

Highland Park Independent School District



2024-2025 **Substitute Teacher Handbook**

www.hpisd.org

Congratulations!

As a substitute teacher, you are now a part of a most important working force of the Highland Park Independent School District. Every day counts in the education of a student; therefore, when it is necessary for a regular classroom teacher to be absent, it is essential that the class work continue at the highest level possible.

The key to being a successful substitute is preparedness. This handbook will serve as an informative instrument to effectively prepare you for your role in furthering the educational goals of the district.

Highland Park Independent School District

Highland Park High School

4220 Emerson
Dallas, Texas 75205
214-780-3700

Dr. Kevin Hunt, Principal
Dr. Erica Redman, Associate Principal
Troy Gray, Assistant Principal
Michael Lewis, Assistant Principal
Annular Ortiz, Assistant Principal
Michelle Shumate, Assistant Principal

Kathy Sloan, Substitute Coordinator
214-780-3713

Highland Park Middle School

3555 Granada
Dallas, Texas 75205
214-780-3600

Amanda Reyes, Principal
Tiffany McGuire, Assistant Principal
Dr. Greg Rico, Assistant Principal

Roxanne Esparza, Substitute Coordinator
214-780-3600

Arch H. McCulloch Intermediate School

3555 Granada
Dallas, Texas 75205
214-780-3500

Amanda Reyes, Principal
Amanda Horner, Assistant Principal
Brianna Riddell, Assistant Principal

Roxanne Esparza, Substitute Coordinator
214-780-3600

Elementary Schools

John S. Armstrong Elementary School

3600 Cornell
Dallas, Texas 75205
214-780-3100

Betsy Cummins, Principal
Jamie Condon, Principal's Administrative Assistant
Lane Arnold, Substitute Coordinator

Michael M. Boone Elementary School

8385 Durham
Dallas, TX 75225
214-780-4100

Ashraf Mobh, Principal
Cynthia Rodriguez, Principal's Administrative Assistant
Jacqueline Vences, Substitute Coordinator

John S. Bradfield Elementary School

4300 Southern Ave
Dallas, Texas 75205
214-780-3200

Aimee Hilton, Principal
Open, Principal's Administrative Assistant
Jeanne Peoples, Substitute Coordinator

Robert S. Hyer Elementary School

3920 Caruth Blvd
Dallas, Texas 75225
214-780-3300

Debbie Burt, Principal
Kim Shelton, Principal's Administrative Assistant
Michelle Martin, Substitute Coordinator

University Park Elementary School

3505 Amherst Ave
Dallas, Texas 75225
214-780-3400

Kim Banuelos, Principal
Amy Corless, Principal's Administrative Assistant
Vanessa Kang, Substitute Coordinator

Human Resources Department

7015 Westchester Drive
Dallas, Texas 75205

Tamela Crawford, Chief Human Resources Officer

Melinda Tubb, Personnel Specialist & District Substitute Coordinator
214-780-3012-phone
tubbm@hpsid.org

Rita Bryan, Personnel/Certification Specialist
214-780-3011-phone
bryanr@hpsid.org

Laura Weaver, Personnel Specialist & District Benefits Coordinator
214-780-3010-phone
weaverl@hpsid.org

Payroll Department

Kaleigh Henry, Payroll Manager
214-780-3023
henryk@hpsid.org

Philosophy of Education

Recognizing that each person is uniquely endowed with potential for growth, both mental and physical, the Highland Park schools accept each child as he/she is and, through a continuing process, assist the child to develop towards his/her maximum ability. Concern for individual differences and individual progress is paramount and prevails over preconceived ideals. The schools cooperate with and support the home, religious institutions, and other community organizations in helping the student to develop intellectually and physically, but also morally, emotionally, aesthetically, and socially.

In the practical application of this philosophy, opportunities shall be provided within the educational programs for each individual to develop the following Student Learning Goals:

1. Language communication skills
2. Mathematical and scientific knowledge and skills
3. Social studies knowledge and skills
4. Basic economic principles
5. Intellectual discipline to be used throughout life
6. Positive interpersonal relationship skills
7. Healthy mental attitudes and practices
8. Responsible character and citizenship
9. Good health and safety practices
10. Cultural arts appreciation
11. Career opportunity awareness

Job Description: Substitute

Essential Job Functions:

The substitute teacher is responsible for managing an assigned classroom, carrying out appropriate learning activities, and following lesson plans developed by the classroom teacher to ensure that students' education is not disrupted during the classroom teacher of record's absence. The substitute teacher works as a temporary, on-call, at will employee. HPISD does not guarantee any amount or period of work. Performs regular teacher's class plan while the teacher is absent, including but not limited to the following:

- Reports to the principal or school secretary upon arrival at the school
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students
- Maintains, as fully as possible, the established routines and procedures of the school and classroom to which assigned
- Assumes the responsibilities for instructing classes when a teacher is absent
- Assumes other responsibilities for that teacher during the time the teacher is absent
- Assumes responsibility for overseeing pupil behavior in class and during lunch and other activities
- Consults, as appropriate, with the principal, department, or grade level head, before initiating any teaching or other procedures not specified in the lesson plans
- Maintains appropriate records including checking test papers, recording grades, student assignments for homework, projects and the necessary clerical work required to maintain student records for a teacher who is absent
- Provides for individualized and small group assistance for students as indicated by lesson plans
- Follows all district and individual school policies, rules and procedures to which regular teachers are subject and which good teaching dictates
- Any other duties as assigned

Must be able to:

- prepare, read and comprehend a variety of job related forms, reports, spreadsheets, maps, plans, records, documentation and correspondence in all languages required by the job
- understand and conform to all rules of punctuation, grammar, diction and style
- speak to individuals or groups of people with poise, voice control and confidence
- respond adequately to inquiries or complaints
- write using standard convention in all languages required by the job
- apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions
- apply common sense understanding to carry out instructions furnished in written, oral or diagrammatic form
- communicate effectively and efficiently in all languages required by the job using
- use/interpret job related terminology, mathematical formulas and functions effectively and efficiently
- deal with people beyond giving and receiving instructions
- perform under stress, deal with persons acting under stress and adapt when confronted with emergency situations
- be sensitive to cultural differences among individuals and groups of persons

General Information

Requirements for Application

- ◆ Completed Online Application
- ◆ Transcripts showing at least 48 college hours. BA or BS degree preferred. A teaching certificate is not required.
- ◆ Fingerprint requirement
- ◆ Completion of Public School Works online courses

It is necessary to bring 2 forms of identification at the time of the orientation. We also require a copy of your SS Card for Payroll set up. Most commonly people provide the following for completion of the I-9 form:

- ◆ Copy of Social Security card
- ◆ Another form of ID, such as driver's license or Passport

Retired teachers may submit an application for substitute teaching. For information on retirees working as substitutes, please visit the Texas Teacher Retirement system website at www.trs.state.tx.us.com

Fingerprinting

As approved in Senate Bill 9, it is a requirement for all substitutes to be fingerprinted. A person will not be approved to substitute until the fingerprint results are received by Human Resources. The cost of completing this requirement is the responsibility of the substitute.

Procedures

Substitutes will receive notification of available assignments from Frontline, an automated calling system. Calls from Frontline can be made between 4:00 p.m. and 9:00 p.m. the day prior to the need; however, last-minute emergencies may necessitate a call beginning at 6:00 a.m. the day of the assignment. Rarely, a substitute coordinator and/or teachers may make calls. Those calls may come at any time depending on the need.

Substitutes may be called to serve in many different subject areas and should be prepared to do so. If a substitute feels particularly unprepared to serve in a subject area, he/she may decline an assignment.

Once at a campus, substitutes may be asked to sub additional classes beyond what was posted on Frontline. It is the substitute's duty to be flexible and assist in instruction, wherever that need may be. Occasionally, at HPMS and HPHS subs may be asked to work as many as 7 periods.

Financial Arrangements

Checks are mailed to the home address or you may sign up for direct deposit. The Payroll Office must have on file an "Employee's Withholding Allowance Certificate" form W-4, and a copy of your Social Security card before paychecks can be issued. Inquiries concerning substitute pay

should be directed to the payroll office at 214-780-3023. Substitute teachers are covered under the Texas Worker's Compensation Law.

The pay for substitute teachers is \$115.00 per day. In a few instances, substitutes are employed for a half-day at \$57.50 per half day.

Pay will increase to \$120.00 per day once you substitute for 10 days for the same Employee Type per school year. Most common Employee Type example would be Teacher or Paraprofessional. After your 10th day subbing for any Teacher you will begin receiving \$120 per day when you substitute for a Teacher. Once you sub 10 days in an Instructional Assistant position (Paraprofessional) you will begin receiving \$120.00 per day whenever you substitute for Instructional Assistants. The increase will continue for the remainder of the school year. Unfortunately the Payroll system coding can only distinguish the days of work by Employee Type and not by total days worked between Types.

Pay date is around the 20th of each month and is for the work performed in the previous month.

Rate of Pay Tiers for Long Term Substitute:

All long-term substitute assignments are based on consecutive days worked for a specific teacher, administrator, or nurse only. All Paraprofessional positions (aides, clerks, etc.) are paid \$115.00 per day. These positions do not qualify for Long Term Pay. Sub work for different teachers cannot be combined.

Level 1 = \$115/day for the first 10 days worked

Level 2 = \$130/day for the next 10 days worked (11th through 20th day on the current long-term assignment)

Level 3 = \$150/day beginning the 21st day and continuing through the end of the assignment.

The long term counter will automatically re-set if a day is missed. The Substitute office will have to manually override the count when this happens. We will only override two days.

Medicare Contributions

All substitute teachers are required by law to contribute 1.45% of their gross salary to medicare.

457 Contributions

All substitute teachers will contribute 7.5% of their gross salary to the districts 457 tax deferred investment plan in lieu of social security. Substitute teachers who are retired and receive benefits are not required to contribute to the 457 plan.

Service Credit

Service rendered as a substitute teacher may be creditable towards teacher retirement provided such service is for at least 90 days in a school year. Eligible individuals must make application directly to the Teacher Retirement System of Texas.

Monthly Pay Dates

September 20, 2024 (For days worked in August)
October 18, 2024 (For days worked in September)
November 20, 2024 (For days worked in October)
December 20, 2024 (For days worked in November)
January 17, 2025 (For days worked in December)
February 20, 2025 (For days worked in January)
March 20, 2025 (For days worked in February)
April 18, 2025 (For days worked in March)
May 20, 2025 (For days worked in April)
June 20, 2025 (For days worked in May)

Duty Hours

Substitutes are to report to the campus at least 30 minutes prior to the school start time. You should arrive no later than 7:30 for elementary campuses. When reporting for a substitute assignment, all substitutes are required to sign in at the front office. Teacher dismissal is at 4:00 p.m. End-of-Day time may be earlier with the permission of the principal. Below is a timetable for the various grade levels:

Kindergarten - Grade 4	7:55 a.m.-3:15 p.m.
Grades 5 & 6	8:00 a.m.-3:25 p.m.
Grades 7 & 8	8:00 a.m. -3:25 p.m.
Grades 9-12	8:10 a.m.-3:35 p.m.

Parking

General parking is available at the elementary, intermediate, and middle schools, however limited spaces are available. Please do not park in any underground parking garage, as you will not be able to enter the building from inside the parking garage. Please do not park in handicap parking unless you have an approved handicap sticker.

Armstrong- General street parking around the school

Boone- General street parking on Wentwood between Durham and Airline

Bradfield- General street parking on Southern or Livingston

Hyer- General street parking available on Pickwick

University Park-General street parking on Lovers Ln

MIS/HPMS- Parking lot in the back of the building or street parking along High School Street

HPHS- You may park in the assigned spot of the teacher for whom you are substituting that day

Removal from List

Highland Park ISD expects the same high standards and performance from substitutes as is expected of full-time teachers. Failure to maintain these expectations in the performance of your

responsibilities can result in your name being removed from our approved list (i.e., failure to properly follow lesson plans, inappropriate attire, behavior, tardiness, reliability, excessive or last minute cancelling, etc.) **HPISD requires each substitute to sub 2 times per semester in order to remain on the substitute list.**

If at any time your situation changes and you are no longer able to serve as a substitute, please contact the Personnel Office in the Administration Building, 214-780-3012, so that your name may be officially removed from our substitute list. This will prevent unnecessary calls to your home.

Attire

Attire is business casual. Subs are allowed to wear jeans ONLY on Friday or Spirit Days.

Yearly Renewal

Each summer a renewal form is e-mailed to the substitutes that successfully worked 2 days per semester during the previous school year. At this time subs will be able to renew for another year and update any personal information that may have changed. Returning substitutes must also complete the required online training. Completion of required coursework, renewal forms, and insurance forms must be done by August 1st in order to be active for the next year. If a sub does not complete all renewal steps within the given time period, the sub file will become invalid.

Application for Permanent Teaching Position

If a person on the substitute list wishes to be considered for a full-time position, he/she should complete an online application located on the district's website at www.hpisd.org.

Reasonable Assurance

This provides notice of reasonable assurance of continued employment with Highland Park ISD when each school term resumes after a school break. By virtue of this notice, please understand that you may not be eligible for unemployment compensation benefits drawn on school district wages during any scheduled school breaks including, but not limited to, the summer, Christmas, and Spring Breaks. This assurance is contingent on continued school operations and will not apply in the event of any disruption that is beyond the control of the Highland Park ISD (e.g., lack of school funding, natural disasters, court orders, public insurrections, war, etc.)

Nothing contained herein constitutes an employment contract. Your continued employment is on an at-will basis. At-will employers may terminate employees at any time for any reason or for no reason, except for legally impermissible reasons. At-will employees are free to resign at any time for any reason or for no reason.

Responsibilities of the Substitute

Professional Ethics

1. The substitute teacher has an obligation to the students, the regular teacher, and the school. He/She will use extreme caution in expressing personal reactions and opinions about what he/she sees and hears in the classroom. Any information about the students must be treated confidentially.
2. The substitute teacher will maintain an attitude of cooperation with associates, respecting those in authority.
3. The substitute teacher will not compare one school with another, one principal with another, one staff of cafeteria workers with another, or one group of students with another. Adaptability to each unique situation is a necessary characteristic of the substitute teacher.
4. Under no circumstances will the substitute teacher criticize a regular classroom teacher or a student in the presence of other teachers or students.

Routine Responsibilities

1. The administration recommends that the substitute teacher arrive 15-30 minutes prior to the normal reporting time on the day of an assignment in order to become familiar with teaching materials needed for the day's lesson plans. Complete the following before the first students enters the classroom.
 - Check in with the substitute coordinator or administrative assistant.
 - Receive any keys, materials, or information that the substitute coordinator or administrative assistant may have for you.
 - Locate the classroom, familiarizing yourself with the setting.
 - Locate lesson plans and teacher's guides in order to become familiar with all the activities for the day.
 - Locate and become familiar with District/building Safety and Emergency Education Drill.
 - Wear your ID badge at all times.
2. Greet the students with a smile.
3. Follow the lesson plans as closely as possible.
4. Confer with the principal prior to any parent conferences.
5. Follow time schedules closely.
6. If substituting in one classroom over an extended period of time, confer with the regular teacher as often as necessary to insure learning progress on the part of the students.
7. A short summary of the day's activities should be prepared and left for the regular teacher.
8. Check with the administrative assistant or substitute coordinator before leaving the building to see if you are needed the following day.
9. NOTE: If you are called to work at the High School, please take note of the parking space number and location of the absent staff member so you can use that space; Otherwise, go to the parking garage attendant so that he/she can locate a space for you.

Classroom Management

1. Put your name on the whiteboard, including pronunciation clues if it is unusual. Do not write on the Promethean Board.
2. Convey a genuine interest in the students by learning their names as quickly as possible. Elementary school substitutes should do this within the first hour; secondary school substitutes should do this by the second day when an assignment is two or more days in duration.
3. Start the day/class period quickly and firmly, with confidence and enthusiasm. The substitute's first words and actions will determine the day's/period's discipline.
4. Engage students from the beginning and keep them engaged. If no activity is scheduled prior to the tardy bell, use this time to learn student's names, discuss a spectacular news item, play a fun game, or provide direct study time. Do not allow "free time!"
5. Phrase questions in the following manner, "Raise your hand if you know where a dictionary is," or "John, tell me the names of the absent children." This eliminates everyone talking at once.
6. Tell students at the beginning not to worry if things are not done the way the teacher does them because there is often more than one good way of doing something. A change is fun for all.
7. Position yourself on the perimeter of the classroom where you are able to observe the group as a whole. When addressing the students, do so from a standing position in front of the class. Call a student or small group to you rather than you going to them.
8. Give personal encouragement generously. Encouragement increases self-confidence in the student. Praise focuses on the person, while encouragement focuses on how the person has helped in the total situation.
9. Involve the students in the day's activities as much as possible.
10. Establish eye contact; physically get down to the student's eye level when you want to get his/her special attention.
11. Discipline
 - a. Students who are unwilling to follow the rules or behave in an appropriate manner are to be referred to the principal after appropriate redirection and warning given by the substitute teacher has proven unsuccessful. A student should never be allowed to disrupt the study of other students.

Substitutes are prohibited from using corporal or physical punishment, but are encouraged to use any or all suggestions listed below.

- b. A positive approach works best, and a sense of humor can often relax a tense situation.
- c. Let the students know that you intend to be reasonable and fair and that you really care about them.
- d. Each class is different; therefore different approaches must be used.
- e. One good approach is to begin the class by telling a little about yourself and asking questions about procedure, subject matter, or the students themselves.
- f. Set the perimeters for expected behavior at the outset and then follow through. (Example: first offense = warning; second offense = reporting to

the regular teacher; third offense = sending to the principal's office with referral.)

- g. Set potential troublemakers to work for you.
- h. One effective progression for reducing unnecessary behavior includes the following steps:
 - (1) Proximity - move closer to the student.
 - (2) Involvement – give student something to do.
 - (3) Removal - take student out of the situation. By taking the student either outside of the classroom or off to one side where there is
"no audience," the student often loses "steam."
- i. Follow this suggested progression of activity management. (Example: first offense = redirect student to activity assigned; second offense = redirect and indicate the regular teacher will be informed; third offense = without words, stop the behavior, complete a referral form or note to the principal, quietly and with little verbiage, tell the student what was observed and send the student to the principal.)

On the written referral, tell what the offenses were and make a recommendation for the principal to consider. Otherwise, indicate no recommendation. The following is a suggested progression of recommendation:

- (1) Recommend that the principal speak with the student, gain commitment for better behavior, and return the student to class.
 - (2) Recommend that the principal speak with the student, but do not return the student to class until the substitute can speak with the principal.
 - (3) Recommend that the principal speak to the student, but hold the student out of class until the next period or for a specific time.
- j. Detention must be referred to the principal or appropriate assistant principal.
 - k. A specific referral process used at the High School and Middle School levels appears in the appropriate Substitute Information folder.
 - l. In the lower grades, a list of "Super Stars" or "Good Citizens" often encourages students to better behavior. Each student begins the day on the list, but is removed upon a second reprimand. The substitute tells the class that the list will be left for the regular teacher who will be encouraged to reward them in some way. Or, the substitute may do the rewarding at the end of the day. Candy may not be given as a reward.

School Responsibilities toward the Substitute

Duties of the School to the Substitute

1. When possible, the principal or his/her designee will make a special effort to welcome the substitute and help him/her in locating the classroom.
2. When possible, the principal or his/her designee will visit the classroom occasionally to offer assistance.
3. Any necessary keys will be accessible.
4. Information concerning any additional duties of the regular teacher that are to be performed by the substitute (example: cafeteria, hall, etc.) will be given at the reporting time in the morning.

Duties of the Regular Teacher to the Substitute

1. If at all possible, the regular teacher should notify the principal (or designee) of his/her impending absence on the preceding day.
2. If at all possible, the absent teacher will notify the school office before class dismissal time on the day before his/her return so that the substitute teacher may be released.
3. Lesson plans, teachers' editions, guides, teaching materials, and reporting forms will be easily available for the substitute.
4. A complete Substitute's Information folder should be found in the teacher's desk. Items to be included, where applicable are:
 - a. A class roster, including telephone numbers
 - b. Daily class schedule
 - c. Disaster drill information
 - d. Seating charts
 - e. Information concerning location of keys to desks or cabinets
 - f. Names of students who will give reliable aid
 - g. Names and room numbers of close-by teachers that may be of assistance
 - h. Schedules of students going to the resource room, speech therapist, or clinic to receive medication, etc.
 - i. Policy concerning borrowing lunch money (IOU's, class funds, etc.)
 - j. Procedure on admitting a late student to the classroom
 - k. Procedure on releasing a student before the end of the class period
 - l. A statement about the use of hall pass, class restroom policy, etc.
 - m. (Optional) A letter from the regular teacher in case of an unexpected absence to be read by the substitute to the class. In it the regular teacher would encourage the students to work with the substitute, emphasizing respect, helpfulness, good manner and behavior
 - n. At the High School level, a copy of the referral system plus the name of the assistant principal in charge of discipline at your level
 - o. At the Middle School, the name of the assistant principal in charge of discipline
 - p. At both the High School and Middle School, the name of the counselor for your grade level
 - q. At both the High School and Middle School, the name of the department chair for your subject area
 - r. Routines or procedures unique to your particular school

5. Provide ideas for extra work and/or a folder of duplicated assignments for fast finishers.
6. When an absence is anticipated, the regular teacher shall do everything possible to prepare the students for working with the substitute teacher. Such planning should emphasize respect, helpfulness, good manner and behavior.
7. The regular teacher will avoid unfavorable criticism of the substitute teacher in the presence of other teachers or students. Such criticism may be presented to the principal in the interest of the school and students.

Helpful Hints Regarding the Frontline Phone System

There are a few things about the phone system that might be helpful for you to know.

1. Frontline will show up as 1-800-942-3767 on the Caller ID display.
2. Frontline is voice-activated. When the system calls you for an available assignment, it will not begin to read the job until you pick up the phone and make a sound (typically by saying "hello").
3. If you are using a "telezapper" or some other device that blocks calls that were dialed by a computer, you will typically not receive calls from Frontline either.
4. When *Frontline* calls, it only asks for the PIN number. When *you* call in to Frontline, it asks for both the ID number and the PIN number.
5. There are no outbound calls on Friday night, all day Saturday, or Sunday morning.
6. Frontline will make outbound calls up to 2 days in advance of the start of the absence.
7. Pressing the "*" key at any time on the phone system takes you back to the previous menu.

Special Education Abbreviations

ECSE (Early Childhood Special Education)

The Early Childhood Special Education Program is offered for children ages three through five with a qualifying disability and educational need. The ECSE program focuses on strongly predictable and structured routines and activities, visual supports and communication as well as functional skills. Functional skills include feeding, mobility, toileting, hygiene and social interaction. In the ECSE setting, academic skills and Pre-K guidelines are core to the curriculum. Visual schedules are used to increase predictability and ease transitions throughout the day. Students also participate in a combination of IEP goals and ECSE classroom activities as appropriate to their needs. ECSE placement is based on evaluation, eligibility and the student's IEP.

FUNDAMENTALS

The Fundamentals classroom focuses on training and instruction in functional and academic skills helping the student to be as independent as possible. Functional skills that can be addressed in the Fundamentals setting could include: communication, feeding, navigating the school, mobility, toileting, hygiene and social interaction. Academic skills that can be addressed in the Fundamentals setting are competencies in reading, writing and math that would enable the student to access grade level curriculum or increase independence. Students participate in a combination of IEP goals and Fundamentals classroom activities as appropriate to their needs. Additionally, students participate in General Education classroom activities as appropriate to their needs. The Fundamentals classroom is not defined by category of disability or level of students' cognitive function. However, often students with intellectual disabilities benefit from instruction in the Fundamentals classroom.

IN CLASS SUPPORT

Highland Park provides a continuum of instructional models for students with disabilities in a variety of settings. The In-Class Support model utilizes multiple service providers which include general and special education teachers and special education paraprofessionals. In-class support impacts teachers and students positively through a shared partnership. Students with disabilities become an integrated member of the general education class without the distraction and fragmentation of leaving the classroom for services. As a result, all students benefit from the wide range of instructional opportunities that a classroom with two adults can provide.

POSITIVE BEHAVIOR SUPPORT (PBS)

Positive Behavior Support (PBS) is a process for understanding and resolving the problem behavior of children that is based on values and empirical research. It offers an approach for developing an understanding of why the child engages in problem behavior and strategies for preventing the occurrence of problem behavior while teaching the child new and/or replacement skills. Positive behavior support offers a holistic approach that considers all factors that impact on a child and the child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction, as well as, social withdrawal. This program is offered at the following campuses: University Park Elementary, McCulloch Intermediate School,

Highland Park Middle School, and Highland Park High School. There is not criteria of disability category or cognitive ability to be included in this program.

RESOURCE

The special education teacher and/or paraprofessional instruct and support students identified with a disability in the Resource classroom. These students need support to be successful in attaining goals and objectives as listed in the student's Individual Education Plan (IEP). Support from the special education teacher may include consultation services with the general education teacher, in-class support services provided in the general education classroom, and/or direct instruction in the resource classroom. These students access grade-level curriculum with accommodations, modifications, supplementary aids and services and/or related services. There is not a criteria of disability category or cognitive ability to be included in this program. This program serves all types of disabilities.

SOCIAL SKILLS

Social Skills Instruction is used to address the social and emotional well-being of the student as well as enhance academic performance. This program addresses skills specific to the needs of the student. Social skills instruction could be provided in a variety settings, such as but not limited to: guidance counselor lessons, lunch bunch, direct instruction, recess periods, general education and special education classrooms. Skills taught may include: identifying emotions, recognizing that others have thoughts about us based on our behavior, personal space, self-regulation and awareness, expected/unexpected behaviors, perspective taking, making inferences, figurative language, nonverbal communication, conversation, joining a group, organization and calming techniques.

STRUCTURE

The Structure Program focuses on highly structured and routinized activities, strongly predictable routines, visual supports and communication. Intense focus on communication, social engagement, and self-regulation are provided through a variety of models. This includes physical and visual boundaries and expectations of areas are explicitly taught. Structured teaching strategies are used throughout the student's day. Visual schedules are needed to increase independence with work tasks and transitions both in the Structure classroom and general education settings. Students participate in IEP goal work which is often TEKS based. There is not a criteria of disability category or cognitive ability to be included in this program. Language, functional communication and social communication impairments that significantly impact behavior are typically present. Students with Autism or similar needs often benefit from instruction in the Structure program. This classroom is designed for a student who is unable to be successful in the general education setting, with the use of accommodations and modifications, who needs intensive direct instruction.

TRS Work after retirement

****NOTE**** Always check with TRS prior to performing any work other than substituting.

TRS Retiree Prior to 9/1/05

TRS Retirees who retired prior to 9/1/05 have no restrictions and are not subject to the TRS surcharge or Health Insurance surcharge.

TRS Retiree Between 9/1/05 to 1/1/11

TRS Retirees who retired between 9/1/05 and 1/1/11 have no restrictions, but are subject to the TRS surcharge and Health Insurance surcharge.

- **Employee Health Benefit Surcharge:** For those returning to work more than one-half time per month, the school district is subject to these surcharges if the retiree is enrolled in TRS-Care. This district can deduct the cost from the retiree. The new uniform surcharge amount is \$535 per month.
- **TRS Surcharge:** For those returning to work more than one-half time per month, the district must pay 14.5% of the retiree's salary as a surcharge to TRS each month.

TRS Retiree AFTER to 1/1/11

1. TRS Retirees who retired after 1/1/11 and who "sat out" for 12 consecutive months have no restriction, but are subject to the TRS and Health Insurance Surcharges.
 - must have a 12 full, consecutive calendar-month break in service from all TRS-covered employers before working full time and still receiving their annuity payment (retirees may work as "substitutes" or as much as one-half time without having a 12-month break in service);
2. TRS Retirees who retired after 1/1/11 and did NOT sit out for 12 consecutive months have the following restrictions:
 - May work as "substitutes";
 - May work as much as one-half time without having a 12-month break in service;
 - allow a retiree to serve as a "substitute" not only in the place of a current employee or a position held by more than one current employee but also in a vacant position for no more than 20 days total in that position;
 - allow a retiree to serve in more than one vacant position during a school year, serving in each vacant position no more than 20 days;
 - prohibit a retiree from serving in the vacant position that was created by the retiree's retirement, i.e., the retiree cannot substitute in the position the retiree vacated at retirement
 - All retirees must observe a one full, calendar-month break in all service with a TRS-covered employer after retirement;
 - No change to the effect of revoking retirement by working as a substitute during the required one full, calendar-month break in service (whether in the place of a current employee or if the position is vacant);
 - No change to the effect of interrupting the 12-month break in service by working as a "substitute," whether the position is held by a current employee or is vacant, and requiring the retiree to begin a new 12 full, consecutive calendar-month break in service before full-time employment without forfeiting their annuity payment.
 - **COMBINED WORK** – If a retiree works as a substitute and works any other type of work during a calendar month, you are limited to working no more than one-half the work days in the calendar month. If you substitute as part of the combined work, ALL work is counted as a full day regardless of the number of hours worked.

Scenario 1:

Mr. Allen retired 1/31/2007 from TRS. He began substituting in March 2007, and really enjoys working with elementary students. He has been asked to work 3 hours a day for Hyer Elementary to provide tutoring for 2nd grade students in math. Does he have any restrictions?

Answer: No, he has no restrictions and may work full-time in any capacity without losing any part of his TRS annuity.

Scenario 2:

Mrs. Smith retired 5/31/2011 from TRS. She did not substitute or perform any type of temporary/part-time work for the district for a full 12 month calendar year. She has been asked in November to be the Interim Principal for the remainder of the school year. Does she has any restrictions?

Answer: No, she has no restrictions because she sat out the full calendar year. She may work full-time and not lose any part of her annuity. She will be subject to the surcharges.

Scenario 3:

Mr. Clark retired 5/31/2014 from TRS. He sat out for June and July, then decided to substitute for several districts. Does he have any restrictions?

Answer: Depends. He may substitute for an absent employee with no restriction. He may only substitute for a vacant position up to 20 days. He may not substitute for a vacant position or be hired back part time if the position he is substituting for was created by his retirement.

Scenario 4:

Mrs. Jackson retired 12/31/2015 from TRS. She sat out for one full calendar month. She began substituting in March 2016. She has been asked to take on a long-term substitute position for a teacher who is going out on medical leave for 8 weeks. Her grandson is a star athlete in Plano ISD and the booster club has asked her to take tickets at the football game on Thursday and Friday nights. She is paid \$20 per hour that she works in Plano ISD and is considered a temporary or seasonal employee. Does she have any restrictions?

Answer: YES. The substituting for the teacher out on medical leave is not an issue. She may do this unrestricted. However, if she works 30 minutes in any other type of position, whether in the same school district or not, this is considered COMBINED WORK. She is restricted to working only one-half of the month. She would lose her annuity for each month that she had combined work and worked more than one half of the month.

Life Threatening Allergies (LTA)/ Anaphylaxis In the Classroom

(Information for Substitute Teachers)

- Know which students have life threatening allergies (substitute file will have this information)
- Review all information in the substitute file related to student' allergy needs- if you are not sure of how to respond to any student needs, contact the campus nurse for clarification
- Prevent contact with the allergen(s)
- Know how to respond based on the student's allergy plan in case of accidental exposure

Typical allergy symptoms:

Lungs:	Shortness of breath, repetitive hacking, cough &/ or wheezing
Heart:	Fainting, thready pulse, shock
Throat:	Itching &/ or sense of tightness, hoarseness & hacking cough, difficulty swallowing
Mouth:	Itching & swelling of the lips, tongue or mouth
Skin:	Hives, itchy red rash, swelling about the face or extremities, pale skin
Stomach:	Nausea, cramps, vomiting, diarrhea

What to do:

1. Follow the plan(s) provided in the substitute file
2. Call for school nurse
3. Clear the area around the student
4. Medication (Epi-pen) will be given by nurse or trained adult
5. Adult calls 911 and parent if symptoms are significant

IN AN EMERGENCY

SECURE! Get inside. Lock outside doors

Bring everyone indoors
Lock outside doors – No one in or out
Increase situational awareness
Business as usual
Take attendance, notate the time



LOCKDOWN! Locks, Lights, Out of sight

Lock interior doors
Turn off lights
Maintain silence
Take attendance, notate the time



EVACUATE! (To announced location)

Lead evacuation to location
Notify if missing, extra or injured students
Take attendance, notate time



SHELTER! Hazard and safety strategy

TORNADO: Evacuate to safe area
HAZMAT: Seal the room
EARTHQUAKE: Drop, cover, hold

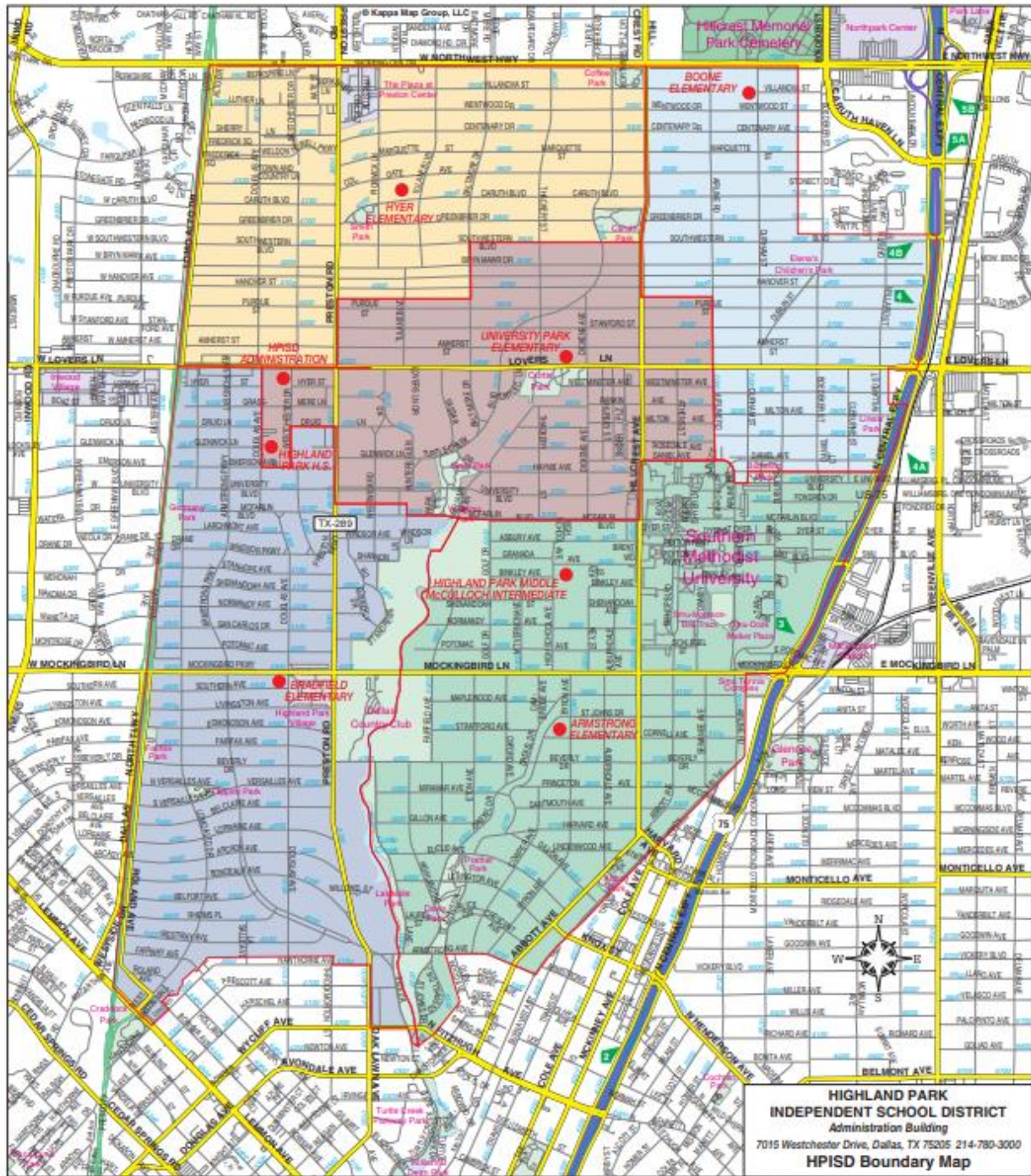


HOLD! In your classroom. Clear the halls.

Close and lock door
Increase situational awareness
Business as usual
Take attendance, notate the time



District Map



Highland Park High School
 4220 Emerson Avenue
 Dallas, TX 75205
 214-780-3700

John S. Bradfield Elementary
 4300 Southern Avenue
 Dallas, TX 75205
 214-780-3200

Highland Park Middle School
 3555 Granada Drive
 Dallas, TX 75205
 214-780-3600

Robert S. Hyer Elementary
 3920 Caruth Boulevard
 Dallas, TX 75225
 214-780-3300

Arch H. McCulloch Intermediate School
 3555 Granada Drive
 Dallas, TX 75205
 214-780-3500

University Park Elementary
 3505 Amherst Avenue
 Dallas, TX 75225
 214-780-3400

John S. Armstrong Elementary
 3600 Cornell Avenue
 Dallas, TX 75205
 214-780-3100

Michael M. Boone Elementary
 8385 Durham Street
 Dallas, TX 75225
 214-780-4100

Calendar

July 2024						
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 2024						
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25	26	27	28	29	30	31

September 2024						
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29	30					

October 2024						
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27	28	29	30	31		

November 2024						
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17	18	19	20	21	22	23
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December 2024						
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29	30	31				

January 2025						
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February 2025						
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March 2025						
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April 2025						
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27	28	29	30			

May 2025						
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25	26	27	28	29	30	31

June 2025						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Grading Periods K-12	
First Semester - 84 Days	Second Semester - 89 Days
[Aug. 14-Oct. 11] - 1st Grading Period - 42 days	[Jan. 7-March 6] - 3rd Grading Period - 41 days
[Oct. 16-Dec. 20] - 2nd Grading Period - 42 days	[March 17-May 23] - 4th Grading Period - 48 days

Dates at a Glance	
Aug. 6-13	Professional Development Days
Aug. 14	First Day of School
Sept. 2	Holiday
Oct. 14	Professional Exchange Day / Student Holiday
Oct. 15	Professional Development Day / Student Holiday
Nov. 5	Professional Development Day / Student Holiday
Nov. 25-29	Thanksgiving Holiday
Dec. 19	Student Early Release 7-12
Dec. 20	Student Early Release K-12
Dec. 21	Work Day for Staff
Dec. 23-Jan. 3	Holiday Break
Jan. 6	Professional Development Day / Student Holiday
Jan. 7	Classes resume
Jan. 20	Holiday
Feb. 17	Professional Development Day / Student Holiday
March 7	Bad Weather Make-Up Day
March 10-14	Spring Break
April 18	Professional Exchange Day / Student Holiday
April 21	Bad Weather Make-Up Day
April 8-May 16 **	State assessment
May 5-16	AP testing
May 22	Student Early Release 7-12 only
May 23	Student Early Release K-12 / Last Day of School
May 24	Work Day for Staff
May 26	Holiday

**Please note that state assessment dates may change.