

Dripping Springs

INDEPENDENT SCHOOL DISTRICT

Guest Teacher Handbook



Dripping Springs ISD Mission Statement

We partner with students, parents, and the community to provide a personalized and exceptional education for every student.

Vision Statement

The vision of the Dripping Springs ISD is to inspire and equip students to be lifelong learners and positive contributors to the world.



Equal Employment Opportunity

In its efforts to promote nondiscrimination and as required by law, Dripping Springs ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or any other basis prohibited by law. Additionally, the district does not discriminate against any 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 on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate 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.

The district designates and authorizes the following employee as the Title IX Coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment:

Karen Kidd, Assistant Superintendent for Learning & Innovation
300 Sportsplex Drive
Dripping Springs, TX, 78620
karen.kidd@dsisdtx.us
512-858-3040

Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability:

Nadine Hogan, Director of Special Services
300 Sportsplex Drive
Dripping Springs, TX, 78620
nadine.hogan@dsisdtx.us
512-858-3061

Questions or concerns relating to discrimination for any other reason should be directed to Human Resources.

Message from Human Resources

Thank you for choosing one of the most difficult jobs in education – that of a guest teacher.

Most teachers will tell you that while they could not do their jobs without you, they wouldn't trade places with you for a day! In many ways the job of the guest teacher is much more difficult than that of a full time teacher, however; your job can be very rewarding as well.

You will have the opportunity to meet and work with hundreds of children from scores of campuses, not just a few from one. Yours will be a rich and rewarding experience because of its diversity.

Remember that everyone wants you to succeed in your endeavors as a substitute teacher. We hope that this Handbook will assist you in your successes as well. Welcome to Dripping Springs ISD!

If the HR team can be of any assistance to you during your time as a DSISD Guest Teacher, please call us at 512-858-3074.

Sincerely,

Tricia Griffith
Assistant Director of HR Services

GENERAL GUIDELINES

Photo ID Badges – Photo ID Badges are issued to every guest teacher. Badges must be worn or displayed at all times when on campus or attending a school-sponsored event. If the ID badge is lost or stolen, please report this to the Substitute Office immediately. Broken badges will be replaced at no charge. A lost badge will incur a \$5.00 replacement fee. While on campus, be prepared to identify yourself as a guest teacher and provide the name of the full time teacher whose place you are taking.

Computer Use – As district employees, guest teachers are provided a district-issued Google account. Communication from campuses and HR will be sent to your district e-mail account regularly when corresponding with guest employees. District Gmail is the electronic mail address entered into the guest teacher job system allowing you to take assignments. All district alerts will be sent to your district-issued account. *As an employee of the district, all guest teachers are expected to maintain and regularly check their DSISD Gmail inbox.*

DSISD is a local governmental entity and is subject to state and federal open records laws. Any communication regarding district business is subject to public information request. Employees do not have privacy rights regarding the content of communication while conducting school business on any device or through district email. All communication must be professional at all times.

Cell Phones – The use of cell phones and/or personal computers in the classroom during instructional time is prohibited, except in unusual or extenuating circumstances **as approved by the principal.**

Other Duties as Assigned – Guest Teachers may be asked to perform duties in addition to those of a substitute teacher. This may include being asked to teach in a classroom outside of the job that was accepted in the automated system. In all cases, the substitute is expected to demonstrate **FLEXIBILITY** and **COOPERATION** with the school administration in its attempts to meet the instructional and safety needs of the students.

Canceling Jobs – If it becomes necessary to cancel an assigned job, please do so at the earliest possible opportunity. Best practice is to cancel the job in the system, followed by a courtesy call to the campus. **If a job has already started, it will be impossible to cancel it in the system and you MUST call the campus.** Once a job has been accepted, it is critical that the substitute fulfills the commitment or cancels the job in a timely manner. Failure to do so may result in a school's decision to exclude a substitute from working on a campus; repeated excessive cancellations may also result in the substitute being restricted from working districtwide. Three cancelled jobs with no explanation will be grounds for automatic termination.

Advancement of Religion – Federal law and district policy prohibit the advancement of religious beliefs in classrooms. Employees are not to pray, lead prayer, or discuss their religious beliefs with students at any time they are on campus. Additionally, religious texts or materials shall not be distributed to students.

Unattended Classrooms – Please do not leave the classroom unattended. Even if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and they will handle the situation. If you must leave the classroom for personal reasons, a nearby teacher or administrator must be notified so that the classroom is supervised.

Parking and Privileges – Guest teachers are employees. Please do not park in “reserved” or “visitor” parking areas. When working on campus, you are encouraged to use the faculty parking lots, the faculty lounges,

and please feel free to take advantage of any other privileges or amenities offered to full time teachers. Substitutes may eat lunch either in the cafeteria or in the teacher's lounge.

Leaving the Campus – The care and supervision of the students assigned to you should be of paramount importance. At no time during the day should you leave campus unless authorized to do so. If you must leave during the school day on your scheduled duty-free lunch, you must sign in and out through the office.

End of the Day – When the students have been dismissed for the day – or placed safely on their assigned bus – you will have several more duties to perform. The room should be checked to ensure that it is restored to the way you found it (or better.) Leaving a detailed note for the teacher is also required. Finally, guest teachers should not leave the campus at the end of the school day until they have checked out in the school office.

Firm, Fair & Consistent – Our employees are expected to treat students in a FIRM, FAIR and CONSISTENT manner. Fairness and consistency are key issues with students. Please refrain from “playing favorites” when dealing with student behavior or performance.

Active Involvement – Successful guest teachers are actively involved with instruction; this includes moving around the classroom often, checking student work and assisting with assignments. The expression, “Be on your feet – not on your seat,” is sage advice for guest teachers. Many discipline problems can be avoided with proximity control.

Discipline – If students exhibit behavior that is disruptive to the learning environment, please attempt to maintain discipline in the classroom by using acceptable behavior management strategies. Sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior in order to resume effective teaching. Guest teachers must NEVER administer corporal punishment, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names constitutes verbal abuse and is unacceptable.

Seeking Help – At all times, and in all matters related to guest teaching, you should never hesitate to SEEK HELP when needed. Everyone in the school system wants you to be successful – the administrators, teacher, students, and parents. Help is only a few steps or a phone call to the office away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist you with either instructional questions or classroom management concerns. This includes the administrators, subject area experts, grade level chairpersons, team leaders, and departmental heads.

Crisis Management - Each campus follows a standard response protocol for emergencies. For the purpose of this handbook, “crisis” is defined as: a sudden generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves property destruction, serious injury, or death. The standard response protocol includes procedures for emergencies such as intruders, tornadoes, and other evacuations. Standard Response Protocol training is provided to you via Safeschools as a part of your yearly compliance trainings with the district. If you ever feel the need for a refresher, please contact the substitute office.

Inclement Weather Procedures - At the direction of the superintendent, school may be canceled or delayed in opening for the day, due to bad weather. Announcements are made on our website, our social media outlets, and will be repeated on local radio and TV stations in a timely manner. Each campus has additional bad weather procedures that are specific to that campus.

Injuries on the Job - If you should become injured while working, report immediately to the principal and/or school nurse.

Injuries to Students - Injured students should be sent or taken to the school nurse immediately. If unable to send or take them to the nurse, ask another student to seek help.

Personal Profile Information – Throughout the year, it is your responsibility to keep your information current in the HR office. This includes your current address – which is used to send your first paycheck and the year-end tax statement. **Please keep all information current.**

Evaluations – DSISD requires that guest teachers be evaluated to ensure satisfactory job performance. Satisfactory performance assures continued placement in the SmartFind Express system. Exemplary performance may result in you being placed on a school's "priority" list. Unsatisfactory evaluations may result in administrative action up to and including termination. Overall, the majority of evaluations are very positive and typically require no action be taken.

Availability - Substitute employees are expected to fulfill at least 20 assignments per year. If you are having difficulty finding assignments, contact the substitute office.

Assurance Letters – At the end of each school year, all **active** substitutes will be eligible to complete the online letter of reasonable assurance. To be considered "active" you must have worked at least once during the final month of the school year. The link will be provided to the active subs at the end of the school year. Failure to complete the form is considered a resignation. Guest teachers are hired from school year to school year and **must re-apply each year** to continue their status as a guest teacher. **Employees who are not performing satisfactorily at the end of any school year may not be invited to reapply the following year.**

Removal From Service – A guest teacher who has not accepted the required number of jobs will be considered inactive and can be removed from the active calling list. As an "at will" employee, you may be removed from service to the district at any time it is deemed necessary and appropriate to do so. If circumstances warrant it, a substitute may be restricted immediately from service to the district. You may also be excluded from working at particular campuses if the school administration and the Human Resources Office conclude it is in the best interest of the district to do so



Standard Response Protocol



Dripping Springs

INDEPENDENT SCHOOL DISTRICT



Secure! / Formerly "Lockout!" Secure the Perimeter

"Secure the perimeter by bringing students and staff inside due to suspicious person, chemical spill, dangerous animal, etc."

- Teachers or Administration lock outside doors
- Recover students and staff from outside building
- Report any outside concerns to campus administration immediately
- Take roll and account for students.
- Do business as usual.
- Develop increased situational awareness.
- Be prepared to perform any actions required. Lockdown, Evacuate, or Shelter, as directed by alarm, announcement or personal notification. Utilize the red and green card system if required.

Lockdown! Locks, Lights, Out of Sight



"Gunfire, Violent Intruder, Dangerous Animal, etc"

- There will be an announcement over the loudspeaker or a message delivered in person when it is time to move into lockdown procedures.
- As teachers go out to lock their door, they are to scan the hallway and bring all students from outside and hallways into their pre-designated area / classroom. Do not linger in the hallway.
- Do not stick your head out of the classroom door or open the door for anyone once it is locked. Students stuck on the outside of a locked door need to be directed to go to the closest safe spot to hide (example – restrooms)
- If a teacher cannot lock their door, they are to take student to a nearby lockable room or area, combining classes if necessary.
- Lock the door, turn off the lights, close the blinds, and get out of sight.
- Keep students silent and out of view of windows.
- Teachers will take roll to account for each student.
- **Do not let any student or staff member in or out of the room until the Law Enforcement individually clears each room. Each campus will move from lockdown status by Law Enforcement individually clearing the campus.**
- Campuses will move from "Lockdown" to "Evacuation" as directed by Law Enforcement officers only.



Evacuate! To the Stated Location "Using the Announced Type and Location" (Fire, Gas Leak, Bomb Threat, etc.)

- Begin evacuation procedures when you hear the fire alarm or are told to do so by an administrator. If law enforcement is conducting the evacuation, follow their instructions.
- Take the room's Emergency Go Kit with you outside.
- Move quickly and silently in a single file line holding the person's hand in front of and behind you out of the building, exiting to your assigned area outside using the pre-determined evacuation routes. If the exit is blocked, then exit out of the closest safe location.
- Turn off lights and close the classroom door upon exit.
- Organize students at the designated evacuation location and take roll to account for all students.
- Utilize the red /green card system if requested
- Maintain quiet, calm control during the entire procedure.
- Be alert to direction from a recognizable staff person to either resume normal activities or move to another location (secondary evacuation). Do not touch any unidentified, suspicious items.

In the event of an evacuation before school, lunch, after school or other time when students are not in classrooms, students will evacuate using posted routes and will be supervised by any available staff members.

Secondary Evacuation

If necessary, staff may need to move students to a secondary central location on the campus grounds or it may be necessary to secure students to prepare for an alternate evacuation site. Staff will be told by campus administration and or law enforcement, when and where to evacuate to a secondary location on campus or to an alternate location off the effected campus.

Evacuation to Alternate Location

In the event of a disaster or emergency, the school may close and the students and staff would be transported to another location. District Reunification sites will be established per the event

All campuses have a plan to be a reunification site.

Do not confront a person who appears to be violent.

CALL 911 Immediately!





Shelter! For Specific Reason

"Hazmat, Hold, Tornado, Severe Weather"

- An announcement will be made over the intercom when it is necessary to move into Shelter!



Hazmat

- Seal all doors, vents, windows that open
- HVAC will be turned off to prevent transference
- Use Go Bags (see Attachment)



Hold for Investigation

- Perform a "Secure" in each classroom as law enforcement investigates potential issues.
- Don't move until LE or Administration releases



Tornado

- Teachers will direct students away from windows and outside walls.
- Students will take shelter in either their classroom or in the hallway, as directed by their administration.
- Students will be directed to:
 - Face an interior wall
 - Sit on their bottoms, legs crossed and fold their bodies forward
 - Close their eyes, head and neck with their arms, leaving as little skin exposed as possible
 - Remain silent
- Sheltered areas should be at least 30 feet or more away from glass doors.
- Avoid gyms, cafeterias or other large areas with high walls and roofs during tornadoes.
- Teachers will take roll to account for each student.



Severe Weather

- Lightning & Thunder Storms may require shelter and will be called on as needed basis.

If the building is struck or damaged by a Tornado, Lightning, Flood, or other Severe Weather:

- Evacuate damaged areas cautiously using evacuation procedures.
- Move injured persons as little as possible.
- All injuries should be noted and all missing should be reported immediately.

If **contaminated air** is suspected:

- Cover mouth and nose with cloth.
- Turn off all electrical appliances, fans, air conditioners, heaters, etc.
- Seal room windows and doors with wet towels, wet clothing or tape (as available).



Reunification!

This will move into an **Reunification** where staff and students will reunite with Family members. Staff will take their Emergency Go Kit with them when they move to the alternate location.

When traveling by bus:

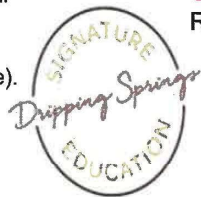
- Check the student roll as they board the bus
- Stay with the students on the bus and when they arrive at the designated location.

Upon arrival:

- Organize students in the area designated by campus administration or law enforcement.
- Utilize the red /green card system if requested
- Do not allow any student to leave the premises without utilizing "The Planned Student Parent Reunification Process."

The "Planned Student-Parent Reunification Process" means that teachers will not directly release students to parents in an emergency. In the event of a Reunification, a centralized check out will be set up that parents will access. Students will only be allowed to leave their group when they are notified to release them by an administrator or designee and they will then go through the centralized check out location to be released to the parent or guardian.

In an Active Shooter Event, the Hays County, "One County One Protocol" will establish the County Reunification Site for all students and staff involved in the event. This site will be run by the Hays EMC Officials, CERT Members, the Constables offices, and the designated District hosting the Reunification Site. DSISD Administrative Staff and IT Administration will provide all relevant information needed to facilitate the Reunification. DSISD Administrators will help facilitate the administrative portion of the parent to student hand off of the "Planned Student-Parent Reunification Process". Crisis Counselors will be provided at the reunification site continuing on throughout the recovery process.



CODE OF ETHICS

1. Guest teachers have an obligation to conduct themselves in an ethical manner in all things pertaining to school operation and school information.
2. Criticism of students, school personnel and school policies is made only to the principal of that campus in a professional conference.
3. Treat all information about students and parents as confidential.
4. Do not use your association with the school to inquire about your own or other children.
5. Refrain from gossiping about students and/or faculty.
6. All employees are expected to dress in a clean, neat and mature manner to reflect their position as a role model for the students.

DUTIES AND RESPONSIBILITIES

Successful guest teaching is a partnership between the substitute, the full-time teacher, the campus staff & the district staff.

Campus Designee's Responsibilities - The campus designee will:

- Direct the guest teacher to the classroom
- Provide a campus bell schedule
- Assist the guest teacher in locating the substitute folder, lesson plans, and supplies
- Notify the guest teacher of any special programs for the day
- Provide a brief campus orientation if necessary
- Release the guest teacher when their services are no longer needed
- Help the guest teacher feel welcome

The Regular Teacher's Responsibilities - The regular teacher will place all materials in an accessible location. This includes:

- Detailed lesson plans
- Attendance sheets
- Current seating chart
- Lists of any special arrangements for individual students (ex: content mastery, title math, resource, etc)
- Referral slips
- Hall passes (ex: nurse, library, restroom)

The Substitute Teacher's Duties and Responsibilities – The substitute will:

- Arrive at the assigned school on time
- Report to the campus office for sign-in & instructions regarding classroom assignment, duty assignments, etc.
- Keep an accurate record of classroom attendance
- Maintain an orderly classroom and follow the behavior management plan of the campus
- Exercise good judgment in the maintenance of a positive learning environment
- Accept additional responsibilities when asked by the principal or campus designee
- Maintain professional dress and conduct
- Avoid any language (verbal or non-verbal) or activity, which may be deemed inappropriate for a classroom
- Follow lesson plans as closely as possible to ensure continuity in the instructional program. Make a note of any changes that must be made
- Refer accidents or illnesses to the nurse or to the principal as appropriate
- It is the responsibility of the guest teacher to find out what each campus' policies and procedures are for dealing with discipline problems **prior** to administering any form of discipline
- Under no circumstance is a guest teacher to administer corporal punishment or physical contact in dealing with student discipline
- All serious discipline problems are to be referred to the campus designee
- A note to the teacher is required any time it is necessary to discipline a student or if the student has been a disruptive factor in the classroom that day
- Treat all students in a fair manner and refrain from making threats or statements to students that cannot be followed through
- The striking of a student or use of improper language will result in immediate removal from the substitute list
- Be responsive to parent contact should it occur, but leave parent conferences to the regular teacher or campus designee
- Keep copies of all memos, etc. received and leave them in the substitute folder at the end of the day
- Complete the day's work & organize the materials collected from the students in an orderly manner
- Leave a summary of work done with each class along with a description of any unusual problems that may have arisen
- Always ask for help if you are in doubt when handling any situation. The campus will support you in solving problems
- Check out through the office with the campus designee at the end of each day
- Maintain a positive attitude.
- If problems are observed concerning working conditions or school-related items, you are encouraged to email Carla.Fry@dsisdtx.us

Special Services Students

Guest teachers should carefully read instructions left by the classroom teacher of record for each student with special needs and ask for clarification if they have any questions. While not all items apply to every student, these instructions should include items such as:

- A copy of the student's Individual Education Plan (IEP)
- A copy of the student's Behavior Intervention Plan (BIP)
- A list of modifications or accommodations the student receives during instruction
- A schedule detailing any times the student will be out of the regular classroom for resource classes, content mastery/learning lab, dyslexia services, Speech Therapy, Physical Therapy, etc.
- A schedule for any in-class support (e.g., times that an inclusion teacher / instructional aide will be in the classroom)
- Special instructions for any medical issues
- Special instructions for behavioral issues
- Any other information relevant to the student

Please inform campus administration or campus substitute coordinator if this information is not made available to you. Remember that the provision of special education services is required by federal law and plans for students with special needs must be followed. For any questions or needed clarification concerning a specialneeds student, contact the campus administrator or front office for assistance. Information related to a student's disability cannot be shared with persons who are not working with the student in an educational setting. Students cannot be identified by name to persons not working with the student in or out of school. Caution must be used in halls, teachers' lounges, and in the community to not discuss specific students. All written records, including IEPs and school reports that may indicate a disability, must be kept secure. No one is allowed access to the records without having a legitimate educational interest to view the records to provide services for the student.

Special Services Assignments

Listed below are some of the special education instructional settings in Dripping Springs ISD. Special Education staff will, in most cases, identify the type of assignment when they request a substitute. You may ask in order to be familiar with the instructional setting when accepting a special education assignment.

- **ECE/PPCD (Early Childhood Education):** ECE/PPCD serves children ages 3-5 years of age, who have an identified disability and need Special Education services. This program provides early intervention in the areas of language development, academic readiness skills, social interactions, and behavior. There is a continuum of services provided.
 - o A substitute instructional aide in this setting would be following the instructions of the lead teacher. The instructional aide substitute would not be expected to run the class.
 - o A guest teacher would be following the instructions left by the lead teacher with the assistance of the Instructional Aide or teaching assistant in the classroom. The substitute would be expected to review relevant paperwork left by the teacher. The students are typically in the same class all day.
- **Co-Teach or Inclusion Support:** Some students are provided support through a co-teach model or by an inclusion teacher or instructional aide assigned in the general education

- setting. General Education and Special Education teachers work together in the classroom to provide instruction, make accommodations, and monitor behavior.
- o A substitute would go into a general education classroom and assist that teacher. The substitute would not be expected to run the class lesson. The substitute would need to review relevant special education paperwork.
 - **Resource Class:** Resource classes provide instruction in a smaller group setting for various academic subjects. Students in these classes are usually functioning below grade-level. Students receiving resource support may have a wide range of disabilities or may receive support for emotional/behavioral difficulties that prevent them from being educated fully in the general education setting.
 - o A substitute would be expected to follow the lesson plan left by the teacher and to review relevant special education paperwork on each child. Class times vary in length depending on the student's IEP and grade level.
 - **ACC (Life Skills/Functional Academics):** Alternative Curriculum Classes provide instruction in functional academics, prevocational, self-help, and communication skills to students who require specialized, alternative curriculum in small-group or individualized settings. Students receiving support through Life Skills may have significant development delays, motor delays, and/or communication delays. Students may receive instruction in Special Education and/or General Education settings throughout the day.
 - o A substitute in this classroom would be following the instruction of the lead teacher or teaching assistant in the classroom. In most instances, the substitute would not be expected to run the class but rather work with a few students or an individual student.
 - o A substitute who is new to an assignment will typically be assigned to a student(s) with the most minimal needs. The substitute may also be required to go to specials, electives, lunch, recess or other general education academic classes to provide support.
 - **FOCUS Behavior Support:** Students receiving Behavior Support services demonstrate social, emotional, and/or behavioral difficulties that interfere with their educational progress. The goal is to allow the student to successfully participate in General Education and/or Special Education classes with other students to the maximum extent possible. Depending on the needs of the individual student, the services provided may range from monitoring student behavior, intervening and assisting students when problems occur, and/or providing direct academic instruction if the student is unable to attend his/her assigned classes.
 - o A substitute would be expected to assist individual students or a very small group of students across settings in the school. A substitute who is new to an assignment will be assigned to a student(s) with the most minimal needs.
 - o This assignment may include going into general education academic classes, specials, electives, lunch, recess, or small special education classes. The substitute would be expected to review relevant special education paperwork.
 - **STARS Program (Elementary):** This program provides support to students with diverse sensory needs. The format of the class is very specialized and uses the principles of applied behavior analysis, discrete trial training, and pivotal response training to support students with these needs, including those on the autism spectrum.
 - **Structured Learning Center (SLC)** addresses the needs of students with challenging behaviors that are high in frequency, duration, intensity, and/or the student is considered a danger to self or others. The SLC is a special education service that provides intensive specialized instruction in a therapeutic environment to increase academic functioning, prosocial behavior, and emotional well-being of students.

EVALUATIONS

Regular Teacher's Responsibility - Regular teachers are asked to provide feedback to the Substitute Office concerning the success of the classroom/duty station under the direction of a guest teacher.

Principal's Responsibility - Should a problem occur while the guest teacher is on duty at a campus, the principal has the responsibility of investigating the situation and making a recommendation to Human Resources as to the status of the guest teacher involved.

Human Resources Responsibility - The guest teacher is an at-will employee. If it is determined that it is in the best interest of the students and/or district, the guest teacher will be removed from the approved list.

PROGRESSIVE DISCIPLINARY POLICY

To ensure that we maintain a quality guest teacher program, Dripping Springs ISD utilizes a progressive disciplinary policy for substitute employees. Should a problem occur, the regular classroom teacher will report the incident to an administrator. If the administrator believes it is in the best interest of the campus for the substitute to be removed from the campus substitute list, a directive will be provided to the substitute. The directive serves two purposes:

1. It notifies the guest teacher of the reason that he/she is no longer eligible to work on that particular campus.
2. It provides the guest teacher with directives that will assist the substitute in performing their duties on the remaining campuses to the high standards that Dripping Springs ISD expects.

In the event that a guest teacher receives two directives from two separate campuses, a third incident will result in the guest teacher being permanently removed from service to the district.



CLASSROOM MANAGEMENT

Be Ready, Prepared, and Organized

- Arrive on time or a few minutes early
- Meet the teachers around you
- Check on any special procedures that you need to be aware of
- Welcome the students - Introduce yourself as Ms., Mrs., or Mr.
- Present your expectations of the class

Establish Procedures

- Set the rules, first those of the teacher, then the school, and finally yours. Always know the rules, so you can have the students adhere to them (you may want to have the rules written on the board before the students enter the class)
- Set a management goal for the class to reach, then reward them in some way for reaching it
- Make sure once you state the goal and the reward, you stick with it, (Firmness, Fairness, and Consistency are the keys)
- Limit classroom passes

Be Respectful to students and expect it in return

- Don't talk down to students
- Be fair
- Reprimand in private, and reward in public
- Respect the students' individual strengths and weaknesses

Give Positive Reinforcement

- Say something positive about the class: *When I arrived today, your principal told me that you are a wonderful class and that I should expect to have a good day*
- Give positive reinforcement to individual students: *"Thank you for raising your hand."* **DO NOT REINFORCE NEGATIVE BEHAVIOR**

Your goal as a guest teacher is to provide continuity to the students while the teacher is absent. Write down anything you think the teacher should know in terms of work completion, problems, significant incidences, and successes. Teachers really appreciate knowing what went on in their class while they were out. This will allow the teacher to follow through with any discipline that may need to occur or compliment the students for his/her good behavior.

CLASSROOM MANAGEMENT SCENARIOS

Scenario 1

The Interrupter

When asking the class a question, a student answers without raising their hand or speaks out of turn when a student response is not called for.

Strategy: Reinforce the behavior you desire, ignoring the inappropriate behavior.

Do not respond to the disruptive student. Call on a student that has a raised hand saying, "Thank you for raising your hand."

If the student continues to speak out of turn, move closer to the student but do not acknowledge that they have answered, continue to reinforce the students who are behaving appropriately.

It is important that you call on them as soon as they raise their hand, reinforcing them verbally for the appropriate behavior.

Scenario 2

Refusal to Do Work

After giving the assignment, a student refuses to do their work. When you encourage them to complete the assignment, they make a response such as, "*You can't make me.*"

Strategy: Agree and disarm

Disarm the student by agreeing with them and then restate your expectations and consequences if they are not met.

Example: "You are right, I cannot make you complete this assignment but I can expect you to have it completed before recess (or the end of class). If it is not finished by then, I will need to inform your teacher of your unwillingness to do the class assignment. I also expect you to remain quiet and not disrupt the others who are choosing to complete the assignment."

Note: sometimes a refusal to do work is an indication that the student doesn't know how to complete the assignment. If you feel this might be the case, you may need to reteach the concept.

Scenario 3

Not following Instructions

You have given instructions to the class to start work. Two students are talking and laughing, not following your directions.

Strategy: Reinforce the Behaviors you expect.

Repeat the instructions focusing on the students who are following your directions, "Thank you for following the directions, Andy," or "I appreciate John, Mary, and Joe for following my directions so quickly." Give points or tickets to the students who are following directions.

Strategy: Proximity

You can also use proximity, by moving toward the students who are not following directions while repeating the instructions.

Scenario 4

The Class That Won't Be Quiet

After giving a "no talking" assignment, class members are talking to one another and won't be quiet.

Strategy: Re-evaluate the situation

The class might not understand the assignment or maybe something has happened before class or at lunch that needs to be dealt with. Restate the expected behavior, motivators, and consequences. You may not have been clear in communicating your behavior expectations for the activity.

Example, "Many of you are not behaving appropriately. Let me explain what I expect. You should have your feet on the floor, facing forward, and absolutely no talking. If you have questions, please raise your hand and I will come to your desk." Students who follow these directions will receive a ticket (or other motivator). Students who choose not to follow these directions will be assigned the consequences outlined in the classroom rules.

Scenario 5

Transitions

Students are taking more than one or two minutes to make the transition from one activity to another.

Strategy: Make it a Step by Step Process

Often instructions that seem simple such as, "get ready for math" will seem vague to the students. Students need to know five specific things to make a quick transition from one activity to another.

1. What to do about the activity they are currently engaged in.
2. What to do with the materials they are using.
3. What new materials they will need.
4. What to do with these new materials.
5. How much time they will have to make the transition.

Example, "Stop reading and put your reading book away. Get out your math book and paper. Open your book to page 116. You have one minute to do this. Please begin."

Scenario 6

Wrong Names / Wrong Seats

You are using a seating chart and you notice some of the students are not answering to their names. This can mean they have switched seats and names.

Strategy: State the Facts

Let the class know that it is better for everyone involved if you know the students' correct name. This information could be vital in case of emergency and will also help to ensure the wrong student doesn't get into trouble when you write your report to the teacher.

Scenario 7

You -vs- Them

You get the feeling the whole class, or at least several of the students, have planned to be as difficult as possible for you.

Strategy: Work together

Take the initiative early in the day to do a teacher and student interactive activity. Interacting with the students let them see you have a sense of humor. Chances are, once you break the ice, the rest of the day will go smoothly.

Scenario 8

Inappropriate Language / Derogatory Remarks

A student uses profanity or makes a derogatory remark about you, another student, or the permanent teacher.

Strategy: You choose to break the rule

Hopefully, the classroom rules and consequences, established at the beginning of the day, have provisions for dealing with this challenging situation. Implement them! You might say something like, "Tom, you chose to break classroom rule number three. The consequence for doing so is that you will not be allowed to participate in the end of the day drawing." Do not ask the student why they said what they did (you really don't want to know), just acknowledge that the student chose to break a rule and state the consequence. Try not to take the remarks personally. Concentrate on dealing professionally with the behavior and not letting your feelings towards the student cause you to behave inappropriately.

Scenario 9

A Fight

You are supervising students when you see two students yelling at each other, poised for a fight.

Strategy: Quick and Decisively

Verbal jousting can be extinguished by a firm command from you as you move toward the problem saying, "I need both of you to take a quiet seat," or "Stop this right now and take a quiet seat against the wall." Your voice and the authority presented will convey your message.

Strategy: Firm, but not demeaning

If students are engaged physically, you must quickly, and with authority, tell them to step back away from each other. Placing yourself between the students stops the engagement but can be dangerous for you. Do not get angry, excited, or show much emotion, this will compound the situation. By giving firm and positive directions consistently, the students will respond and comply as requested.

Note: Permanent teachers understand the difficulty of guest teaching and will assist you in these circumstances. Respond quickly and decisively; do not hesitate to get help from another teacher or the administration when needed.

Scenario 10

Threats

A student threatens you or another student. Threats are a very challenging scenario, and the best strategy and response will vary with each situation. The most important things you as the teacher must do are to stay calm and emotionally detached so you can realistically evaluate and professionally deal with the situation.

Strategy: Diffuse the situation, and then redirect the student's actions

Threats are often the results of an emotional response. Ignoring the student will probably invoke more threats, and perhaps even aggression. Responding with threats of your own may accelerate the confrontation. The sooner the threat is acknowledged and the situation diffused the better.

Example, "I understand you are very angry right now; however, I need you to sit down and begin completing page 124 in your math book. We can discuss this situation after lunch."

Strategy: Get Help

If you feel you or any of the students are in danger of physical harm, stay calm and immediately send a student to get help from a nearby teacher or an assistant principal. After help has arrived and the situation is under control, document the occurrence. Record what happened prior to the threat, what you said and did, what the student said and did, as well as the involvement or actions of anyone else in the situation.

TECHNIQUES FOR PRESENTING LESSON PLANS

Lesson Plan Scenarios

Scenario 1: Have students read a Chapter and answer questions.

Strategy: Pretest and Post test

Ask students to guess what the story will be about before they start reading. Discuss ideas and have them write down five (5) theories as predictions. After the story conduct a post-test by discussing the accuracy of their predictions.

Strategy: Togetherness:

Read questions first, and then read the assignment as a class answering the questions as you go.

Strategy: Quiz Board:

After giving the assignment, tell students you will stop them 15 minutes before the end of class to establish a quiz board. Appoint three or four students to the quiz board and have the class ask question about the assigned reading. You can do two or three quiz boards to see who can come up with the answer first or have them take turns.

Scenario 2: Have the class write a composition about XYZ.

Strategy: Make topic meaningful:

Encourage students to relate to it personally. Use sentence starters such as, "I wish..." "I like.....," "I'm allowed to....."

Strategy: Class groundwork:

If students are writing a story have them decide on the character, setting, time, plot, etc. as a class. Then allow time for students to write their own story using the class groundwork.

Strategy: Buzzing:

If the students will be writing an essay, have them write the topic at the top of their paper or on the board. Have them write the first ten words that buzz into their heads related to the topic. They can then begin their essay finding links between the topic and the “buzz” word list.

Scenario 3: Discuss topics ABC with class.

Strategy: Quiz Board

Assign a topic to a quiz board. Topic A to quiz board A, and so on. Have quiz boards B and C ask question about topic A to quiz board A, taking turns so each topic is covered.

Strategy: Sections

Divide the class into sections giving each section a topic. Have each section prepare a list of all the Pros and Cons they can think of about their topic. Such as, “Owning a Cat” Pros - Don’t have to walk it. Cats are fun to play with. Cons - You have to clean out the litter box. Cats don’t play fetch.

Scenario 4: Have the class study and review for a test tomorrow.

Strategy: Test Building

Divide the class into groups and have them build a model test. Assign one group trues and false questions, another multiple choice, etc. Spend the last part of class going over each group’s tests

Strategy: Games

Use a game show format; divide the class into two groups. You be the “Host” by asking questions and giving points to the team who answers the question correctly.

Strategy: Divide and Conquer

Divide the review material into equal parts per class (If you have 100 questions and 25 students, give four questions to each student to work on.) Give students a set amount of time to find the answer for their question. Then come together as a class and let each group give information about their answers, why it is the right answer, where they found the information to their review question, etc...

Scenario 5: Show filmstrip or film and discuss.

Strategy: Movie Maker

Have students list ten things they would include in a movie about the subject of the film they will be watching. During the film have them check off each item on their list that is in the film. At the end of the film discuss how the film compared to the students’ expectations.

Strategy: Trivia

As students watch the film have them list five to ten questions they can ask about the film that other students might not remember. At the end of the film have students read one of their questions to see who can answer it. This can also be played in-groups and you can include your own questions. Points can be awarded for correct answers to make it more interesting for older students.

SPONGE ACTIVITIES

A sponge activity is one that “soaks up” extra time. Students can complete the following activities independently, in groups, or as a whole class. Sponges can also be developed to introduce, enhance, or compliment the lesson for the day.

A to Z

While waiting in line, each student in turn names something from a specified category. The first student in line begins with A, and the others follow in turn. Allow 3 seconds for each answer. Categories could include:

- cities in their home state
- countries
- characters from stories and books
- proper nouns
- musical instruments
- action verbs
- feeling verbs
- animals
- foods
- famous people in a given category

Angle Practice

As students leave your classroom instruct them to take one step into the hallway and make an angle (right, 45 degree, 90 degree)

Description Exercise

Display an object or picture to the class and have them come up with as many words as they can to describe it.

Math Facts Line Up

Students count the number of letters in their first names. Teacher calls for one of the following and students whose number fits the criteria may line up:

- prime numbers
- multiples of 3,4,5,6 (in random order)
- factors of 21, 15, 16, etc.

Practice Directions

While waiting in line, instruct students to silently turn while you call the directions (north, south, east, west, northeast, southwest, etc.)

Silent Arranging

Without any talking, students arrange themselves according to birthdate. Show where January 1st would be. Allow a time limit, and then discuss to see how successful they were.

Standing in Line

As quickly as you can, name:

- Kinds of flowers
- Gems
- Teachers at this school
- Things made of cloth
- Uses for a brick
- Things you can do with your feet
- Characters in a given book, story or fairy tale
- Brainstorm lists of words for themes---ex: spring, space, inventors, holidays, characteristics of a hero, adjectives for a good athlete

Syllable Countdown

Students count the syllables in their first, last, or both names. Teacher calls a number, and those students with that number of syllables line up.

Vowel/Consonant Countdown

Students count the number of vowels or consonants in their first, last, or entire name. Teachers call a number and students who have that number of vowels may line up.

Who Has It? Who Doesn't?

from Cathy Jimenez, a bilingual teacher in the Escondido, California Union School District.

Teacher chooses an observable object such as hair ribbons, watch, white shirt, and says, "Ann has it, James doesn't." When someone thinks they know, they raise their hand and guess. Each student may make only one guess per object until everyone has had a chance, or until a given time limit has passed.

With younger students, the students who "have it" line up on one wall and the ones who don't "have it" line up on the other wall, so they can have visual clues to the criteria or concept.

SUBSTITUTE HINTS AND SUGGESTIONS

- Arrive early, not just at the required time.
- Get to know the teacher(s) next door. Introduce yourself so you can call on someone to answer your questions about schedules or materials for the class.
- At each school, familiarize yourself with the SRP, including: locations of fire extinguishers, emergency exit routes, "call buttons" to the office, etc.
- Keep your sense of humor, it helps the climate of the classroom.
- When students need to go to the restroom or the library, send only one student at a time. When the first one returns a second one may go.
- If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call a student by name.

- If a student doesn't respond when you call him by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong students don't get in trouble and written about to the regular teacher.
- Do not let students start calling you by your first name. Do not become a buddy.
- Try to get in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom.
- Walk around the room. Don't just sit behind the desk, especially during homework, class work, or during a test. The students will be less likely to talk or cheat when you are close by them.
- Try to have the names of one or two students you can call on for assistance.
- Never let a class leave early to go to the next class or for lunch, unless the teacher or the next door teacher says it is okay.
- Make your expectations very clear at the beginning of the day.
- Do not discuss the teacher's class with other people, especially out of school. You are a professional and shouldn't discuss individual students or problems. If you need to talk to someone about a problem, talk to the principal. (Keep your opinions about students or the teacher's classroom to yourself).
- Follow the lesson plans the teacher has left. If there is extra time, incorporate your own ideas.
- Have some emergency lesson plans in case the teacher's plans are either missing or inadequate.
- Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them also.
- Most students will acquiesce to your leadership, but there will be some that will question your plans or authority. It is better not to argue. Instead say, "*I know this may not be the way Mr. Smith does it, but this is the plan for today.*"
- Don't feel threatened or uncomfortable when administrators visit your classroom. They can be a great help in maintaining discipline.
- If you are not sure how the teacher wants an assignment done, ask another teacher or develop your own plan. Be sure to leave a note for the permanent teacher explaining what you assigned.
- Have a couple extra pens or pencils with you for those who have "forgotten".
- Do more than is required. Your extra efforts will be noted and appreciated.

Don't make statements lightly - students remember!

EMPLOYEE POLICIES

Substitute employees are governed by the policies of the district. Those policies are located online at www.dsisdtx.us. Substitutes should be aware of these policies and how to access them. Substitutes should also be familiar with the district employee handbook which is also accessed through the district website. Some of the pertinent policies are as follows:

DH (LEGAL & LOCAL): Employee Standards of Conduct

DIA (LEGAL) and (LOCAL): Discrimination, Harassment and Retaliation



Compensation, Health Insurance, and Retirement

District Health Insurance

DSISD reasonably expects guest teachers will work an average of at least 10 hours per week during the school year (although this amount of work is not guaranteed and is dependent entirely on absences and campus needs). As such, all substitute teachers are eligible to enroll in the district-offered health insurance at the full price of the monthly plan premiums.

Unemployment Compensation

According to the Texas Unemployment Compensation Act, guest teachers are not eligible for unemployment compensation during the summer months between school terms or during scheduled breaks. A letter of reasonable assurance for continued substitute employment will be provided to each active substitute teacher at the conclusion of each school year with an option to indicate whether the substitute employee wishes to return for the next school year.

FICA Alternative Retirement Plan 457

As a substitute teacher for Dripping Springs ISD, you are not eligible for contribution to TRS and DSISD does not contribute to Social Security. Instead, legally mandated percentage contributions of each paycheck to a 457(b) FICA Alternative retirement plan. For more information about this plan, please contact National Benefit Services, the district's retirement benefit coordinator at 1-800-274-0503.

Change of Personal Information

Keeping personal information up-to-date and current is an important responsibility for all DSISD employees:

- Substitute teachers are able to change their address and telephone numbers through Skyward *Employee Access*, the district's information system. See *Employee Access* login instructions found in the *Substitute FAQs* at end of this handbook.
- Substitute employees can also access their direct deposit and other payroll information (see image below) through Talented Records
- Legal change of name must be completed in by submitting a new Social Security card with updated name is required and must be submitted to the HR office.
- Change of educational status requires a teaching certificate or transcript proving degree and must be submitted directly to the HR Office.

TAKE CHARGE! of Personal Information

Skyward Employee Access provides easy access and opportunity to update your personal information. Wherever life takes you, have this important information at your fingertips.

Tax Season!  View and print your W-2	Auto & Home Loans!  View and print your pay records	Changing Payroll Needs?  View, update, and print your direct deposit and W-4 information	Contact Info?  View and update your contact information
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Substitute Employee Pay

REGULAR ASSIGNMENT	TX CERTIFIED SUB TEACHER	120.00 PER DAY
	NON CERTIFIED SUB TEACHER	110.00 PER DAY
	CAMPUS RECEPTIONIST SUB	110.00 PER DAY
LONG-TERM ASSIGNMENT	TX CERTIFIED SUB TEACHER	150.00 PER DAY
	NON CERTIFIED SUB TEACHER	130.00 PER DAY
	CAMPUS RECEPTIONIST SUB	130.00 PER DAY

Long-Term Guest Teaching

Long-term substitute teaching is defined as working for the same teacher or aide in the same assignment for ten consecutive school days or more.

Substitute Nurse/Administrator

Commensurate with Minimum Daily Rate of Pay Grade for the assigned position in the Administrative / Professional Compensation Scale.

Payroll Schedule

Substitute employees are paid semi-monthly on the 2023-2024 Payroll Schedule, as shown on the following page. DSISD pays employees through Direct Deposit, and you will be required to complete a Direct Deposit form as part of your onboarding.



2023-24 PAYROLL SCHEDULE (SEMI-MONTHLY & MONTHLY)

Changes Due to Payroll	Supplemental, Extra, OT Pay, and Time Off Period Covered	Pay Date
07/21/23 08/04/23	07/02/23-07/15/23 07/16/23-07/29/23	08/10/23 08/25/23
08/18/23 09/01/23	07/30/23-08/12/23 08/13/23-08/26/23	09/08/23 09/25/23
09/15/23 09/29/23	08/27/23-09/09/23 09/10/23-09/23/23	10/10/23 10/25/23
10/13/23 10/27/23	09/24/23-10/07/23 10/08/23-10/21/23	11/10/23 11/16/23
11/10/23 12/01/23	10/22/23-11/04/23 11/05/23-11/18/23	12/08/23 12/19/23
12/15/23 01/12/24	11/19/23-12/09/23 12/10/23-12/30/23	01/10/24 01/25/24
01/19/24 02/02/24	12/31/23-01/13/24 01/14/24-01/27/24	02/09/24 02/23/24
02/16/24 03/01/24	01/28/24-02/10/24 02/11/24-02/24/24	03/07/24 03/25/24
03/22/24 04/05/24	02/25/24-03/16/24 03/17/24-03/30/24	04/10/24 04/25/24
04/19/24 05/03/24	03/31/24-04/13/24 04/14/24-04/27/24	05/10/24 05/24/24
05/17/24 05/31/24	04/28/24-05/11/24 05/12/24-05/25/24	06/10/24 06/25/24
06/20/24 07/12/24	05/26/24-06/15/24 06/16/24-06/29/24	07/10/24 07/25/24

ALL CORRECTIONS WILL BE MADE ON THE NEXT PAYROLL PERIOD

This schedule is not used to determine your annualized salary.

- 10th or first payday of the month for non-exempt (hourly) employee annualized salary.
- 25th or second payday of the month for exempt & non-exempt (hourly & non-hourly) employee annualized salary.
- All employees will be paid on the first and second paydays for supplemental, extra and over time work performed in accordance to the schedule.
- Time off is posted to Employee Access in accordance to this schedule for employees that use True Time and SmartFind.

Revised 09/27/22

If questions arise concerning your pay, please contact the District Substitute Coordinator, Carla Fry at CARLA.FRY@DSISDTX.US or the District Payroll Specialist, Amanda Patterson at AMANDA.PATTERSON@DSISDTX.US

Arrival Times

Arrival times vary based on position and campus. Be sure to arrive on time or a few minutes early for checking in, locating the room, and reviewing lesson plans. *All workdays are scheduled as 8-hour days and include a 30-minute, duty-free lunch that is unpaid.*

Elementary Teacher 7:15a.m. – 3:45p.m.

Elementary Instructional Aide 7:00a.m. – 3:30p.m.

Middle School Teacher & Aide 8:15a.m. – 4:15p.m.

High School Teacher & Aide 8:15a.m. – 4:15p.m.



Campus Information

The following pages provide you with a substitute plan for each campus.

Dripping Springs

INDEPENDENT SCHOOL DISTRICT



CYPRESS SPRINGS ELEMENTARY

(737) 260-8702

1. **Substitute Folder:** Substitute folder should be on teacher's desk or blue counter at back of room.
2. **Lesson Plans:** Lesson plans on teacher's desk, please follow as closely as possible. An "Emergency Plan" should be in each substitute folder.
3. **Attendance Rosters:** A copy of the attendance roster should be in either the substitute folder or on the teacher's desk. Attendance should be sent to the office by 10:00 a.m.
4. **Documentation:** Leave notes for teacher regarding behavior, absences, and/or tardiness.
5. **Class Key:** Do not let any student use the key for any reason. Do not unlock any other teacher's room. Be sure to lock your classroom each time you leave.
6. **Lunch:** You are on your own during this time and may leave campus or eat in the staff lounge. If you do choose to leave, please check in/out through the front office.
7. **Conference Period:** You are to report to the front office during this time. The campus secretary will tell you at the time of your arrival if you are needed to cover another class or will contact you in your room for the day. Otherwise, you will report to the office and/or library to help as needed during this time.
8. **End of Day:** Substitutes are required to be on our campus each day until 3:30 p.m. or 3:45 p.m. unless you have cleared it through the front office beforehand. Report back to the office to sign your forms and turn in your keys at this time. Keys are to be turned in at the front desk.

The campus secretary is your contact person. If you have questions about anything, do not hesitate to call (512) 858-3702 from the classroom phone or come by the front office for help.

**THANKS FOR SUBSTITUTING AT OUR ELEMENTARY CAMPUS!
HAVE A WONDERFUL DAY!**



DRIPPING SPRINGS ELEMENTARY

(512) 858-3702

1. **Substitute Folder:** Substitute folder should be on teacher's desk or blue counter at back of room.
2. **Lesson Plans:** Lesson plans on teacher's desk, please follow as closely as possible. An "Emergency Plan" should be in each substitute folder.
3. **Attendance Rosters:** A copy of the attendance roster should be in either the substitute folder or on the teacher's desk. Attendance should be sent to the office by 10:00 a.m.
4. **Documentation:** Leave notes for teacher regarding behavior, absences, and/or tardiness.
5. **Class Key:** Do not let any student use the key for any reason. Do not unlock any other teacher's room. Be sure to lock your classroom each time you leave.
6. **Lunch:** You are on your own during this time and may leave campus or eat in the staff lounge. If you do choose to leave campus, please check in/out through the front office.
7. **Conference Period:** You are to report to the front office during this time. The campus secretary will tell you at the time of your arrival if you are needed to cover another class or will contact you in your room for the day. Otherwise, you will report to the office and/or library to help as needed during this time.
8. **End of Day:** Substitutes are required to be on our campus each day until 3:30 p.m. or 3:45 p.m. unless you have cleared it through the front office beforehand. Report back to the office to sign your forms and turn in your keys at this time. Keys are to be turned in at the front desk.

The campus secretary is your contact person. If you have questions about anything, do not hesitate to call (512) 858-3702 from the classroom phone or come by the front office for help.

**THANKS FOR SUBSTITUTING AT OUR ELEMENTARY CAMPUS!
HAVE A WONDERFUL DAY!**



ROOSTER SPRINGS ELEMENTARY

(512) 465-6202 or (512) 465-6211

1. **Arrival:** Substitute hours begin at either 7:00am or 7:15am, depending on the position you are subbing in. With the exception of your lunch break, you are to remain on the campus during these hours.
2. **Substitute Folder:** Substitute folder should be on teacher's desk. Lesson plans on teacher's desk, please follow as closely as possible. An "Emergency Plan" should be in each substitute folder.
3. **Attendance Rosters:** A copy of the attendance roster should be in either the substitute folder or on the teacher's desk. Attendance should be sent to the office by 10:00 a.m.
4. **Documentation:** Please leave notes for teacher regarding behavior, absences, and/or tardiness.
5. **Class Key:** You will need to check in with the Principal's secretary or Receptionist to receive your classroom key and exterior prox card. Do not allow students to use either of these.
6. **Lunch:** You are on your own during this time and may leave campus or eat in the staff lounge. If you choose to leave campus, please check in/out through the front office.
7. **Conference Period:** Please report to the front office during this time. The campus secretary will determine if you are needed for coverage.
8. **End of Day:** Substitutes are required to be on our campus each day until 3:30p.m. or 3:45p.m. unless you have cleared it through the front office beforehand. Please turn your key into the Secretary or Receptionist. For security reasons, please do not leave them lying on the desk. The key and/or prox card are not to be taken home, even if you are returning the next day.

The campus secretary is your contact person. If you have questions about anything, do not hesitate to call (512) 858-3702 from the classroom phone or come by the front office for help.

**THANKS FOR SUBSTITUTING AT OUR ELEMENTARY CAMPUS!
HAVE A WONDERFUL DAY!**



SYCAMORE SPRINGS ELEMENTARY

512-858-3902

- Please sign in at the office.
- Keys will be issued to your assigned classroom: Students are not allowed to use keys. Please have your class door in the safety lock position and lock at the end of the day.
- Attendance rosters will be available in the office at check in.

Sub Folders, Lesson Plans & Attendance

- Substitute Folders & Lesson Plans are kept in the classroom, please follow as closely as possible.
- Attendance: Circle absences on roster, sign, & date. Send roster to the office no later than 9 am.
- Send student attendance notes to the office.

During the Day

- Lunch: Each grade level studio has a teacher work area where you are welcome to eat lunch, or you are also welcome to eat lunch in our staff lounge.
- Duty Areas: Please check with the team leader for any designated duty.
- Conference Period: Be available in the event a parent, student, or staff member needs to contact you.
- Leave any necessary communication for the teacher in the classroom or the teacher's mailbox.

End of Day

Please check out with the office to turn in keys and report that all students were safely dismissed to their scheduled location.

Contacts & Phone Use

- 4-digit extension numbers can be used at any phone.
- To use an outside line, dial 7 + your number.

Karen Thornton, Receptionist, 3911
Shannon Miskol, Attendance 3901
Amy Banker, Secretary 3902

Substitute Hours

Teacher
7:15 am - 3:45 pm

Instructional Aides
7:00 am - 3:30 pm



WALNUT SPRINGS ELEMENTARY

(512) 858-3802

1. Sign-in – sign in at the front office. Keys will be issued at that time.
2. Substitute Folders - are kept in the classroom.
3. Lesson Plans - on teacher's desk or in sub folder, please follow as closely as possible.
4. Attendance Rosters - on teacher's desk (or copy in sub folder), circle absences on roster, sign & date. Send roster to the office no later than 9:00a.m.
5. Documentation - leave the teacher a note about your day. Be sure to note any tardy or absence for the teacher and attach all notes (parent, transportation, tardy slips etc.) to the note.
6. Class Key - do not let any student use for any reason. Be sure to lock your class each time you leave.
7. Lunch - you are on your own during this time and may leave campus or eat in the staff center which is located down the hall past the Administrative Office. However, check with another teacher in that grade level for duties that may apply.
8. Conference – Please do not leave campus during this time. Report to Janie Hernandez for further assignments as needed.
9. End of the Day - report back to the office to sign out and return your Substitute Folder and keys.

Additional Guidelines for Substitute Aide Positions

1. Substitute Folders - are kept in the office in sub file and will be ready for your pick-up.
2. Schedule - please follow as closely as possible. If you have any concerns or questions, please address these to the classroom teacher.

Thanks for coming to our campus!

If you have any questions, please don't hesitate to call. To operate the classroom phone: lift hand set and dial 4- digit extensions. For outside calls dial 7 + number. No long distance calls.

Front reception desk is ext. 3811



DRIPPING SPRINGS MIDDLE SCHOOL

(512) 858-3411

Please come to the main office to sign-in. At this time, you will be given a substitute teacher folder with the teacher's class schedule and room number. Other important information will also be provided in the folder (i.e. campus map, bell schedule, etc.) Inside you will find:

1. **Lesson Plans** - On teacher's desk -- please follow as close as possible. If not on the desk please use the "Emergency Plan" located in each substitute folder.
2. **Attendance Rosters** - Located on the teacher's desk or there will be a copy in substitute folder. Please check student roll the first 10 minutes of each period. An *Office Aide* will come by your room to pick up slips. Call Ext. 3401 if you have any attendance questions/concerns.
3. **Documentation** - Leave the teacher a note for each class period. Be sure to note any tardy or absence for the teacher on each note. Students are not to leave class without a hall pass.
4. **Lunch** - You are on your own during this time and may leave campus – but remember we only have 30 minutes for lunch. You are welcome to eat in the staff center, which is located in room C100.
5. **Conference Period** - I will tell you at the time of your arrival or I will send a note to your room if I need you to cover another class during this period. Please stay in your classroom if I do not ask you to cover a class during your conference. If I need you during this time—I will look for you there. If you are asked to assist another staff member during this time, please refer them to the front office.
6. **End of the Day** - Report back to me and return your *Substitute Folder* with your name (on a post-it). Please bring attendance rosters/slips that did not get picked up.

If you have any questions about anything, please do not hesitate to call (ext.3411)

Thanks for coming to DSMS and have a wonderful day!



SYCAMORE SPRINGS MIDDLE SCHOOL

1. **WHEN YOU ARRIVE:** Please come to the main office to sign-in. At this time, you will be given a substitute teacher binder with the teacher's class schedule and room number. Other important information will also be provided in the binder (i.e. campus maps, bell schedule, etc).
2. **LESSON PLANS:** It is important that you follow the teacher's lesson plans exactly unless you have been instructed otherwise by a department chair or administrator. Lesson Plans should be located on the teacher's desk or in the sub folder. Please contact the receptionist ASAP if you do not have lesson plans.
3. **ATTENDANCE:** You will need to take attendance during the first 10 minutes of each period (sample slip is located in the white sub binder provided). An office Aide will come by your room to pick up attendance rosters during each period. Call Ext. 3611 if you have any attendance questions/concerns.
4. **CONFERENCE PERIOD:** During the teacher's conference period you will need to let the receptionist, know where you will be. Please call ext. 3611. If you are needed to cover another class during your conference period she will send you a note with details. If you have a 2nd or 6th period conference, please tell the receptionist where you will be eating lunch should she need you.
5. **LUNCH:** You are on your own during this time. You may leave campus or eat in the staff lounge (S118) or any of the design studios (located in each pod). Lunch is 30 minutes long. If you leave campus you will need to check out with the receptionist.
6. **DOCUMENTATION:** Leave the teacher a note for each class period. Be sure to note any tardies or absences for the teacher on each note. Students are not to leave class without a hall pass.
7. **END OF THE DAY:** You will need to come by the front office to sign out and turn in your sub binder. Please bring any attendance rosters/slips that did not get picked up.
8. **BLOCK SCHEDULE:** We are on an A/B rolling block schedule. In your sub binder you will find the block schedule for our campus. You will also be told when you arrive what schedule we are following for the day (A or B).

**THANK YOU FOR GUEST TEACHING AT SYCAMORE SPRINGS MIDDLE SCHOOL
AND HAVE A WONDERFUL DAY!**



DRIPPING SPRINGS HIGH SCHOOL

(512) 268-4688

1. **WHEN YOU ARRIVE:** Please check in at main office. You will be given a substitute teacher binder with the teacher's class schedule and room number. Other important information will also be provided in the binder (i.e. campus map, bell schedule, etc.).
2. **LESSON PLANS:** It is important that you follow the teacher's lesson plans exactly unless you have been instructed otherwise by a department chair or an administrator. Please contact the front office at ext. 3130, ASAP if you do not have lesson plans.
3. **ATTENDANCE:** You will need to take official attendance during each class period (sample slip located in the white substitute teacher binder provided when you arrive at the high school). Have a reliable student take the signed and dated attendance roster to the attendance office during each class period.
4. **CONFERENCE PERIOD:** During the teacher's conference period, you will need to let **Kelly Livesay**, know where you will be. Please call her at ext. 3130. If you are needed to cover another class during your conference period, she will send you a note with details.
5. **LUNCH:** You are on your own during this time. You may leave campus or eat in one of the staff lounges, which are located in 1.108 or 1.204. **If you leave campus, you will need to in/out through the front office.**
6. **END OF THE DAY:** You will need to sign-out at the end of the day. Please return the white substitute teacher binder at this time.

Have a great day & Thank YOU for guest teaching at DSHS!

Frequently Asked Questions

What are the DSISD Emergency Protocols?

The Emergency Response Protocols (on page 8-9) for DSISD are located within this handbook. In addition, annual online training requirements now include Standard Response Protocol training for emergency scenarios. Below are a few general tips to help you:

Be aware of your surroundings in each assignment; campuses may have different procedures to follow

Make decisions that will protect the most students

Use common sense

Stay calm

Read the Standard Response Protocol (SRP) section of this handbook closely. Make the protocol personal by imagining yourself in each situation and think through the steps you would take:

Lockout!

Lockdown!

Evacuate!

Am I Eligible for Medical Insurance?

District-offered medical insurance is available at full cost of the monthly premiums.

Monthly premium is the employee's responsibility and can be paid by automatic bank draft (ACH) each pay period

To obtain medical insurance through DSISD, please complete the Election Form through TalentEd.

Contact the benefit office with questions - 512-858-3005

How Much and When Do I Get Paid?

Pay rates are the same for Teacher assignments and Instructional Aide assignments! See page 26 for Substitute Employee pay of your substitute handbook.

Your daily rate is dependent on 2 things: (1) whether you are a Texas certified teacher and (2) whether you are serving a regular or long-term assignment

Pay Schedule: You are paid twice per month for days you have worked during each Work Period. Please remember that you are paid almost two weeks after the actual days worked, see the 23-24 pay schedule to determine when you get paid for the jobs you have worked on page 27 of your substitute handbook.

What if I need a Pay Stub or Check History and don't know how to get it?

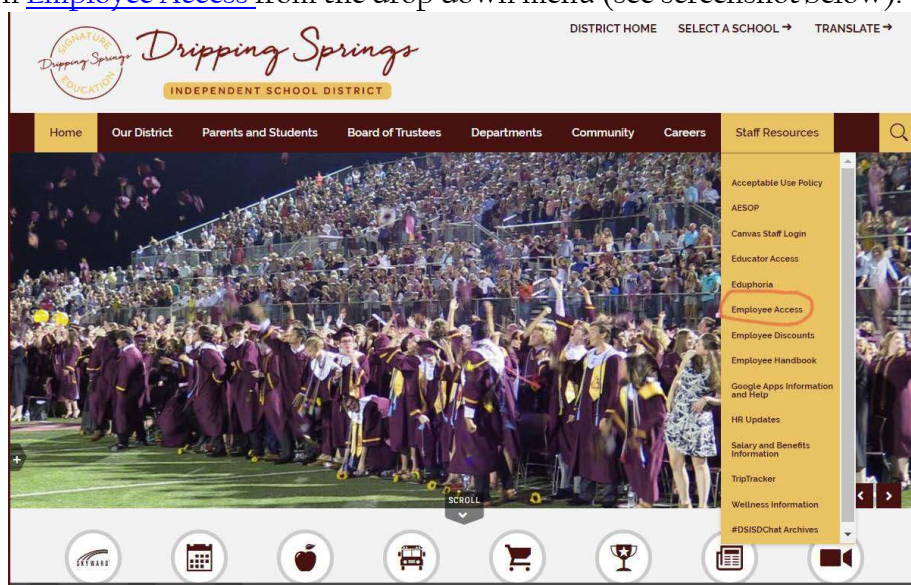
Login to your Employee Access account on Skyward and save/print your Pay Stub.

How Do I Login to My DSISD Accounts?

Your SmartFind Express Account (Substitute Assignments)

- There are two steps required to SIGN IN for the first time:
- Step One: You must register first by telephone:
 - Call 512-866-5393
 - The automated system will ask you to enter your Access ID (which is your DSISD Employee ID# -- click Finding Your DSISD Employee ID# if you need help)
 - You will be asked to enter your PIN - enter the same DSISD Employee ID# here
 - Next, the system will prompt you to create your own PIN. Your PIN must be six numbers.
 - Your new PIN becomes your password when you log in using your computer
- Step Two: Log into the SmartFind Express website for the first time:
 - Open your preferred web browser on your computer (Chrome, Safari, Edge, or Firefox - NOTE: SmartFind will not work with Internet Explorer)

- Go to <https://dsisdtx.sfe.powerschool.com/>
- Enter you Access ID (which is your DSISD Employee ID#)
- Enter your PIN you just created over the phone
- The system will prompt you to create a new password: 8 total characters (1 alphabet character, 1 number or special character)
 - Ex. Tigersl5, or, tigersl!
- Your SafeSchools Training Account (paid online training)
 - Go to: <https://dsisd-tx.safeschools.com/login>
 - Type in your District e-mail and click LOG IN.
 - (Hint: There is no password for SafeSchools)
- Your Skyward Employee Access Account (pay stubs and employee information)
 - To access *Employee Access* or to obtain your login credentials, go to Staff Resources located on the right-hand side of the menu bar on the District website.
 - Click on [Employee Access](#) from the drop down menu (see screenshot below).



- Then, click the “Forgot your Login/Password?” link on the Skyward login screen.
- Enter your district email address and click the Submit button.
- An e-mail will be sent to your district email account that contains your login and a password reset link. Click on the reset link.
- Enter your new password and confirm the new password.
 - **Password requirement:**
 - Number of numeric characters: 1
 - Number of special characters: 1
 - Minimum password length: 8
 - Click the Submit button.

Where to turn if you need further help:

- a. Start with your handbook – nearly all questions are answered here.
- b. After reviewing handbook, contact Carla (carla.fry@dsisdtx.us) for all other assistance



DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT ACADEMIC CALENDAR 2023-2024

First Day of School
August 15

Last Day of School
May 30

District Holidays

September 4
October 9
November 20-24
December 21 - January 3
January 15
February 19
March 11-15
March 29
April 8
April 26
May 27

Weather Make-Up Days
March 29
April 26

Staff Professional Learning Days

Student Holidays

August 7-14
October 30-31
January 4-5
February 16
May 31

Graduation
May 31

	First/Last Day of School
	New Teacher Orientation
	Teacher Inservice
	District Holidays
	Staff Prof. Learning/Student Holidays
	PK-12 Early Release
	Weather Make-Up Days
	District Closed
	Grading Periods

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH						
S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

The 2023-2024 DSISD academic calendar is used by our families for planning purposes only. The district academic calendar differs from DSISD employee work calendars which may include workdays not included here.

Updated Jan. 5, 2023