

PRESIDIO INDEPENDENT SCHOOL DISTRICT SUBSTITUTE TEACHER LEGAL RESPONSIBILITIES

The substitute is held to the same standard of care as the regular teacher and may be held personally liable

1. Supervision of Students

Students must be supervised at all times. Never leave your classroom unattended. Walk with students to recess and monitor during play time. Rough play or using the playground equipment is not allowed.

2. Discipline Procedures

Corporal Punishment is not allowed. Follow the PISD Student Code of Conduct. When you send a student to the office, please either come with the child or send the child with a completed discipline referral. Students may not be left alone in classrooms, hallways, or outside for punishment or anything else!

3. First Aid

When a student is ill or injured, send him/her to the nurse's office with a note explaining the reason for the visit. In the case of a serious injury, inform the office as soon as possible. Do not move a student if you are unsure of a broken bone or neck/back injury. All medication must be given at the nurse's office.

4. Release of Students

Do not release a student without a note from the office first. If a parent or guardian show up without an early release form, he/she must report to the office to officially document the early release and then take the form to you.

5. Confidentiality

The Family Rights and Privacy Act is very specific about disclosure of student information. Telephone calls, workroom talk, hallway talk, etc., must be conducted in such a professional manner that guarantees private information will remain private. Also remember that confidential information must not be shared outside the school.

PRESIDIO INDEPENDENT SCHOOL DISTRICT

Disaster Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Fire Drill Bells

3 bells	leave the building
1 bell	halt; stand at attention
2 bells	return to the classroom

Tornado Drill Bells

1 continuous bell	move quietly but quickly to the designated locations
2 bells	return to the classroom

Procedures:

Fire Drills:

1. Line Students up quietly and exit quickly.
2. Be prepared to use alternate routes.
3. Walk students to safety position.

Tornado Drills:

- **Exterior Buildings:** Students get on floor with head between knees and covered. Keep students away from all windows and glass. Students should sit along wall with no windows.
- **Interior rooms of main building:** Students go to hall, sit on floor with head between knees and covered.

Turn off all electricity before leaving the room.

Take grade book/student roster with you.

EVERYTHING YOU NEED TO KNOW TO BE A SUCCESSFUL SUBSTITUTE....

(borrowed generously from past substitute handbooks)

In the morning, pick up students in their designated area.

Follow the schedule.

Always escort students to the cafeteria and to PE/Art.

Follow the lesson plan. Introduce the lesson in a way the students can comprehend. Set objectives clearly. Make sure directions are clear and specific.

Give students an opportunity to have input and become involved in the lesson. Accept and honor all questions.

Always monitor throughout the entire day.

Know that students are working correctly and on the assigned lesson.

Walk around the room and observe what students are doing.

Assist students with assigned work.

Always be:

1. Punctual
2. Considerate and understanding
3. Knowledgeable of material being taught
4. Able to admit "I Don't Know" but finish with "I'll find out".
5. A good model as a teacher and substitute.
6. Willing to listen to students.

Never:

1. Argue with students.
2. Ignore student behavior or responses.
3. Be unfair.
4. Be on the computer surfing the internet or playing games.

HELPFUL HINTS FOR SUCCESS

Each campus has its own personality and will vary in some procedures and routines, but your awareness of the following points will help in your performance as a substitute teacher wherever you are assigned.

Neighboring teachers can be and are willing to help in interpreting rules, understanding lesson plans, and in controlling citizenship.

Talk and act professionally; this commands respect from the students. Establish a good "first impression". Immediately establish your behavior expectations.

Listen to announcements and have students pay attention.

Monitor during restroom breaks and when class goes to lunch, PE, art, and computer classes, etc.

Never leave your class unsupervised; send a student if you need assistance.

Use positive rather than negative requests and suggestions.

Use the lesson plans provided by the teacher. Let the students know you plan to follow these plans. Be a teacher, not a study hall keeper.

Exhibit a positive, enthusiastic attitude toward the assignment.

Be respectful of your students. They need patience, consistency, good judgment, and a sense of humor!

Be innovative and flexible! Have alternative plans in case the lesson plan fails. Be prepared to keep the students busy. Use the "sponge activities" and "what to do when the lesson plan runs out".

Walk around the room. Stand next to student that causes a disruption. If disruption continues, ask the student to step outside the door so you can talk privately. If discipline continues to be a problem, send the student to the office.

Praise from the teacher will keep class morale high!

Closing the Day

Stay in the class after the last bell in case a student comes by for help with an assignment.

Leave the grade book, lesson plans, and student papers in the designated place for the teacher.

Leave a note indicating how well everything went and/or any problems you may have had.

Leave the room in order. Turn lights and fans off. Return key and check out in the office.

Ten Things Professionals Do...

1. Live by the ethical code of their profession.
2. Are prepared.
3. Maintain a professional demeanor.
4. Are early/on time to work.
5. Follow on-site policies and procedures.
6. Communicate effectively and accurately both orally and in writing.
7. Follow instructions.
8. Maintain a positive attitude.
9. Avoid gossip.
10. Are not afraid to ask.

A SHORT GUIDE FOR PERSONS SUSPECTING CHILD ABUSE

The following provides information that will help teachers and other school personnel (including volunteers) respond to suspected child abuse.

What to Do if a Child Discloses Abuse:

As the child discloses:

DO:

- Believe the child
- Try to stay calm
- Reassure and support the child
 - “I’m glad you told me, you did the right thing”.
 - "It’s not your fault."
 - "I have to tell someone (Child Protective Services or a Law Enforcement Officer) that this has happened. They will ask you some questions. They can help make sure that you're safe."
- Be careful not to ask leading questions or pry for details.
- Try not to assume the child hates or is angry at the offender (may be a family member, caretaker or peer).
- Take time to respond to the child's questions and concerns.
- Be careful not to make promises you can't keep. (e.g., "Your mom won't be upset" or "the offender won't get into trouble") however, you can reassure the child of your own support and availability throughout the process.

Reporting Procedure:

Do:

- Make a report of the disclosure immediately.
- Be prepared to discuss the injuries if any (where, size, color, how recent).
- Leave the child with an adult, ensuring that the child is not left alone.
- Make the report yourself, informing the principal or designate does not absolve you of your personal responsibility to report.
- Make sure that CPS knows what the timeliness are (e.g. when the child is expected at home) so their response can be prioritized accordingly.
- Do not contact the parents until CPS or Law Enforcement has determined how and when this should occur.
- Confer with CPS and law enforcement to plan further; do they plan to come to the school or home? When?
- Share with CPS/Law Enforcement any information regarding the child or his/her family which may help in the planning process.
- Stay with the child until CPS or Law Enforcement arrives at the school, recognizing the child requires support during this period.

- Ask the child if he/she would like an adult to remain with him/her as support. Let the child know who is available to him/her. Respect the child's wishes, the child may or may not want a support person present during the interview.
- Consult with CPS/Law Enforcement before allowing the child to go home at lunch or after school if the interview has not yet taken place.
- If the alleged offender is another student or staff, follow the same procedure. Wait for CPS/Law Enforcement to advise you before notifying the alleged student or offender or his/her parent(s)/guardian(s).

Note: Only CPS/Law Enforcement should call or talk to the alleged offender.

After The Disclosure:

DO:

- Keep communication open with the child who will require ongoing support.
- Respect the child's right to privacy by not identifying him/her to other staff or students.
- Do not delay in making a report. Remember, if you suspect a child has been or may be abused or neglected, you are legally responsible for reporting it immediately ("professionals shall make a report no later than the 48th hour after the professional first suspects that a child has been or may be abused or neglected.) to:
 1. CPS (if the alleged or suspected abuse involves a person responsible for the care, custody, or welfare of the child) and/or
 2. Law Enforcement

To Make A Report:

Children's Protective Services (CPS)

Statewide 24 hour hotline (1-800-252-5400)

Day Care Licensing

Statewide 24 hour hotline (1-800-861-5252)

Law Enforcement

Police – 911

Sheriff - 911

PRESIDIO INDEPENDENT SCHOOL DISTRICT

SUBSTITUTE TEACHER REPORT

SUBSTITUTE: _____ DATE: _____

TEACHER: _____ SUBJECT/GRADE: _____

BRIEF REPORT: _____

PROBLEM(S): _____

ACTION TAKEN: _____

ASSIGNMENTS: _____

Please leave this form in the grade book.