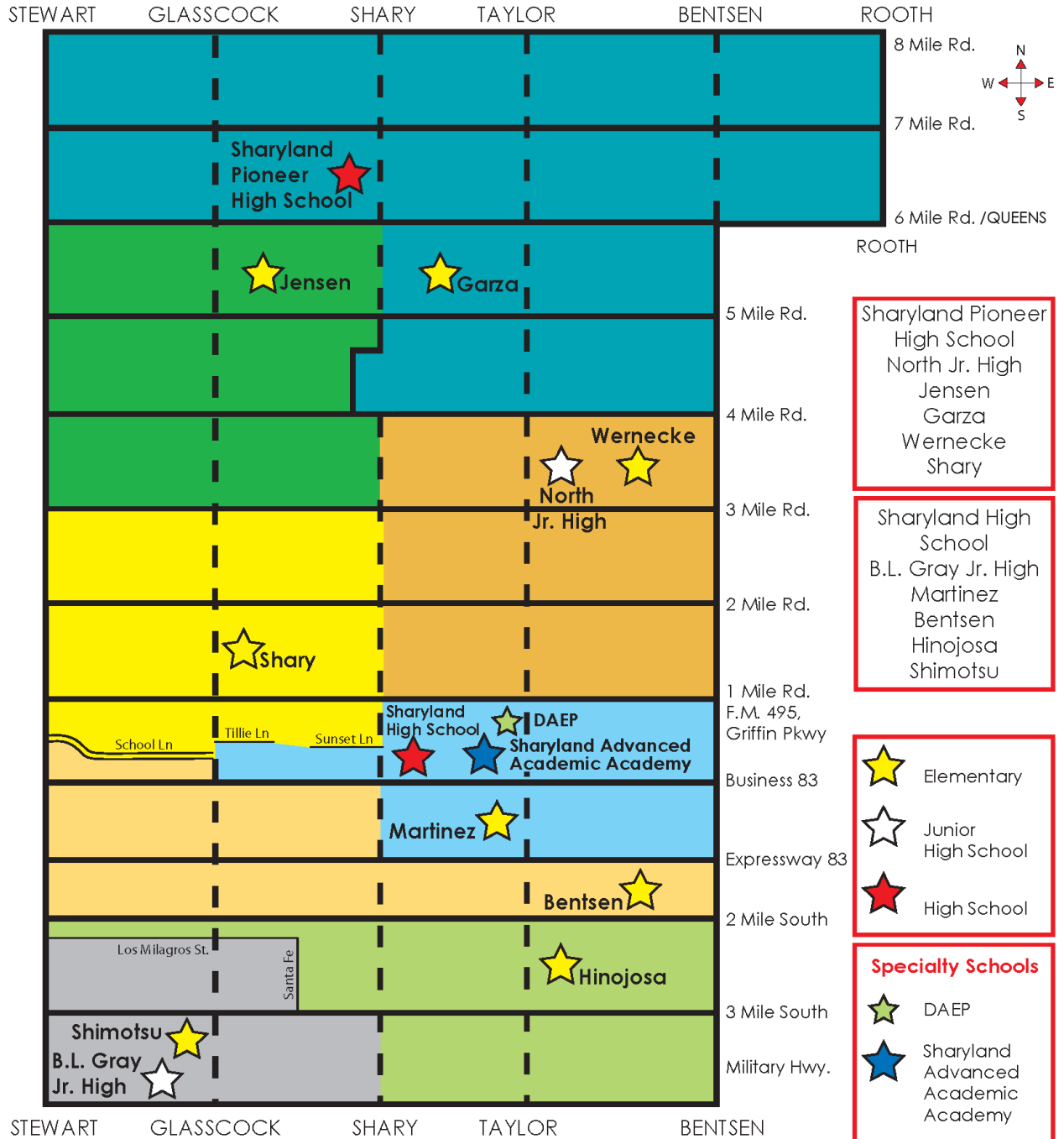
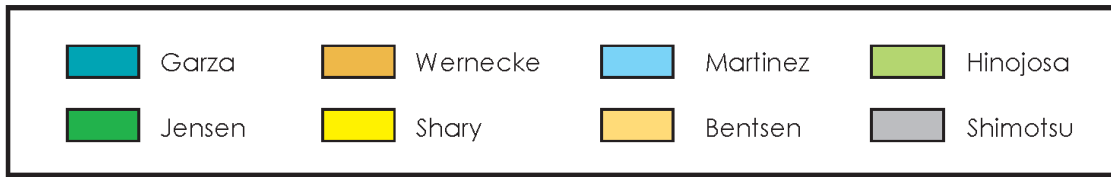
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Attendance Zones

Sharyland ISD Attendance Zones



Mission Statement

Policy AE

The mission of the Sharyland Independent School District is to inspire, educate and empower all students to reach their full potential and become leaders of the highest moral character.

District Goals

Policy AE (EXHIBIT)

The Districtwide Education Improvement Council and the Board of Trustees developed the following goals as a guide for the operation of the Sharyland ISD:

GOAL 1: Parents will be full partners with educators in the education of their children.

GOAL 2: Students will be encouraged and challenged to meet their full educational potential.

GOAL 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain diploma.

GOAL 4: A well-balanced and appropriate curriculum will be provided to all students.

GOAL 5: Qualified and highly effective personnel will be recruited, developed, and retained, via a highly qualified recruitment plan.

GOAL 6: Sharyland students will demonstrate exemplary performance in comparison to local, state, and national standards.

GOAL 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

GOAL 8: Sharyland ISD will create a plan to maximize revenues and prioritize expenditures.

GOAL 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education.

The students in the public education system will demonstrate exemplary performance in:

GOAL 1: The reading and writing of the English language.

GOAL 2: The understanding of Mathematics.

GOAL 3: The understanding of Science.

GOAL 4: The understanding of Social Studies.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, and annual budget, employment of the Superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal law and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected annually and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

Jose "Pepe" Garcia.....	President
Maritza Venecia	Vice-President
Hector Rivera	Secretary
David Keith	Asst. Secretary
Dr. Noe Oliveira.....	Member
Meagan Sullivan	Member
Julio Cerda	Member

The board usually meets on the second to the last Monday of each month at 6:00 p.m. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted at the Administration Building and on the District's website www.sharylandisd.org at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed sessions may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board meeting schedule for 2022-2023

- Monday, August 28 (Pioneer HS)
- Monday, September 25 (Pioneer HS)
- Monday, October 23 (Sharyland HS)
- Monday, November 13 (Pioneer HS)
- Monday, December 18 (Sharyland HS)
- Monday, January 22 (Pioneer HS) (Board Appreciation Month)
- Monday, February 26 (Sharyland HS)
- Monday, March 25 (Pioneer HS)
- Monday, April 22 (Sharyland HS) (Teacher of the Year Recognition)
- Monday, May 20 (Pioneer HS) (Retiree Recognition)
- Monday, June 26 (Sharyland HS)

Administration

The main phone number for the Sharyland Independent School District is (956) 580-5200.

Dr. Maria M. Vidaurri: Superintendent

Judith Ramirez: Secretary, Superintendent

Business & Finance Department

Direct Line: 956-584-6401

Jaime Ortega: Chief Financial Officer

Selinda Anzaldua: Secretary, Business Office/Board of Trustees

David M. Culberson: Chief Technology Officer

Mark Dougherty: Executive Director of Risk Management/Maintenance

Jesus G. Salazar: Purchasing Coordinator

Enrique Mata Jr.: Director of Transportation

DeVaughn Reszczenski: Chief Data Analyst

Cynthia S. Sanchez: Director of Child Nutrition Program

Robbie R. Guerra: Payroll Director

Sandra Guerrero: Payroll Coordinator

Student & Support Services

Direct Line: 956-584-6400

Pamela Montalvo: Asst. Superintendent for Student & Support Services

Belinda Gracia: Secretary Student & Support Services

Deborah Garza: Executive Director for Human Resources

Juan Heredia: Executive Director for Student Services

Nancy Barboza Maldonado: Director of Public Relations

Lorene Bazan: Director of Counseling

Teresa Gonzalez: Director of Federal Programs/SCE/Parental Engagement

Elizabeth Gongora: Bilingual/ESL Coordinator

Dr. Leila Flores Torres: Director of Special Education

Maria Cecilia Boyd: Director of Special Programs

Lori De La Garza: Parental Engagement Specialist

Imelda Reyes: Secretary, Human Resources

Aliza Peña: Human Resources Specialist

Angela Garcia: Human Resources Specialist

Rocio N. Landin: Public Information Specialist

Domingo Galvan: Truancy Officer

Curriculum & Instruction Department Direct Line: 956-584-6402

Dr. Belinda Gorena: Asst. Superintendent for Curriculum & Instruction

Joann Alonzo: Secretary, Curriculum and Instruction

Jennifer Martinez: Executive Director for Curriculum & Instruction

Vanessa G. Leal: Director of Curriculum

Belinda Garcia: Director of Curriculum

Yoelia Y. Nava: CTE Director

Rebecca R. Gerlach: CTE Coordinator

Annette Quintanilla-Parvin: Assessment and Advanced Academics Director

Irma Malek: ELA Content Specialist

Ricardo Palomin: Math Content Specialist

Jose Flores: Science Content Specialist

Sylvia Martinez: Early Childhood Specialist

Alfonso Mendoza: Instructional Software Specialist

Isaac Escamilla: Instructional Software Specialist

Athletic Office

Direct Line: 956-580-5300

Ron Adame: Director of Athletics

Tommy Lee: Asst. Director of Athletics

School Directory



Sharyland High School

1216 N. Shary Rd.
Mission, TX 78572
Phone: (956) 580-5300 Fax: (956) 580-5311
Lori Ann Garza, Principal



Sharyland Pioneer High School

10001 N. Shary Rd.
Mission, TX 78572
Phone: (956) 271-1600 Fax: (956) 584-3846
Ericka Julie Carranza, Principal



Sharyland Advanced Academic Academy

1106 N. Shary Rd. Bldg. A
Mission, TX 78572
Phone: (956) 584-6467 Fax: (956) 584-6455
Diana Rojas, Principal



Sharyland North Junior High

5100 Dove Avenue
McAllen, TX 78504
Phone: (956) 686-1415 Fax: (956) 668-0425
Ivan Karr, Principal



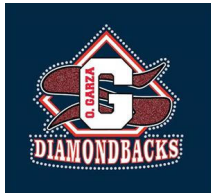
B.L. Gray Junior High

4400 S. Glasscock Rd.
Mission, TX 78572
Phone: (956) 580-5333 Fax: (956) 580-5346
Maria Del Crystal Chavez, Principal



Lloyd and Dolly Bentsen Elementary

2101 S. Taylor Rd.
McAllen, TX 78501
Phone: (956) 668-0426 Fax: (956) 668-0430
Jose Silva, Principal



Olivero Garza Sr. Elementary

7905 N. Taylor Rd.
McAllen, TX 78504
Phone: (956) 580-5353 Fax: (956) 580-5363
María Cecilia Boyd, Principal



Ruben Hinojosa Elementary

4205 Los Indios Rd.
Mission, TX 78572
Phone: (956) 584-4990 Fax: (956)584-4998

Aracely Rios, Principal



Jessie L. Jensen Elementary

510 N. Glasscock Blvd.
Alton, TX 78573
Phone: (956) 580-5252 Fax: (956) 580-5266

Nayeli Perez, Principal



Romulo D. Martinez Elementary

2571 E. 4th Street
Mission, TX 78572
Phone: (956) 584-4900 Fax: (956) 584-4908

Dayanara Montes, Principal



John H. Shary Elementary

2300 N. Glasscock Rd.
Mission, Tx 78574
Phone: (956) 580-5282 Fax: (956) 580-5294

Maria Josefina Gonzalez, Principal



Harry Shimotsu Elementary

3401 San Mateo St.
Mission, TX 78572
Phone: (956) 583-5643 Fax: (956) 519-1079

Claudia Garza, Principal



Donna Wernecke Elementary

4500 Dove Ave.
McAllen, TX 78504
Phone: (956) 928-1063 Fax: (956) 928-0221

Lela Culberson, Principal

THE SUBSTITUTE TEACHER

Appreciation of Substitute Teachers

The Sharyland Independent School District Board of Trustees, Superintendent, Administration, and professional staff consider substitute teaching an important component of the total school program. The substitute teacher plays a key role in upholding the high standard of teaching maintained in the school system, and the presence of the substitute teacher ensures a continuous program of quality instruction for all children. Substitutes face new and different situations several times each day, and the work is never easy. Substitute teachers are expected to meet this challenge with personal dedication and sincere, conscientious effort.

Substitute teachers are welcome as members of the professional family and are to be treated with consideration, courtesy, and respect by all school personnel, parents, and pupils.

A substitute teacher has one of the most difficult assignments in the school system. It is the responsibility of all school personnel to establish and maintain a helpful and respectful attitude concerning the substitute and his/her work. The Sharyland ISD will endeavor to preserve the high status that rightly belongs to the substitute teacher.

Responsibilities of the Principal

The campus Principal or his/her designee will be responsible for providing substitute teachers with the schedule to be followed during the school day and of any special activities that may be planned.

The Principal will designate an employee to assist the substitute in locating the classroom and to provide information regarding the lunchroom, restroom, emergency exits, and other building facilities. The employee will also assist in locating keys, textbooks, grade books, and folders which contain the information needed by substitute teachers.

The Principal will promote an attitude of cooperativeness for substitute teachers among the student body and the staff.

The Principal or designee will visit the substitute teacher's room at regular intervals to provide help and answer any questions. If performance issues arise, the principal will submit a Substitute Teacher Poor Performance Report to the Office of Human Resources.

Responsibilities of the Classroom Teacher

The classroom teacher will provide the substitute teacher with the lesson plans, class rosters, up-to-date seating charts, any materials and supplies needed for the daily lessons, and any special instructions.

The classroom teacher will promote an attitude of cooperativeness for substitute teachers among the students and instructional aides.

The classroom teacher will comment upon the performance of the substitute teacher by utilizing the Classroom Teacher's Report and submitting it to the campus designee.

Responsibilities of the Substitute Teacher

The substitute teacher should assume the same responsibilities as the regular classroom teacher, including any special assignments or duties (i.e., supervision in Cafeteria or hall, etc.) the regular teacher may have been assigned for the day, and ensure that the following tasks are accomplished during the day:

1. Attendance should be taken following the campus' procedures.
2. Check the room's fire drill upon arrival.
3. Introduce self to the neighboring classroom teachers.
4. Follow the lesson plans carefully. Deviations should be noted for the regular teacher.
5. Control the light and temperature of the classroom.
6. Correct the students' papers and tests unless the classroom teacher has indicated otherwise.
7. Leave the room orderly, neat, and locked.
8. Report serious accidents or illness to the principal or nurse immediately.
9. Report incidents of abnormal happenings to the principal or assistant principal.
10. Actively monitor the classroom.
11. Return keys and any confidential information to the main office at the end of the workday.

The substitute teacher should use this handbook as well as any other manuals provided to ensure that policies and procedures are adhered to. The substitute teacher should maintain high standards of ethics, avoid comparisons of teacher-pupil learning situations, and maintain confidentiality. The substitute teacher is expected to provide continuity of instruction, maintain classroom discipline, and provide honest feedback to the regular teacher so that he/she may follow up on any problems.

If a substitute teacher is assigned for an extended period of time, attendance at all scheduled meetings is required. The substitute teacher must report to the front office during the regular classroom teacher's conference periods unless informed otherwise. If the substitute teacher is not sure if attendance at a meeting or function is appropriate, the Principal or designee is to be consulted.

The substitute teacher will adhere to the following directives:

- ⇒ Do NOT eat in front of the class nor do personal work such as reading, letter writing, bill paying, crafts, hobbies, etc.
- ⇒ Do NOT leave the classroom unattended.
- ⇒ Do NOT change the seating arrangements or room organization except for temporary grouping for instruction or committee work.
- ⇒ Do NOT use mobile/cellular phones while in the classroom.
- ⇒ Do NOT wear blue jeans except on Fridays, when blue jeans can be used if worn with a spirit shirt.
- ⇒ Do NOT allow students to use mobile/cellular phones while in the classroom nor to step out of class to do as such.
- ⇒ Do NOT allow students to leave the classroom to buy sodas or candy.
- ⇒ Do NOT sit behind Teacher's desk
- ⇒ Do NOT allow students behind Teacher's desk

EMPLOYMENT

Applicable Policies

A substitute teacher is subject to all Board policies and administrative regulations in effect as of this date as well as any Board policies and administrative regulations which may be adopted subsequent to this date during the continuation of employment by the District. Board policies can be viewed via the Internet at www.sharylandisd.org or at any campus' main office.

Substitute Assignments

Substitute teaching assignments will be made according to the substitute teacher's certification and/or preference area. The number of days worked will depend upon the needs of the District, the substitute teacher's schedule and preferences, and the performance of the substitute teacher. Substitute teachers will not be allowed to substitute in a grade level that their own child is in.

Notification to Report to Work

The substitute teacher will be notified as far in advance as possible when their services are needed. When receiving a call to report to work, the substitute teacher should make note of the following information:

- Date(s) and time(s) to report
- Campus name and location
- Principal/designee's name
- Teacher's name for whom the substitute is needed
- Grade/subject assigned to substitute
- Job assignment number

On the day of the assignment, the substitute teacher is to report to the principal's office for further instructions/directions.

Inability to Report to Work

A substitute teacher needs to remember that upon making a commitment to substitute teach for a particular assignment, the teacher who is absent and the students are relying on them to report to work. If an emergency occurs and the substitute teacher is not able to report to work, the Principal/designee should be notified immediately.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed in certain positions or on a part-time basis without affecting their benefits according to TRS rules and state law. Service retirees who retire before May 31 may return to work in a Texas public school without a reduction in benefits one full calendar month after retirement date provided they meet specific conditions. Retiring employees should consult TRS officials about conditions and restrictions on employment after retirement. Retirees may work in the following capacities without a loss of retirement benefits:

As a principal or assistant principal or a teacher in an acute shortage area on a full-time basis, if appropriately certified and following a 12-month break in service. Retirees that retired under early age or disability provisions are excluded.

- As a full-time bus driver (early age and disability retirees excluded).
- As a substitute at no more than the established daily substitute pay rate (Individuals receiving disability retirement benefits may not work for more than 90 days in a school year.)
- On a half-time or less basis during any month. Half-time employment cannot exceed the lesser of 50 percent of the position's full-time load or 92 hours in a month.
- On a full-time basis during a six-month period during a school year, provided that this is their only employment in a Texas public school. Individuals who retire in August may begin employment in October of the school year following their retirement.

Under this last provision, retirees must submit annual written notice to TRS by the last day of the first month of full employment to avoid a disruption of benefits. Working any part of a month counts as a full month. Other restrictions apply when a person has retired because of a disability. Individuals retiring because of a disability should contact TRS for details about employment restrictions.

Certain retirees may return to work on a full-time basis as a principal or assistant principal or teacher in an acute shortage area without a reduction in their TRS annuity benefits. Acute teaching shortage areas are determined by the board based on Commissioner of Education guidelines. When filling acute shortage area positions, the district must give hiring preference to certified applicants who are not retirees.

To be eligible for full TRS benefits a retiree must meet the following criteria:

- Have not been subject to a reduction in benefits for retirement at an early age or retired under disability provisions
- Have a 12-month continuous break in public school service since retirement
- Be appropriately certified for the position in the applicable school year

Employees can contact TRS by calling 800-223-8778 or 512-542-6400. TRS information is also available on the Web (www.trs.state.tx.us).

Evaluation of Substitute Teacher Performance

The Principal/designee may periodically evaluate the performance of the substitute teacher through a classroom observation. If necessary, the Principal will document poor performance utilizing the Substitute Teacher Poor Performance form. All evaluations regarding the performance of a substitute teacher will be filed with the Office of Human Resources.

Termination of Employment

Policies DFE, DCD, DC

Substitute teachers are non-contract employees and may resign at any time. A written notice of resignation should be submitted to the Office of Human Resources. Non-contract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, religion, sex, national origin, disability, military status, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Non-contract employees who are dismissed have the right to grieve the termination. To present a grievance, the employee must follow the District process outlined in Board policy DGBA(Local), which can be found on the district website, www.sharylandisd.org or on page 31 in the Employee Handbook.

COMPENSATION AND BENEFITS

Salaries, Wages, and Stipends

Policy DEA

Employees are paid in accordance with administrative guidelines and a pay structure established for each position. The District's pay plans are reviewed by the administration each year and adjusted as needed. All District positions are classified as exempt or nonexempt according to federal law. Professional and administrative employees are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid based on hourly wages or provided compensatory time for each overtime hour worked.

Salaries and wages are reviewed on an annual basis and adjusted according to the budgeted amounts approved by the board. The Substitute Teacher pay schedule is as follows:

- Non-degreed substitute teacher in a regular classroom assignment will be paid \$100 per day
- A substitute with a Bachelor's Degree will be paid \$120 per day
- A substitute with a current teaching certificate will be paid \$150 per day

A substitute teacher typically works 8 hours (full day) or 4 hours (half day). Employees should contact the Office of Human Resources at 584-6400 for more information about the District's pay schedules or their own pay.

Paychecks

Substitute teachers are paid monthly. Substitute teachers payroll information is available on line via employee access.

Automatic Payroll Deposit

The District offers employees automatic payroll deposit. Employees can have their paychecks electronically deposited into one or two accounts at any bank or credit union. A notification period of one month is necessary to activate this service. With automatic deposit, an employee's paycheck is immediately available on the pay date. Contact the Payroll Office at 580-5200, Ext. 1036 for more information about the automatic payroll deposit service.

Length of Workday

The length of the workday will be set by the Board and Administrative staff. Usually the substitute teacher is expected to be on duty the entire school day and to perform all duties of the regular teacher. A substitute teacher works a full day, 8 hours, or a half day, 4 hours. The normal instructional day is 7:45 a.m. – 4:15 p.m. The substitute teacher is to consult with the Principal/designee on the reporting time and length of the workday.

Employee's Pension Plan

As a result of the passage of the Omnibus Budget Reconciliation Act (OBRA) of 1990, all part-time employees are required to be covered by a qualified pension plan. Sharyland ISD has created a tax-sheltered annuity plan that meets the requirements of this act. First Financial Securities of America, Inc. is the carrier company. The substitute teacher's contribution to the plan is approximately 7.25% of the employee's compensation.

As a plan participant, the substitute teacher is 100% vested in the plan assets at all times and will receive a statement of account assets twice annually. If further explanation or details are needed, the substitute teacher may contact the Sharyland ISD Risk Management/Benefits Office at 580-5200, Ext. 1108

Upon retirement from substitute teaching, the substitute teacher can request that all deposits be returned subject to IRS rules and regulations or transferred to an IRA account. Requests for a return should be made to the Sharyland ISD Business Office.

Any person retired under another benefit program is exempt from participating in this plan upon showing proof of status.

Worker's Compensation Insurance

Policy CRE

The District, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on-the-job. Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case. All work-related accidents or injuries should be reported immediately to the Risk Management/Benefits Office at 580-5200, Ext. 1032. Employees who are unable to work due to a work-related injury will be notified of their rights and responsibilities under the Texas Workers' Compensation Commission guidelines.

JUST FOR SUBSTITUTE TEACHERS

General Guidelines

RELEASE OF CHILDREN -Any outsider who comes into 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. In any event, children are NOT to be released from the classroom without official notice from the building Principal or his/her designee.

SCHOOL PROPERTY - It is expected that the substitute teacher will maintain good order wherever assigned, and create such conditions as are conducive to a good learning situation. The regular classroom teacher is legally and morally charged with the school property as well as the welfare of the children, and no less is expected of the substitute teacher.

PROFESSIONAL CONFIDENCE - Substitute teachers are expected to hold in professional confidence any information about the school (pupils, teachers, parents, and Principal) which might be gained while substituting.

CONTACT INFORMATION - As a necessity, the name and telephone numbers of substitute teachers are on a list and made available to Sharyland ISD personnel only.

CHANGES IN SUBSTITUTE TEACHER PERSONAL INFORMATION - The official substitute teacher list for the District is compiled and maintained by the Office of Human Resources. Please inform the Office for Human Resources in writing of any changes in the telephone number, address, degree/certification status, or choice of teaching level and/or workdays.

PUNCTUALITY – It is important that substitute teachers be on time for their assignment. The substitute teacher should try to arrive a few minutes early to review the lesson plan and introduce self to the surrounding teachers.

NURSE'S SCHEDULE – The substitute teacher is to review the nurse's schedule and guidelines related to medication administration to students as well as procedures for medical emergencies. If the nurse is absent, the substitute teacher should find out who the contact person is.

INCLEMENT WEATHER/EMERGENCY EVACUATIONS – The Substitute teacher is to ask for specific instructions related to inclement weather, reports, and duties.

PARKING – The substitute teacher is to park in designated spaces. If the substitute teacher does not know where to park, campus administrative staff can provide direction upon arrival or when accepting the assignment.

LUNCH – The substitute teacher will receive a lunch break. Substitute teachers may bring their own lunch/snack or you may purchase lunch in the cafeteria.

DRESS CODE/GROOMING – Your appearance is very important. You are the models for the student body. Blue jeans are only allowed on Fridays if worn with a with a spirit shirt. See through, revealing, or overly tight clothing is not permitted. Hair, beards, and mustaches should be neatly trimmed. Make every effort to stay within the student dress code. **Dress like a professional each day to work.**

Questions or suggestions concerning the substitute teacher program should be directed to the Office of Human Resources at 584-6400.

Acronyms you should know

A substitute teacher should be familiar with the following acronyms:

CAI – Computer Assisted Instruction – Certain students will leave the classroom to go to the computer lab to work in Math or Reading.

ELP – Enhanced Learning Program – Certain students will leave the classroom to go to ELP classroom to receive enriched (Gifted & Talented) instruction.

TEKS – Texas Essential Knowledge and Skills – The basic knowledge and skills that the state deems as appropriate for each grade level.

STAAR – State of Texas Assessments of Academic Readiness – The state’s assessment of basic skills.

ESL – English as a Second Language – Oral language development program done in the classroom.

Bilingual – Bilingual program for the state.

Resource – Certain students are identified as needing extra help in academic areas and consequently leave the regular classroom at a schedule time to work in the Resource classroom.

EOC – End of Course Exam.

Sometimes a classroom teacher will leave information about a student with special problems for the substitute teacher so that instruction can be modified for that student. It is imperative that the substitute teacher maintains this information confidential and exhibits

professional behavior at all times.

Substitute Teacher Hints/Suggestions

(From, To, and For Substitute Teachers)

1. Maintain a substitute packet/materials.
2. If there is no seating chart, make one.
3. Do your best to follow the lesson plans and classroom rules already established.
4. Write your name on the board.
5. Be enthusiastic, respectful, and professional.
6. Never leave your class unattended.
7. Know/meet the teacher next door.
8. Send only one student to the restroom at a time.
9. Call students by name.
10. Do not let students start any name calling.
11. Stand in the hall/doorway between classes.
12. Have a couple of extra pens/pencils for those students who have “forgotten” theirs.
13. Ask a student for his ID or something of value when they want to borrow a pen/pencil.
14. Identify several “trustworthy” students to help you.
15. Never let a class go early to lunch or to the next class unless instructed to do so.
16. Don’t make statements lightly – students will remember.
17. Make your expectations and rules very clear.
18. Make sure students return items which should remain in the classroom.
19. Do not let students have a knife or weapon. Ask them to give it to you and/or contact the office for help.
20. Do not grab a student.
21. Do not let students wear hats in the classroom.
22. Walk around the room.
23. Don’t let the students manipulate you by protesting or saying, “we never do that”.
24. Be assertive, but use common sense.
25. Ask another teacher for help.
26. It is better not to argue. Instead say, “I know this may not be the way so and so does it, but this is the procedure for today”.
27. Give feedback to the teacher – positive and negative.
28. Correct the student’s work for the day, if possible.
29. Be neat in your appearance. Look professional.
30. Find out who you can go to with a problem.
31. Do not discuss the teacher’s class with other people.
32. Do not let students use a phone in the classroom.
33. If a student shows up to class on time, with a pen/pencil, books, notebook, etc., sits in their assigned seat and appears to be ready for class to start, you have probably identified a student that you might go to for help.
34. Do not sit behind Teacher’s desk for long periods of time.
35. Do not allow students to sit behind Teacher’s desk

Student Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student/Parent Handbook. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal. Substitute teachers are to adhere to the policy that corporal punishment is NEVER administered by the substitute teacher.

Classroom Discipline

Substitute teachers are responsible for the control of classes. The building principal or assistant principal will assist with problems when necessary. It is normal for the students to "test" new substitute teachers. Do not let students get out of control. The district expects you to be in charge of the room. Suggestions for successful student discipline:

- ✓ Be fair, firm, and consistent
- ✓ Physical contact is not permitted (grabbing, pushing, etc.)
- ✓ Praise in public; criticize in private
- ✓ Do not yell, use sarcasm, or other embarrassing methods
- ✓ Do not use "group" punishment
- ✓ Use the positive approach
- ✓ Call attention to a student's good behavior rather than misbehavior
- ✓ Identify standards and stick to them

Ideas for Effective Classroom Management

Classroom management encompasses all of the things that teachers do to obtain and maintain student cooperation and involvement in classroom learning. Studies indicate that successful management includes both responding effectively when problems arise and in preventing problems from happening. Effective classroom teachers are skilled at giving clear directions and information. These teachers express desired attitudes and behavior; prepare levels of student success; provide clear expectations for work standards; offer consistent responses to appropriate and inappropriate student behavior; and generally use classroom procedures and rules to handle discipline problems.

The following are some suggestions that will help ensure a successful substitute experience for both the substitute teacher and for the students:

1. The substitute teacher should arrive in plenty of time to acquaint self with the school's procedures, the teacher's lesson plans, the room layout and to obtain any additional materials or equipment that may be needed.
2. When the students arrive, the substitute teacher should introduce self and write his/her name on the board so that all students will be able to see it. The initial impression of the substitute teacher is a significant factor in

successful classroom management. Self-confidence, patience, resourcefulness, flexibility and enthusiasm are important prerequisites for achieving your goal.

3. The substitute teacher is to take attendance, quickly learn the students' names and try to call the students by their names. To help remember names, the substitute teacher should use a seating chart or name tags and jot down notes relating to specific students. A student is more likely to behave if the substitute teacher knows his/her name. In addition, verify that the number of students in the room corresponds with the attendance list.
4. Classroom control is essential. Discipline is based on understanding and open communication. The substitute teacher is to deal with it early and the day will be much more pleasant and rewarding.
5. The substitute teacher is to fill out a student discipline/referral when a discipline problem arises that he/she is unable to handle. The following are 5 methods for referring a student:
 - a. Send the student with the referral form to the office
 - b. Send the referral to the office by way of another student.
 - c. During an off period, such as a conference period, deliver the referral to the office.
 - d. Deliver the referral to the office at the end of the day.
 - e. Leave the referral for the regular teacher to review and/or handle.
6. The substitute teacher is to strive to maintain the established classroom routine. The material the teacher asked to be covered should be presented and the students should be busy with that work for the time scheduled. If the substitute teacher is unsure of directions from the notes left by the teacher, another teacher of the same grade level or subject area should be contacted for some additional information, as it is important for the students to feel that the substitute teacher understands the material. The students also need to realize that this is the work their regular teacher would be asking from them if he/she were present. If the substitute teacher is questioned by the students about changes made, the substitute teacher is to explain that things may be done a bit differently while the regular classroom teacher is out.
7. The substitute teacher is to be prepared with some alternative plans – a general assignment, an academically related game, additional reading or a word puzzle – to use if the classroom teacher's assignment is completed early. The substitute teacher is to inform another classroom teacher and/or the Principal's designee of the alternative assignment to ensure that is appropriate.
8. A substitute teacher should not excuse a student from class or school without direct authorization from the office.
9. The substitute teacher is to report any classroom accidents or student injury to the office immediately.

11 TECHNIQUES FOR BETTER CLASSROOM DISCIPLINE

The following are eleven techniques which can be used in a classroom to help a substitute teacher achieve effective group management and control. They have been adapted from an article called: "A Primer on Classroom Discipline: Principles Old and New", by Tomas R. McDaniel; Phi Delta Kappan, May 1986 and Budd Churchward, creator of The Honor Level System: Discipline by Design.

1. **Focusing.** Be sure you have the attention of everyone in your classroom before you start your lesson.
2. **Direct instruction.** The technique of direct instruction is to begin each class by telling the students exactly what will be happening.
3. **Monitoring.** The key to this principle is to circulate. Get up and get around the room.
4. **Modeling.** "Values are caught, not taught".
5. **Non-verbal cuing.** Non-verbal cues can be facial expressions, body posture, hand signals, bell or light tap.
6. **Environmental control.** A classroom can be a warm cheery place.
7. **Low-profile intervention.** Most students are sent to the principal's office as a result of confrontational escalation.
8. **Assertive discipline.** This is traditional limit setting authoritarianism.
9. **Assertive I-messages.** "I want you to..." or "I need you to..." or "I expect you to..."
10. **Humanistic I-messages.** "When you talk while I talk..." or "I have to stop my teaching..." or "...which frustrates me".
11. **Positive discipline.** Use classroom rules that describe the behaviors you want.

WHAT KIND OF SUBSTITUTE TEACHER ARE YOU?

NON-ASSERTIVE SUBSTITUTE:

Ignore problems and let students misbehave
Do not know how to stop them
Beg and plead with students
Back down when challenged
Are afraid of students
Feel upset and overwhelmed

HOSTILE SUBSTITUTE:

Get angry and yell at students
Threaten, then don't discipline
Call students names
Use physical force
Harm students psychologically

ASSERTIVE SUBSTITUTE:

They know the secret to success is to....

- Be the adult in the area they supervise
- Say what they mean and mean what they say
- Clearly and firmly tell students exactly how they want them to behave
- Stay calm and use a normal tone of voice
- Know the plan of action to use when students don't behave
- Reward students who DO behave

How to become an Assertive Substitute:

- Step 1 – Have an assertive attitude
- Step 2 – Speak and act assertively
- Step 3 – Know the Assertive Discipline Plan
- Step 4 – Use the plan effectively

SHARYLAND INDEPENDENT SCHOOL DISTRICT

**Acknowledgement of Electronic Distribution of Policies
Substitute Teacher Handbook Receipt**

Name: _____
(Print)

SSN: _____
(Print)

I hereby acknowledge that I have been trained to access the Sharyland ISD Substitute Teacher Handbook and Board policies regarding employment and student discipline as required under Education Code Chapter 21.204 (d) and Chapter 37.018.

I also accept responsibility for accessing the Substitute Teacher Handbook and policies through an accessible District computer and printer from the District's Web page at www.sharylandisd.org.

I understand that I have an obligation to inform my supervisor, principal or department head of any changes in personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the campus principal if I have questions or concerns or need further explanation.

Should you have any additional questions regarding these policies, please direct those questions to:

Deborah Garza
Executive Director for Human Resources
Central Office Administration
(956) 584-6400

Signature: _____

Date: _____