



2024-2025

Substitute Guide

Table of Contents

Mission Statement	3
Introduction	4
Waller ISD Substitute Work Hours	5
Employment	6
Campus/Job Acceptance	7
Job Cancellations, No Shows, Tardiness, and Job “Shopping”	7
Maintaining Substitute Eligibility	8
Expectations for WISD	9
Helpful Tips for Success	10
Employee Conduct and Welfare	13

Mission Statement

Waller Independent School District

The Waller Independent School District believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty-first century workplace. It is therefore the intent of the district to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

Introduction

The purpose of this guide is to provide additional information that will help with questions and pave the way for a successful year. This guide does not replace nor serve as a substitute for the Waller Independent School District's board-adopted policy manual, which contains all official policies that govern the operation of and employment within the District. Substitutes are expected to abide by the procedures set forth in the Waller ISD Employee Handbook and the policies set forth in the policy manual.

This Guide aims to answer questions you may have and assist you with information you need to have a successful experience as a Substitute. A Substitute is required to follow the instructions of a teacher and ensure the established rules and procedures are maintained throughout the classroom in a professional manner. It is important to maintain a positive working relationship between the staff and Substitute. Substitute assignments may change based on the needs of the individual school. A Substitute may be asked to accept assignments outside his/her background or educational training. Substitutes may also be asked to cover classes during the regular teacher's planning period. When the Substitute arrives for an assignment, the school's needs may have changed (i.e., the Substitute accepted a math job, but the school needs them to cover an English class). Being flexible with assignments is greatly appreciated by the campus. The staff will assist you with any questions and provide you with additional information needed for the assignment. Please note substituting is an on-call employment relationship. Waller Independent School District is under no obligation to provide employment nor is it obligated to provide continued employment. The Human Resources Department and campus principals have the right to exclude substitutes from future jobs or remove substitutes from long-term assignments in the best interest of the staff and students.

All substitutes are required to familiarize themselves with this guide. The Substitute Guide is neither a contract nor a substitute for official District Policy nor the District Employee Handbook. It is not intended to alter the at-will status of non-contracted employees in any way. Rather, it is a guide and a brief explanation of District Policies and Procedures related to employment as a Substitute. References made to District Policies in this Substitute Guide consist of summaries or partial excerpts from the complete policy text. The official policy adopted by the Board of Trustees remains an authoritative reference. Any policy changes adopted during the life of this guide will take precedence over any conflicting statement in this guide. We trust your substitute experiences will be professionally fulfilling to you and educationally profitable to our students.

A printed policy manual may be reviewed in the Central Administration office located at 2214 Waller Street during normal working hours and online at the district website located at www.wallerisd.net.

If you have difficulty accessing the information in this guide because of a disability, please contact the Human Resources Department at (936) 931-3685.

Waller ISD Substitute Work Hours

All Elementary Schools	7:50 a.m. – 4:20 p.m.
Junior High Schools	7:25 a.m. – 3:55 p.m.
Waller High School	6:45 a.m. – 3:15 p.m.

- Be prompt in order to start your duties at the scheduled time and plan to remain on campus in the event your assignment includes after school duties. If you anticipate that you will be late, you must call the school office so they can plan accordingly.

General Reminders from Secretaries & Principals

- Make sure you are aware of the physical location of a campus prior to the day of the assignment.
- Cell phones should only be used in emergencies.
- Substitutes are encouraged to be at their assignment at least 15 minutes before the actual start time.
- Please remember you represent Waller ISD. Any information learned about a student is to remain confidential unless you need to report this information directly to the Principal.
- During your conference period, please do not leave campus. If there is an emergency, check in with the campus secretary prior to leaving the campus.

Employment

Equal Employment Opportunity – Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Waller ISD does not discriminate against any employee or applicant for employment because of race, color, religion, gender, sex (including pregnancy), national origin, age, disability, military status, genetic information or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made based on each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate based on sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Employees with questions or concerns about discrimination based on sex, including sexual harassment, should contact the Chief of Secondary Schools (the Title IX Coordinator for the district, Bennie Mayes, at 2214 Waller Street, Waller, TX 77484, 936-931-3685. Employees with questions or concerns about discrimination based on a disability should contact the ADA Coordinator, Angie Campbell Pulido, at 2214 Waller Street, Waller, TX 77484, 936-931-0371. Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Campus/Job Acceptance

Substitutes are expected to accept assignments at all locations.

In order to remain active in the Waller ISD substitute system, substitutes must work a minimum of fifteen (15) days each year. Substitutes failing to work the required number of days will be removed from the system. **It is the responsibility of the substitute to seek substitute assignments through the online Waller ISD Substitute Management System - Red Rover. The District does not guarantee any substitute assignments.**

Substitutes accept assignments on the campus for an employee. However, it is possible a substitute will be placed in a classroom different from the accepted job, as needed.

Job Cancellations, No Shows, Tardiness, and Job “Shopping”

The campus and the district **count on substitutes to fulfill assignments once accepted.** A substitute needing to cancel an assignment must do so as early as possible to allow the job to be released back in the system. It is NEVER acceptable to cancel a job once any part of the job has begun or within an hour of the start time of the job.

The following will result in disciplinary action, up to and including permanent removal from the Waller ISD Substitute system:

- Frequent cancellation of accepted assignments
- Job shopping - accepting jobs and then canceling with little or no notice in order to accept another assignment
- Frequent tardiness and No Shows
- Leaving before the completion of an assignment

Substitute educators are expected to arrive on time and communicate with the campus when unexpected delays or cancellations arise.

Maintaining Substitute Eligibility

- Returning Substitutes must return their Letter of Reasonable Assurance to the Human Resources Department prior to the deadline in order to be eligible to accept an assignment for the following school year. If substitutes do not sign and return the letter, this serves as notice to Waller ISD that you are choosing to quit the position of substitute and you will be removed from the substitute pool.
- Substitutes who do not return their Letter of Reasonable Assurance to the Human Resources Department prior to the deadline will be deactivated and must reapply to work in Waller ISD. The guest teacher will be required to attend the Substitute Orientation to regain eligibility.
- Substitutes must work at least 15 daily assignments to remain eligible for employment the following school year.
- Substitutes may be excluded from accepting an assignment at one or more specific campuses based on unsatisfactory performance. Substitutes will be notified of any campus exclusions and given an opportunity to meet with the Chief Human Resources Officer or Human Resources Director to discuss the exclusion(s).
- Substitutes may be deemed ineligible to renew for the following school year based on lack of daily assignments and/or unsatisfactory performance. A termination notice will be provided.

Expectations for WISD

All policies that apply to full-time teachers and instructional aides are also applicable to substitutes. Waller ISD Board Policy may be accessed on the district website (www.wallerisd.net).

Upon arrival at the campus:

- Sign in and out in the front office at the beginning and end of the day
- Meet the neighboring teachers
- Receive applicable emergency and non-emergency procedures/routes for (weather, fire drills, film, assembly, field trip, etc.).

In the classroom:

- Read lesson plans and prepare assignments
- Print your name on the board
- Greet students at the door as they enter the room
- Introduce yourself to each group of students
- Remain professional, friendly and enthusiastic!

During the day:

- Start class confidently and on time
- Take attendance and send to Attendance Office
 - Students are tardy after the scheduled beginning of class- these students should have a pass from the office.
- Do your best to follow the lesson plans left by the teacher
- Follow posted procedures (If there are established routines, make no changes.)
- To ensure students are on task, use proximity and circulate the room to monitor their work. Do not remain at the teacher's desk.
- Encourage student attention and participation.
- Provide students with specific feedback about their progress in a respectful manner.
- Follow the classroom or campus discipline plan.
 - If you experience escalating discipline issues that you cannot resolve (such as fighting, harming others, or insubordination), complete a discipline form and send the student to the front office or request assistance from the campus administration.
- Consult nearby teachers or the front office if you have questions or need help.
- Direct students to clean up and be ready to transition when class ends.
- Leave all notes, feedback for the teacher, and student work on the teacher's desk or designated location.

Communication with Students

- Do not exchange personal contact information with students or have any contact with students by phone, text or social media.
- Do not take any photographs or video footage of students, staff or campus property.
- Do not engage in discussions with students on topics which are of an inappropriate or highly controversial nature or are irrelevant to the lesson.
- Avoid yelling or directing profanity, unprofessional language, hurtful sarcasm or criticism, or a disrespectful tone toward students.

Helpful Tips for Success

Please DON'T...

- leave the classroom unattended... EVER!
- let the students “push your buttons”
- be scared or intimidated
- send students to the office unless it’s an emergency
- send students into the hall without a pass
- release students to their next class, lunch, etc. early
- allow food, drinks, gum, or candy in the classroom
- allow confrontations between students
- argue with a student. You are the adult and must remain in control
- use profanity, talk down to students, or threaten them
- allow a student to do something you won’t allow the entire class to do
- embarrass a child intentionally. Avoid sarcasm
- try to become “buddies” with students. Remember you are the adult
- allow students to address you by your first name
- allow students to sit with nothing to do, even if you have no lesson plan. Try to keep a general lesson plan in mind to use or ask a nearby teacher for suggestions in a circumstance like this
- sit at the teacher’s desk all period. Walk around and actively monitor the students
- listen to gossip, participate in gossip, or allow students to gossip
- use a computer that belongs to the school without appropriate permission

Classroom Scenarios and Suggestions

- I sub K-3 and have discovered a portable classroom management plan. I take a flower pot to school with me. I make homemade flowers out of construction paper and tape them to a straw (stem). Throughout the day I will be looking for children who are obeying the class rules and are on task — catch them being good. When I spot a child doing good, I'll put his/her name on a flower and place the flower in the flower pot. We count the flowers at the end of the day. The children with flowers in the pot get to reach into a prize bag. They get one prize for each flower they have collected.
- Be careful about rewarding children with candy or any kind of food. Children may be diabetic or allergic. A student who cannot have straight sugar, caffeine, or red food dye, etc. may not tell you. Stickers, talk time, computer time, and extra recess time are all worth earning.
- When the class gets out of control (i.e. noise pollution) I call for a “quiet time.” For the younger children this means lights out, heads down and five minutes without talking, reminding that the more time wasted doing this the less time there will be for activities and free time. For the older kids, they get out a piece of clean paper, put their name on it and have to follow directions that ARE NOT repeated. I have everyone start in the middle of the page and begin calling out directions, such as: “From the center of your paper, draw a straight line to the top left corner and stop. From the top left corner draw a line along the top of the paper to the center of the page and stop” — and so on. Eventually it gets quiet enough that I give two more directions then ask everyone to hold up their papers. The results are amazing! We talk about the outcomes then go back into our lesson.
- The first thing I do when I enter a classroom is search out a seating chart. If there isn't one, I take a piece of paper and draw one. I go to each desk and ask the student for his or her name and I write it down on the chart. At a glance, I can see who is doing what. If a student is particularly rowdy, I call the student by name. The student is always shocked that I know his/her name! This also remedies the problem of students switching seats, giving a false name, etc. If they believe that I know who is who, they seldom try to play this game.
- SPARKLE — This is great for practicing spelling words. The class stands in a circle. I give a word (let's say, smile) and pick a person to start. This person says the first letter of the word (“S” in our example); the next person in the circle says “M”, the next says “I”, the next says “L”, the next says “E”, and the next says “Sparkle” and sits down (He or she is out.). Then I give the next person a word and he or she starts spelling it as described above. This goes on until there is only one person left — that person is the winner. (Important note: If a person says the wrong thing, he or she must sit down and the next must start where the spelling left off. So, the student is out if he or she says the wrong letter or has to say “Sparkle.”)
- Give the students a topic. Have them write about it and illustrate it. Then have them share with the rest of the class. Write T.A.G. on the board and explain that T = tell something you like, A = ask a question, and G = give a compliment. The student that is sharing gets to pick the student who will TAG. I have tried this at different levels 1-8th grade, and it has worked very well. In addition, students are practicing many valuable skills.
- I have found a lifesaver for when I sub in grades 3-6. I have a box full of fun brain teasers and challenges (worksheets) that are glued and contact-papered on one half of a file folder. When a student

is finished with his/her work, he/she shows me and I allow the student to pick a “challenge” and an overhead marker to write with. When they are done with it, they wet a Kleenex, wipe it off and pick a new one. They work hard to stay quiet and finish their work in order to pick a challenge to work on. They love the challenges. I find the challenges in puzzle books or from brainteaser books (cheap!). My classes have often told me how much they love them and ask me if I’ll leave them there!

- Give each letter of the alphabet a numerical value (a=1, b=2, etc.) Mix it up for older kids if you wish. During any time between assignments or in a given amount of time students use whatever source they wish (or you can specify a book — perhaps an assigned chapter) and see who can find a word with the highest point value. I always make them correctly pronounce the word and give me the correct definition. I’ve used this with kids as young as 2nd grade, but 3rd and up do great with this.
- One game that I have used successfully is my version of Pictionary. I use current movies, books, cartoon characters, even songs. I keep ideas written on slips of paper in a baggie and have it in my briefcase I take to school. After dividing the class into two groups, I allow one student from Group A to come up. I hand him/her a piece of paper with an idea, and he/she goes to the board and tries to draw it. Either group may guess. Keep score as groups take turns sending someone from their group to draw. I usually give the class the clue that the drawing will be a cartoon, a movie, a book, etc. This game works well with almost any grade level. I teach secondary so it’s great to be able to use something that is all-purpose! You could also gear this toward what they are studying, having them draw ideas from science, social studies, English vocabulary/stories.

Employee Conduct and Welfare

All employees of Waller ISD, **INCLUDING SUBSTITUTES**, are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Complete duties as assigned by supervisors in a satisfactory manner.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violations of policies, procedures, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a District investigation may result in disciplinary action, up to and including termination.

Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC no later than the seventh day after the Superintendent knew of the incident. The Texas Educators' Code of Ethics, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Code of Ethics and Standard Practices for Texas Educators

Policy DH

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. (19 TAC 247.1(b))

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.