



VIDOR ISD
Substitute Teacher
Handbook

2016-2017

Vidor ISD Substitute Handbook

Table of Contents

Campus Administration	3
Selection Procedures	4
Certification Status	5
Personnel File/Required Documents	5
Daily Rates	6
Position Expectations	7
Employee Dress Code	8-10
Professional Attitude	10
Hints for Successful Classroom Management	10-11

Vidor Independent School District

Campus Administration

Vidor High School, Travis Maines –Principal

Sheena Kinchloe, Secretary 409-951-8900

AIM Center High School, Roxanne Manuel – Principal

Stacy Butts, Secretary 409-951-8780

Vidor Junior High, Debra Jordan Ed.D., Principal

Sandi O'Bannion, Secretary 409-951-8970

Vidor Middle School, Jason Yeaman, Principal

Theresa Howell, Secretary 409-951-8880

Vidor Elementary, Jeff Leger Principal

Deborah Bertrand, Secretary 409-951-8830

Oak Forest Elementary, James McDowell, Principal

Crystal Seigrist, Secretary 409-951-8860

Pine Forest Elementary, Preston Clark, Principal

Alicia Nunez, Secretary 409-951-8800

District Administration

Jay Killgo, Ed.D. Superintendent 409-951-8714

David Croak, Assistant Superintendent of Business and Operations 409-951-8704

Johnny Ross, Assistant Superintendent of HR 409-951-8704

Linda Adams, Assistant Superintendent of Curriculum 409-951-8706

Sheila Schoen, Director of Finance 409-951-8718

SUBSTITUTE SELECTION AND PLACEMENT PROCEDURES

Selection Procedures

Persons interested in substituting in the classrooms of the Vidor Independent School District should file an application with the Human Resources office located at the Administration Building at 120 E. Bolivar Street Vidor, Texas. All substitute teacher applicants must attend a “Substitute Teacher Training” session offered by Region V service center at times posted on the district website. These sessions are generally offered three to four dates per year and cost \$130. New substitutes must be fingerprinted according to TEA regulations; a FAST Pass will be provided by the District for this purpose. After all required paperwork has been submitted, the applicant will be added to the substitute roster in AESOP. The position of substitute staff member is a part-time, non contract, as-needed position. The District has no obligation to guarantee assignments. Substitute staff members’ names may be removed from the roster if they fail to meet the expectations required of the position.

Placement Procedures

The AESOP system will manage all substitute assignments. All calls to substitutes will be through the system from 5:30 a.m. – 7:20 a.m. and/or 5 p.m. – 9 p.m. Substitutes may accept or decline offers. The AESOP system allows substitutes to designate preferred days, grade levels, or subjects, but with fewer restrictions, a substitute may expect more frequent assignments. AESOP will not function with answering machines. Repeated attempts will be made to contact you until the job is filled. Job shopping through AESOP allows substitutes to look for available jobs via the Internet. All AESOP user names and password are confidential and should not be shared with anyone else. Shared passwords could result in missed work opportunities and/or errors in payroll.

Certification Status

Certified substitutes are those who hold a valid teaching certificate. Degreed substitutes are those who hold a degree from an accredited college or university. Non-certified substitutes are those who meet all other qualifications, but do not hold a degree or a teaching certificate.

Personnel File

The following items are required to complete a substitute personnel file. The file must be complete before a person's name is submitted for approval and placed on the substitute roster.

Certified and Degreed Substitute

1. A completed application (including Criminal History Authorization form)
2. A copy of college transcripts showing degree earned from an accredited college or university and a copy of your teaching certificate, if applicable.
3. Copy of current Driver's License.
4. Copy of Social Security Card
5. Letter of Reasonable Assurance
6. Statement of Confidentiality
7. W-4
8. Social Security Letter SSA-1945
9. Direct Deposit Authorization w/voided check
10. Substitute Handbook Receipt

Non-Certified Substitute

1. A completed application (including Criminal History Authorization form)
2. A copy of high school diploma or transcript, FED or equivalent
3. Copy of current Driver's License
4. Copy of Social Security Card
5. Letter of Reasonable Assurance
6. Statement of Confidentiality
7. W-4
8. Social Security Letter SSA-1945
9. Direct Deposit Authorization w/voided check
10. Substitute Handbook Receipt

If you have not been fingerprinted through TEA to work in a Texas school district, you may pick up your FAST PASS at the administration building once we have notified you that it is available. You must follow the instructions on the FAST PASS to set up an appointment to be fingerprinted. After you have been fingerprinted, return your FAST PASS to the Human Resources office located at the Vidor ISD administration building. Only then will your name will be placed on the Substitute Teacher List.

SUBSTITUTE TEACHER RATES

Daily Rates

Non-degreed, non-certified substitute: \$65.00/day

Degreed substitute: \$75.00/day

Degreed and certified substitute: \$85.00/day

Long-Term Substitutes

Long-term substitution refers to a situation in which a person substitutes for the same classroom teacher in the same classroom assignment for more than ten (10) consecutive days. Long-term substitutes are involved in planning for instruction and evaluation of students. They are expected to attend faculty meetings, in-services and staff development meetings, as well as other responsibilities assigned to permanently employed teachers.

The following provisions apply to those substitutes engaged in a long-term assignment:

- Work ten (10) consecutive days; long-term status begins on the **eleventh day**.
- Pay as a long-term substitute is not retroactive to day one of the assignment.
- Rate: Non-degreed, non-certified substitute -- \$75.00/day
- Degreed substitute -- \$90.00/day
- Certified Teacher substitute—\$100.00/day

Additional provisions include the following:

- Long-term substitutes earn 1/2 day of personal leave for 15 days on assignment.
- Time absent is without pay, long-term status and rate of pay are uninterrupted.
- If a long-term substitute has used all of his/her earned personal leave and misses work for one day or more, he/she will revert to the applicable standard daily rate when he/she returns.

Paraprofessional Substitutes

There is no "long-term" substitution for paraprofessionals.

Benefits

A substitute position is strictly a part-time, at-will position. Substitutes are not eligible for the employee benefits provided for contract staff members of Vidor ISD, however healthcare can be purchased through VISD at the substitute staff member's expense.

POSITION EXPECTATIONS

(Use of cell phones in classrooms is strictly prohibited.)

1. Substitutes should plan to arrive at school no later than 7:15 a.m. and remain on campus until 3:45 p.m.
 - a. Check in with the school secretary and determine the location of the classroom.
 - b. Pick up notebook, lesson plan, roll sheets, keys and necessary materials for the day in the front office.
 - c. Inquire about special duty assignments.
 - d. Review the lesson plans and materials.
 - e. Review Substitute Teacher Folder (Emergency Management Plan).
 - f. Become familiar with the location of the restroom and office.
 - g. Check with the school secretary during any scheduled conference periods. Substitutes will be assigned other duties during conference periods.

2. Supervision of students is both a classroom management and a safety responsibility.

STUDENTS SHOULD NEVER BE LEFT UNSUPERVISED.

3. Greet the students at the door or as they enter the area.
 - a. Direct students to their seats.
 - b. Create a quiet, business-like atmosphere.
 - c. Remain standing to organize the class.
4. Check the roll early in the class period according to building instructions.
 - a. Check off names as students arrive, or
 - b. Move quietly among the students, check against a seating chart and sign admits, or call roll.
 - c. Be careful to avoid delays or informality by chatting during the process.
5. Prepare for instruction.
 - a. Place the assignment on the board or overhead projector before students arrive.
 - b. Immediately involve students.
 - c. Give a brief overview to get students started.
 - d. Your degree of involvement with the lesson will vary greatly according to the subject area, the assignment and your background. Do not hesitate to share your understanding. If you are unfamiliar with the content, circulate among the students and select students who are progressing well to answer questions or help others.
 - e. Lesson plans should be followed as closely as possible.
6. Organize the "little" details so that student movement is minimal:
 - a. Have students pass papers to the front of each row and count them.

- b. Have students place homework/test papers on the corner of their desks and pick them up.
 - c. Do not permit wandering, pencil sharpening, throwing away trash, unnecessary restroom breaks, etc.
 - d. Make use of student monitors to assist in collecting materials or passing the trash can rather than having students move around the room.
7. Be prepared with time-fillers appropriate for the grade level.
8. Check out for the day.
 - a. Collect all papers and store in the teacher's desk.
 - b. Make notes for the teacher indicating class progress and/or leave appropriate message.
 - c. Secure the room.
 - d. Return notebooks, keys and materials to the campus secretary.
9. The dress code for substitutes, like that for the regular teacher, requires a neat professional appearance. Substitutes given a physical education/regular classroom assignment are expected to dress appropriately for each assignment.
10. Building personnel are available for assistance. Do not hesitate to ask for help.

DRESS CODE FOR FACULTY AND STAFF

Faculty and staff members are expected to dress in a professional manner. Proper grooming and attire have a positive impact on the teaching and learning environment. The campus principal and/or supervisor will be solely responsible for initially interpreting and enforcing the faculty/staff dress requirements. Questions concerning dress requirements may be appealed as provided by Board policy DGBE (Legal) and DGBA (Local).

Acceptable-All Professional/Paraprofessional Staff

- Dress professionally and take pride in your appearance (clothes should be clean and pressed)
- Sports coats/jackets/sweaters
- Buttoned shirts, polo style, turtle necks, dress shirts, or blouses
- Belted slacks/pants/Docker style pants
- Appropriate undergarments
- With regard to sleeve length, sleeveless or cap-sleeved shirts and tops are only acceptable for the workplace when worn under a jacket or a shirt-jacket at all times.
- Acceptable footwear includes dress shoes, casual style shoes, and nice tennis shoes. Boots are also acceptable.

Not –Acceptable-All Professional/Paraprofessional Staff

- Torn/ripped faded clothing
- Denim (jeans, shirts, skirts, and dresses); this also includes colored denim.
- Leather and/or spandex pants/skirts/dresses
- Cargo/carpenter pants
- Shorts should only be worn in PE or athletic classes; coaches are to be in professional dress while in the regular classroom.

- Wind-pants/warm-ups should only be worn in PE or athletic classes; coaches are to be in professional dress while in the regular classroom.
- Clothes that are too tight, too short, or too revealing are not appropriate for the workplace.
- T-Shirts
- Overalls
- Visible undergarments or exposed cleavage
- Backless apparel and exposed midriff
- Visible tattoos
- Any visible body piercing or spacer (Nose, eyebrow, tongue, etc.)
- Ear piercing for women only is acceptable if not excessive
- Casual flip-flops (shower shoes)

Acceptable-Men

- Collared, polo style, oxford style or dress shirts
- Full-length slacks/pants
- Socks worn with all footwear
- Shirts that are not designed to be worn out should be tucked in (i.e. shirts with tail).
- Acceptable sweater styles include pullover and cardigan styles

Not Acceptable-Men

- T-shirts
- Sandals or flip-flops

Acceptable-Women

- Dress/Jumpers
- Pants/Slacks/Capri pants that are mid-calf or longer
- Pantsuits
- Blouses/sweaters/knit tops that are not designed to be worn out should be tucked in (i.e. shirts or tops with a tail).
- Collared or un-collared tops may be pullover or button style
- Clothing should convey a professional image by being coordinated, modest and appropriate for a school setting.
- Skirts should be a modest, professional length, falling at or just above the knee or longer.

Not Acceptable-Women

- Leggings/Jeggings/Stirrup pants
- Low-fitting pants (hip-hugger style)
- Spaghetti-strap dress/tops
- Slits higher than 3 inches above the knee
- Low cut, tight, or revealing clothing
- Exposed cleavage
- Flip-flops (shower shoes)

Shorts may be worn in physical educational classes but must be no higher than 3 inches from the top of the kneecap. Professional dress is always required in the classroom.

The principal may approve variations in the dress code for special situations as field trips, field day, spirit days, workdays, etc. and for those individuals whose responsibilities may necessitate an alternate form of dress, such as and not limited to physical education teachers.

In general, employee dress should be moderate and express employment in a public school. Employees should set themselves apart from students by their choice of clothing.

Spirit Day Dress Guidelines

Pirate Spirit Day will be on Fridays during the school year and is designed to promote pride in Vidor ISD in all areas of achievement. Spirit Day should not be interpreted as a casual dress day. Employees may wear jeans if the following guidelines are followed:

- A district-specified shirt which exemplifies school spirit and Pirate pride are the only T-shirts allowed.
- Jeans, which are clean, neat, and in good condition (no holes nor frayed).

PROFESSIONAL ATTITUDE

The substitute has a professional obligation even though he/she is not a regular teacher. Extreme caution should be used in expressing personal reactions and derogatory opinions about activities in the classrooms of the various schools. If there is a problem, a practice or a policy of the school with which you disagree, or a suggestion you wish to make, the principal of the school is the person to whom comments should be directed. The principal is the person to take proper actions to solve problems or explain fully all the details of whatever is questioned. An individual child's education progress is the **confidential information** of the staff of the school just as is a medical case with a doctor. It is **NOT** to be discussed outside the school. It is unlikely that you will encounter serious discipline problems. It is our belief that when children are involved in relevant and interesting activities, undesirable behavior will be reduced to a minimum. Questions or concerns regarding student management should be directed to the campus principal. The substitute should **NOT** attempt to restrain a student or become involved in a verbal confrontation at any time. The substitute is responsible for seeking assistance from another teacher or administrator if a negative situation begins to escalate.

HINTS FOR SUCCESSFUL CLASSROOM MANAGEMENT

1. Start the day out quickly, firmly and concisely. Be pleasant. Appear confident. Let the students know "anything doesn't go." The substitute teacher's first words and actions usually go a long way to set the day's discipline. You must command respect with your actions.
2. Get the students busy at the beginning of the day. **KEEP THEM BUSY!**
3. Problems might be eliminated if questions are phrased so only one student will answer or so children will raise their hands. For example:
 - a. "Raise your hand if you can tell me where the attendance folder is."
 - b. "Raise your hand if you know the names of absent children."
 - c. "John, where is the handwriting paper?"
4. Students are likely to say: "This is not the way our teacher does it." Tell them at the beginning: "Don't worry if I don't do things exactly the way your teacher does. There is usually more than

one good way, and a change can be fun for you.” However, children often feel more secure when they follow an established routine, so try to hold to the time schedule and other “anchor” routines.

5. Complement things in the room (if applicable) and inquire about the things around the room, especially if they look like student projects.
6. Put conversations and discussions on the students’ level, but do not talk “down” to them. Involve the students.
7. With any group, an effective substitute teacher will:
 - a. Smile
 - b. Be friendly
 - c. Show enthusiasm
8. Know the students’ names. Pick out the “disruptive children” and have them help you — even the smallest task can put them on your side.
9. Remain calm and relaxed. Don’t lose your “cool.”
10. Maintain established routines as much as possible.
11. **BE POSITIVE!** Try and see that every student has some success or praise each day. Just a pleasant word or an appreciative smile works wonders.
12. Keep students busy on task.
13. Firmness is important. Children need to know you **can and will** control any situation. **BE FIRM, BUT KIND!**
14. Seek assistance from another teacher if difficulties or questions arise during the school day.

Substitute Handbook Receipt

My signature below indicates that I have read and understand the contents of the “Vidor ISD Substitute Handbook” and agree to comply with its contents.

Signed _____

Date _____