Introduction

Welcome to the Schertz-Cibolo-Universal City Independent School District (SCUCISD) a District that prides itself on its history of outstanding service to students, parents, and the community. Substitute teachers are a vital part of the educational staff of our school District. Teaching is a challenging task that requires both skill and dedication. 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. We hope that you find your work in the Schertz-Cibolo-Universal City ISD both enjoyable and rewarding. It is the desire of the District to provide students with the most qualified teachers available. It is equally as important to provide our students with qualified and capable substitute teachers that can handle the instructional program.

The purpose of this handbook is to give you a brief introduction to SCUCISD and provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are have been summarized. Suggestions and improvements to this handbook are welcome and may be sent to the Human Resources office.

This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of employees in any way. Rather, it is a guide to and a brief explanation of district policies. District policies and procedures can change at any time. For more information, employees may refer to the SCUCISD policy codes that are on line at www.scuc.txed.net under Community and are available for review.

Substitute’s Oath: “I will use common sense and good judgment when carrying out my duties as a substitute employee. I understand that while working as a substitute employee, I am responsible for my behavior and the actions that I take, regardless of whether or not these behaviors and actions are included in this handbook.”

Ethical Behavior: Substitute employees have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.
Description and History

Schertz-Cibolo-Universal City ISD serves students in grades Pre-K through 12th. The District extends over a seventy-three square mile area in northeast Bexar County and southwest Guadalupe County, and includes the cities of Schertz and Cibolo and a portion of Universal City. SCUCISD is large enough to offer a wide variety of outstanding academic and extracurricular programs and small enough to help each student develop full potential in a caring and supportive environment. The Board of Trustees, administration, faculty, and support personnel are committed to ensuring that all students have the capacity to learn and be successful.

The first school in the area was built during the 1890s and was located across Cibolo Creek where Randolph Air Force Base stables are currently located. As the community grew from a settlement along the creek bank, a school was established in Cibolo, about four miles to the east. The building was erected on church property and the teachers were ministers. Records are rather sketchy for the next few years. In 1916, a two-story brick school was built on what is now FM 78 in Cibolo. This school, initially used for grades 1-11, has served many purposes over the years. In 1917, a two-story brick school was built in Schertz. The consolidated common school districts of Schertz and Cibolo merged in 1940, becoming the Schertz-Cibolo Consolidated Common School District, with grades 1-6 attending in Cibolo and grades 7-12 in Schertz. With the growth of the area, the construction of new schools, and the addition of students from Universal City, name and status again changed, and the District became the Schertz-Cibolo-Universal City Independent School District. Currently, the District operates fifteen schools as well as the Allison Steele Enhanced Learning Center/DAEP and the Marion Dolford Learning Center.
Welcome to the Schertz-Cibolo-Universal City Independent School District

The district is committed to a workforce culture based on principles and practices of high-performance and high-integrity. It is our goal that you will be motivated to do your utmost for the benefit of students and stakeholders and for the success of the Schertz-Cibolo-Universal City Independent School District.
Mission, Vision, Values

**Mission:** Schertz-Cibolo-Universal City ISD provides a safe, secure and challenging learning environment, through the responsible use of all resources, to afford opportunities for all students to realize their individual potential and to become responsible and productive members of society.

**Vision:** Prepare EVERY student to be a productive citizen.

**Values:** Leadership, Character, Commitment, Service, Learning

Belief Statements

- We believe all students have the capacity to learn and be successful.
- We believe a safe, secure environment is paramount to learning.
- We believe living our core values of leadership, character, commitment, service and learning, result in the ability to set and achieve lifelong goals.
- We believe quality instruction addresses the individual needs of students.
- We believe engaging, interactive, and authentic teaching, creates empowered, active learners prepared for our changing world.
- We believe embracing technology as a relevant tool enhances learning in and beyond the classroom.
- We believe in a Professional Learning Community (PLC) culture that allows time to collaborate and share best practices in order to improve continually.
- We believe good communication is critical to success.
- We believe lifelong learning enriches staff through professional development.
- We believe measures of our success go beyond standardized testing.
- We believe public education is defined by the local community, with limited state involvement.
Priority 1:

High Achievement For All Students

Goal 1.1: 90% of all students will meet or exceed minimum STAAR standards combined over all tested subject areas.

Goal 1.2: 100% of campuses (and district) will exceed Texas Education Agency annual requirements for Index 2: Student Progress.

Goal 1.3: 100% of campuses (and district) will exceed Texas Education Agency annual requirements for Index 3: Closing Performance Gaps between student demographic groups.

Goal 1.4: 100% of campuses (and district) will exceed Texas Education Agency annual requirements for Index 4: Postsecondary Readiness.

Goal 1.5: 30% of students will achieve Advanced Performance on STAAR Reading/ELA, Math, Science and Social Studies.

Goal 1.6: 60% of tested students (no less than 30% of total students) will score at or above college credit criterion on Advanced Placement/International Baccalaureate Examinations. *(College Readiness Exams)*

Goal 1.7: 60% of tested students (no less than 68% of total students) will score at or above college entry criterion on SAT/ACT Examinations.

Goal 1.8: 90% of students reading on Grade Level by the End of 2nd Grade.

Goal 1.9: 90% of PBMAS (Performance Based Monitoring Analysis System) Indicators in Special Education, Bilingual, Career Technical Education and No Child Left Behind will be at a performance-level of "0" (0 is best, 4 is worst), with no indicators scoring at a "3" or "4".

Goal 1.10: 90% of secondary (7-12) students participate in high-quality extracurricular activities.

Goal 1.11: 100% of campuses (and district) will earn one or more Academic Achievement Distinctions.
High-performing and Engaged Workforce

Goal 2.1: 80% of participants will respond in top 3 (of 7) scoring bands in workforce satisfaction on SCUC annual staff survey.

Goal 2.2: 80% of participants will respond in top 3 (of 7) scoring bands in workforce engagement on SCUC annual staff survey.

Goal 2.3: 80% of participants will respond in top 3 (of 7) scoring bands on “training, growing and learning” statements on SCUC annual staff survey.

Effective and Efficient District and Campus Operations

Goal 3.1: 100% of annual Financial Integrity Rating System of Texas (FIRST) indicators will meet or exceed expectations.

Goal 3.2: 80% (or higher) of respondents to District Questions on the community and student engagement survey(s) will select “Agree” or “Strongly Agree” for each question.

Goal 3.3: 90% (or higher) of respondents to District Questions on the community and student engagement survey(s) will respond with overall satisfaction.

Goal 3.4: 85% (or higher) of respondents to Campus Questions on the community engagement survey will respond with overall satisfaction.

Goal 3.5: 85% (or higher) of respondents to the student engagement survey will respond with overall satisfaction.
Dear Substitute:

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

Most teachers will tell you that while they could not do their jobs without you, they wouldn’t trade with you for a day! In many ways the job of the substitute 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.

Presenting yourself in a mature and professional manner is an important part of being a successful substitute teacher. The level of professionalism you present will play a big role in how you are perceived and treated by students and school staff. Consider how you measure up in the following areas:

**DRESS:** Women should select outfits in which they can walk, bend down, stoop over, and write on the board with ease. Men should consider wearing a shirt and tie. You can always remove the tie, undo the neck button, or roll up your sleeves if you find yourself “overdressed” for the assignment.

**CONDUCT:** Show professional courtesy and respect for school staff and students. In many classrooms you will have access to students, and
sometimes teacher’s personal information. Do not seek out information you do not need to know. Keep what you do know confidential and share it only as needed with administrators and/or other teachers. Avoid teachers’ lounge gossip and refrain from talking about school staff and students with friends or family members. At the end of the day be sure to leave a report for the permanent teacher and thank any staff members who have helped you throughout the day.

LANGUAGE: Strive to be respectful and positive as you speak both in front of the class and in casual conversations. Address and refer to teachers and other school staff as Dr., Mr., Mrs., Miss, Ms., etc., and insist that students use such titles when addressing you, regardless of how they may know and address you outside the school setting. Avoid swearing and the use of crude terms or slang phrases. Remember, if you aren’t going to say something nice, it may be best not to say anything at all.

By dressing appropriately, being courteous and respectful of other teachers and staff, and using proper language, you are increasing the likelihood of being treated like a professional. Although society in general is becoming increasingly more casual in conduct, it is a good idea to maintain professional standards in the work place.

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 Schertz-Cibolo-Universal City ISD!

Sincerely,

SCUCISD
Human Resources

★ ★ SCUCISD Mission Statement ★ ★
Schertz-Cibolo-Universal City ISD provides a safe, secure and challenging learning environment, through the responsible use of all resources, to afford opportunities for all students to realize their individual potential and to become responsible and productive members of society.
Board of Trustees

The SCUC ISD Board of Trustees meets at 6:00 p.m. on the third Thursday of each month. The meetings are open to the public. Call 945-6200 for location.

School and Facilities

Samuel Clemens High School (Grades 9-12)
1001 Elbel Road - Schertz, Texas 78154 ............... 945-6501

Byron Steele High School (Grades 9-12)
1300 FM 1103 - Cibolo, Texas 78108 ............... 619-4000

Ray D. Corbett Junior High School (Grades 7-8)
12000 Ray Corbett Drive - Schertz, Texas 78154 ... 619-4150

J. Frank Dobie Junior High School (Grades 7-8)
395 Borgfeld Road - Cibolo, Texas 78108 .......... 619-4100

Barbara Charline Jordan Intermediate (Grades 5-6)
515 Thistle Creek Drive - Cibolo, Texas 78108 .... 619-4250

Elaine S. Schlather Intermediate (Grades 5-6)
230 Elaine S Schlather Pkwy - Cibolo, Texas 78108 .. 619-4300

Laura Ingalls Wilder Intermediate (Grades 5-6)
806 Savannah Drive - Schertz, Texas 78154 ........ 619-4200

Green Valley Elementary (Grades Pre-K-4)
1694 Green Valley Road - Schertz, Texas 78154 ... 619-4450

Norma Paschal Elementary (Grades Pre-K-4)
590 Savannah Drive - Schertz, Texas 78154 .... 619-4500

Rose Garden Elementary (Grades Pre-K-4)
506 North Blvd. - Universal City, Texas 78148 .... 619-4350

Schertz Elementary (Grades Bilingual Pre-K) K-4
701 Curtiss Street - Schertz, Texas 78154 .......... 619-4650

John A. Sippel Elementary (Grades Pre-K-4)
420 Fairlawn Avenue - Cibolo, Texas 78108 ....... 619-4600

Maxine and Lutrell Watts Elementary (Grades Pre-K-4)
100 Deer Meadow - Cibolo, Texas 78108 .......... 619-4400

O. G. Wiederstein Elementary (Grades Pre-K-4)
171 Borgfeld Road - Cibolo, Texas 78108 ........... 619-4550

Cibolo Valley Elementary (Grades Bilingual Pre-K) K-4
4093 Green Valley Road - Cibolo, Texas 78108 ...... 619-4700

William Malish Administrative Center (Central Office)
1060 Elbel Road - Schertz, Texas 78154 ............ 945-6200

DAEP (Disciplinary Alternative Education Program)
301 Main Street – Schertz, Texas 78154 ........... 945-6413

Allison L. Steele Enhanced Learning Center (Grades 9-12)
204 Wright Avenue - Schertz, Texas 78154 ........ 945-6401

Adult Education (GED and ESL Classes)
301 Main Street – Schertz, Texas 78154 .......... 945-6095

Marion Dolford Learning Center
200 West Schlather St. - Cibolo, Texas 78108 ...... 945-6426
We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way. Teachers will provide a substitute folder with their daily schedule, teacher’s names that can help you with any questions you might have, and their lesson plan for the day.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located in the front of the building. *Please be sure to pick up the form at the upstairs F gallery for a parking permit/placard to display in your vehicle.*

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must proceed to the upstairs F gallery to sign in.
   - Pick up sub folder; take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, before and after school duty, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).

4. **Attendance:**
   - Each classroom will have attendance slips.
   - Call roll and record attendance.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.
   - Students who have become ill or injured should be sent to the Clinic with a Hall Pass.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - All students are to be seated and ready for work when the tardy bell rings.
   - Please supervise the hallways during the time that students are changing classes.
   - Students displaying improper conduct should be sent to their appropriate gallery.

6. **Conference Period:**
   - On some occasions you will be assigned another teacher’s class during this time. If you have not been assigned an additional class, please check in with the secretary in the upstairs F gallery at the beginning of that period. After checking in, please remain in the upstairs F gallery.

7. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of each class.
   - Please fill out a comment sheet for the teacher.
   - Turn off the lights, close windows, and lock door.
   - Report to the upstairs F gallery.
We hope that you have as your aim the continuation of the learning program during the regular employee’s absence. Your ability to step into a situation quickly, handle routine matters efficiently, take charge of a new group of students hourly, and make that hour educationally worthwhile will contribute substantially to the smooth operation of the school.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located behind the school.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Unless otherwise specified, the called substitute should report to the receptionist no later than 8:15 AM.
   - Pick up sub folder from Assistant Principal’s Secretary’s office. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, before and after school duty, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).

4. **Attendance:**
   - Each classroom will have attendance slips.
   - Call roll and record attendance.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.
   - Students who have become ill or injured should be sent to the Clinic with a Hall Pass.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - All students are to be seated and ready for work when the tardy bell rings.
   - Please supervise the hallways during the time that students are changing classes.
   - Students displaying improper conduct should be sent to the office with a Misconduct Report.

6. **Conference Period:**
   - Most teachers are assigned three classes and one conference period; paraprofessionals are assigned four classes. On some occasions you will be assigned another teacher’s class during this time. If you have not been assigned an additional class, please check in with the office at the beginning of that period. After checking in, please remain in one of the two Faculty/Staff Workrooms or be certain that your whereabouts are known.

7. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of each class.
   - Please fill out a comment sheet for the teacher.
   - Turn off the lights in the classroom, close windows, and lock door.
   - Report to the office.
Welcome to Corbett Junior High School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes must park in front parking lot. Front doors open at 7:45 AM.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. Please have your job number and the employee’s name that you will be replacing for that day and sign in.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).

4. **Attendance:**
   - Each classroom will have attendance slips.
   - Attendance slips are collected about 10 minutes into each class.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - All students are to be seated and ready for work when the tardy bell rings.
   - Please supervise the hallways during the time that students are changing classes.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of each class.
   - Substitutes should walk their class to their assigned duty area and remain there to supervise and monitor dismissal procedures.
   - Please fill out a comment sheet for the teacher.
   - Turn off the lights, close windows, and lock door.
   - Sign out through the office.
Welcome to Dobie Junior High School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located along Dietz Road.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment. Jeans are acceptable on Thursday and Friday.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk every time you accept a job. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub binder from office and go to classroom. Take enough time to review information in substitute binder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school). If employee does not have duty, please report to the office at the end of the day to see what area you may be needed until the end of the scheduled day.

4. **Attendance:**
   - Each classroom will have attendance rosters.
   - Attendance rosters are to be brought down by a student about 10 minutes into each class. Please be sure to sign your name in black or blue ink at the bottom of the roster.
   - Students tardy to class should be marked tardy on the attendance roster, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - As a consequence for violating rules the following procedure is recommended:
     i. Administer a verbal warning and record student’s name for teacher.
     ii. Conference with student individually at the desk.
     iii. Change seat for the day.
     iv. Make note of unacceptable behavior and report to teacher.
     v. Send to Vice-Principal with Discipline Referral slip.
   - All students are to be seated and ready for work when the tardy bell rings.
   - Please supervise the hallways during the time that students are changing classes.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Substitutes should walk their class to their assigned duty area and remain there to supervise and monitor dismissal procedures.
   - Please fill out a comment sheet for the teacher.
   - Turn off the lights, close windows, and lock door.
   - Sign out through the office and turn in the substitute binder and key.
Welcome to our School. We hope you will have a successful and enjoyable day with our students and faculty.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located in the front of the school.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).

4. **Attendance:**
   - The attendance is at 10:00 AM and the attendance slips are collected shortly after.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - Should you have a discipline problem, please call upon the teaching partner in cluster.
   - There is a call button in every classroom.
   - Please supervise the hallways during the time that students are changing classes.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Substitute Folder needs to remain on the teacher’s desk.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office and turn in your classroom key and badge.
Welcome to our School. We hope you will have a successful and enjoyable day with our students and faculty.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located in the front parking lot.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Check the teacher’s mailbox in the Teachers’ Lounge in the morning and during lunch to see if there are any items that need to be sent home with the students.

4. **Attendance:**
   - The attendance is at 10:00 AM and the attendance slips should be sent to the attendance office.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - Should you have a discipline problem, please call upon the teaching partner in cluster.
   - There is a call button in every classroom.
   - Please supervise the hallways during the time that students are changing classes.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Substitute Folder needs to remain on the teacher’s desk.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office before 3:20 PM.

Please check in with the front office during the teacher’s conference period to see if you are needed somewhere else on campus.
Welcome to our School. We hope you will have a successful and enjoyable day with our students and faculty.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located in front of the school.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder, attendance roster, room key, and name tag from the office and go to classroom--take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Check the teacher’s mailbox in the Teachers’ Lounge in the morning and during lunch to see if there are any items that need to be sent home with the students.
   - Check with the office during conference and/or periods with no students for any extra work assignments.

4. **Attendance:**
   - The attendance is at 9:35 AM. Please send the attendance roster to the Attendance Clerk right at or shortly after 9:35 AM.
   - Students tardy to class should be marked tardy on the attendance roster, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, office, library, etc. he/she must have a hall pass. If a student becomes ill, the student should be sent to the Clinic with a clinic pass.
   - Should you have a discipline problem, please call upon the teaching partner in cluster.
   - There is a call button in every classroom.
   - Please supervise the hallways during the time that students are changing classes.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Substitute Folder needs to remain on the teacher’s desk.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office. Please make sure you return your key and badge to the office.
Welcome to Cibolo Valley Elementary School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located near the playground. Please enter on Kerry Street.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Check the teacher’s mailbox in the Administrative Office during lunch and your conference time to see if there are any items that need to be sent home with the students.
   - Teachers take students to the cafeteria for lunch. Other professional staff and aides supervise students during lunch. At the end of the lunch period, please pick up students from the cafeteria.

4. **Attendance:**
   - The attendance is at 10:00 AM and the attendance slips are collected shortly after.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - All students are to be seated and ready for work when the tardy bell rings at 7:45 AM.

6. **Rewards:**
   - **In the classroom** – there are different reward systems that pertain to specific classrooms. These reward systems should be noted in the sub-folder.

7. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Dismissal of bus students, daycare students and all other students being picked up at 2:45 PM.
   - Dismissal of students who are walking or riding bikes at 2:45 PM.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office.
Welcome to Green Valley Elementary School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located adjacent to our school’s cafeteria.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Check the teacher’s mailbox in the Teachers’ Lounge in the morning and during lunch to see if there are any items that need to be sent home with the students.
   - Students need to be picked up at 7:30 AM in the cafeteria or gym.
   - Teachers take students to the cafeteria for lunch. Aides supervise students during lunch.

4. **Attendance:**
   - The attendance is at 9:35 AM and the attendance slips are collected shortly after.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - All students are to be seated and ready for work when the tardy bell rings at 7:40 AM.
   - Please supervise your classroom of students at all times.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Dismissal of ALL students will start at 2:50 PM.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office.
Welcome to Norma J. Paschal Elementary School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes may park in faculty or visitor parking.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.
   - Fridays, you may wear clean, neat jeans with a Patriot shirt or red, white or blue shirt.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License (Preferred) or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Check the teacher’s mailbox in the Teachers’ Lounge in the morning and during lunch to see if there are any items that need to be sent home with the students.
   - Students need to be picked up at 8:00 AM in the following places: Prekindergarten-Grade 1 in cafeteria and Grade 2-4 in the Gym.
   - Teachers take students to the cafeteria for lunch, aides supervise students during lunch and at the end of the lunch/recess period you pick up students from the cafeteria.

4. **Attendance:**
   - The attendance is at 9:35 AM and the attendance print outs are sent to the office shortly after.
   - Students tardy to class should be marked tardy on the attendance print out, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - If a student becomes ill, the student should be sent to the office accompanied by a reliable student and a clinic pass.
   - All students are to be seated and ready for work when the tardy bell rings at 8:10 AM.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Dismissal of ALL students will start at 3:20 PM.
   - Please follow the dismissal order and procedures in the Substitute Folder.
   - Please leave notes for the teacher.
   - Sign out and return keys and sub folder through the office.
Welcome to Rose Garden Elementary School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located on the side and front of the school.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Your class is to be picked up from the old gym or new gym by 7:30 AM.

4. **Attendance:**
   - Each classroom will have an attendance slip that you pick up from the Attendance Office.
   - The attendance bell will ring at 10:00 AM and a student may bring the attendance slip back to office.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the Nurse’s office accompanied by a reliable student.
   - All students are to be seated and ready for work when the tardy bell rings.
   - Please supervise the hallways during the time that students are changing classes.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Dismissal of ALL students will start at 2:50 PM.
   - Student cannot be released from school unless an official pink notice comes from the office.
   - No transportation changes unless there is an official white notice from the office.
   - Please fill out a comment sheet for the teacher.
   - Turn off the lights, close windows, and lock door.
   - Sign out through the office.
Welcome to Schertz Elementary School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes must park in the front parking lot off of Pfeil Street.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment. Thursdays you may wear any college shirt with jeans. Friday is jeans with SCUC spirit wear.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Check the teacher’s mailbox in the Teachers’ Lounge in the morning and during conference to see if there are any items that need to be sent home with the students.
   - Students need to be picked up at 7:35 AM in the cafeteria or gym. Teachers take students to the cafeteria for lunch, aides supervise students during lunch and at the end of the lunch/recess period you pick up students from the cafeteria.

4. **Attendance:**
   - The attendance is at 10:00 AM. Please send your attendance to the front office with a responsible student(s). Use black ink.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - All students are to be seated and ready for work when the tardy bell rings at 7:45 AM.
   - Please supervise the hallways during the time that students are changing classes.

6. **Rewards:**
   - **Across campus** – we use Character Counts Tickets, you may give out as many or as few of these tickets as you may need. All tickets are yellow and should be stamped on the back.
   - **In the classroom** – there are different reward systems that pertain to specific classrooms. These reward systems should be noted in the sub-folder when you get to the campus.

7. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Dismissal of bus students, daycare students and all other students being picked up at 2:40 PM.
   - Dismissal of students who are walking or riding bikes at 2:45 PM.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office by 3:20 PM please; our office staff leaves at 3:30 PM.
Welcome to John A. Sippel Elementary School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located to the far left of the school.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Your class is to be picked up at 7:35 AM.

4. **Attendance:**
   - Each classroom will have attendance slips delivered at 10:00 AM.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - All students are to be seated and ready for work when the tardy bell rings.
   - Please supervise the hallways during the time that students are changing classes.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - The bus and daycare students leave when the 2:40 PM bell rings.
   - The walkers and pick-up students leave when the 2:45 PM bell rings.
   - No transportation changes unless there is an official white notice from the office.
   - Please fill out a comment sheet for the teacher.
   - Turn off the lights, close windows, and lock door.
   - Sign out through the office.
Welcome to Maxine & Luttrell Watts Elementary School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitutes can park where they can find a parking space.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver's License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Check the teacher’s mailbox in the Teachers’ Workroom in the morning and during lunch to see if there are any items that need to be sent home with the students.
   - The students will come to the classroom about 7:50 AM.

4. **Attendance:**
   - The attendance bell will ring at 9:35 AM and the attendance slips are collected shortly after.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - All students are to be seated and ready for work when the tardy bell rings at 8:10 AM.
   - Please supervise the hallways during the time that students are changing classes.
   - In your classroom, there is a black call button by the classroom door. If you have an emergency or need immediate assistance, push this button and it will alert the office.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office.
Welcome to Wiederstein Elementary School. We are pleased to have you as a member of our staff today. Please let us know if we can help you in any way.

1. **Campus Parking:**
   - Substitute’s parking lot is located at the front entrance of the school.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment. Thursdays and Fridays you are allowed to wear jeans and clean tennis shoes. Thursdays, we pair the jeans with college or school t-shirts. On Fridays, we wear red or pink shirts to support our troops and to promote breast cancer awareness.

3. **Arrival Procedures:**
   - Substitutes must enter the building and proceed to the front office to sign in. You will need your Driver’s License or valid I.D. ready to be scanned into Raptor at the front desk. Please have your job number and the employee’s name that you will be replacing for that day.
   - Pick up sub folder from office and go to classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Check the teacher’s mailbox in the Teachers’ work room in the morning and during lunch to see if there are any items that need to be sent home with the students.
   - Students are released to the classroom at 8:00 AM.
   - Teachers take students to the cafeteria for lunch, aides supervise students during lunch and at the end of the lunch/recess period you pick up students from the playground.

4. **Attendance:**
   - The attendance is at 9:35 AM and the attendance rosters are collected shortly after.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go to the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the office accompanied by a reliable student.
   - All students are to be seated and ready for work when the tardy bell rings at 8:10 AM.
   - Please supervise the hallways during the time that students are changing classes.

6. **Rewards:**
   - **In the classroom** – there are different reward systems that pertain just to specific classrooms. These reward systems should be noted in the sub-folder when you get to the campus.

7. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Dismissal of walkers at 3:10 PM.
   - Dismissal of all students at 3:20 PM.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office, leave keys and key fob in the wooden box located on the wall behind the receptionist’s desk.
   - Day concludes for: Substitute Paraprofessionals = 3:30 PM / Substitute Teachers = 3:45 PM
Welcome to our School. We hope you will have a successful and enjoyable day with our students and faculty. Our school is a nontraditional secondary program designed to meet the academic and essential social skills of the at-risk population in our community.

1. **Campus Parking:**
   - Substitutes must park in faculty parking located on the perimeter of the student parking lot.

2. **Dress Code:**
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. **Arrival Procedures:**
   - Sign in at front office. Provide driver’s license or valid I.D. to be scanned into the Raptor system. Please have your job number and the employee’s name that you are substituting for that day.
   - Teachers will have substitute book in the classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Please check in with the front office during the teacher’s conference period to see if you are needed somewhere else on campus.

4. **Attendance:**
   - Attendance is taken at 9:35 A.M. and 1:02 P.M. All slips should be sent to the attendance office directly after taking attendance.
   - Students tardy to class should be marked tardy on the attendance slip, as well as making note to share this information with the teacher when he/she returns.

5. **Classroom Management Procedures:**
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - Should a student need to go the restroom, he/she must have a hall pass. If a student becomes ill, the student should be sent to the office (with a pass) accompanied by a reliable student.
   - Should you have a discipline problem, please call upon the teaching partner closest to you.
   - There is a call button in every classroom.
   - Please supervise the hallways during the time that students are changing classes.

6. **Departure Duties:**
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Substitute folder needs to remain on the teacher’s desk.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office at 4:15 P.M.

Mission Statement

*It is our priority to make graduates and to inspire excellence in learning.*
Welcome to Disciplinary Alternative Education Program (DAEP) for the Schertz-Cibolo-Universal City ISD. We are pleased to have you as a member of our staff today. An office staff member will direct you to the classroom, and initiate you on various procedures (i.e., Cameras, lunch time, etc.)

1. Campus Parking:
   - Substitutes must park in faculty parking located in the front of our building.

2. Dress Code:
   - We ask that you dress in a clean, neat, professional manner appropriate to your substitute assignment.

3. Arrival Procedures:
   - Substitutes must enter the building and proceed to the front office to sign in. Please have the name of the person you are replacing for the day.
   - Teachers will have substitute folder in the classroom. Take enough time to review information in substitute folder such as lesson plans, special instructions, seating charts, and etc.
   - Check notes for Extra Duty. If the employee you are subbing for has Duty, you must complete the Duty for that day (this includes before and/or after school).
   - Please check in with the front office during the teacher’s conference period to see if you are needed somewhere else on campus.

4. Attendance:
   - Attendance will be taken as the students arrive into the breezeway / building.
   - Please take roll every class period, if a student is a “no show” or if a student is in your class that is not on your attendance roll, please call the main office at 6413.
   - Students tardy to class should be marked tardy on a note to share with the teacher when he/she returns.

5. Classroom Management Procedures:
   - Teachers will have copies of their classroom rules printed or posted within the classroom. Students should follow those rules.
   - DAEP students are not allowed to go to the restroom or get a drink while they are in class unless it’s an emergency. There are built in “restroom breaks” that are listed on the bell schedule. This should be included in your substitute folder.
   - Should you have a discipline problem, please call upon the teaching partner closest to you.
   - There is a call button in every classroom.
   - Please supervise the hallways during the time that students are changing classes.

6. Departure Duties:
   - All substitutes need to maintain classroom order and have students clean up at the end of the day.
   - Substitutes should walk their class to their assigned duty area and remain there to supervise and monitor dismissal procedures.
   - Please fill out a comment sheet for the teacher.
   - Sign out through the office.
Frequently Asked Questions

1. What is my rate of pay:
   The pay scale for substitute teachers is as follows: Certified - $85 per day, Degreed - $80 per day, Non-Degreed - $70 per day. Please remember if you accept an assignment for a Paraprofessional (i.e. Receptionist, Educational Assistant, & Special Education Assistant) you will be paid the Paraprofessional substitute rate regardless of your qualifications which is $65 per day. Substitute Qualifications can be found on the district website in the Human Resources Department located in the New Hires – Substitutes page.

2. When do I get paid?
   District substitutes are paid on a monthly basis. Please refer to the Monthly Payroll Schedule to determine the pay date for the month. The pay schedule can be found on the SmartFind SAMS website under view pay date schedule.

3. How do I know how much I am going to get paid? Where is my pay stub?
   You can find your electronic pay stub in Employee Access, located on the school district website under staff.

4. What is my User ID for the Employee Access?
   Your User ID is the same User ID that you use for SmartFind SAMS, which is your employee identification number.

5. How do I access SmartFind SAMS?
   A link to SmartFind SAMS can be found on the district website under staff.

6. What is my ID for SmartFind SAMS?
   Your User ID is the same User ID that you use for Employee Access, which is your employee identification number, which is emailed to you by the Substitute Administrator.

7. I just finished my Bachelor’s degree, what do I need to do to change my rate of pay?
   You will need to provide an official set of transcripts reflecting your degree conferred date to the Human Resources office. Your rate of pay will not change until the documentation is received.

8. I just received my Texas Educator’s Certificate, what do I need to do to change my rate of pay (this does not apply to alternative certification see number 12)?
   You will need to provide a copy of your certificate as well as an official set of transcripts reflecting your degree conferred date to the Human Resources office. Your rate of pay will not change until both documents are received.

9. How do I change my address and/or phone number with the district?
   Sign into Employee Access to make changes to your demographic information.

10. I did not receive my W-2 form from the district, how do I get a copy?
You can find your W-2 in Employee Access, located on the school district website under staff, and you will have the ability to print it out.

11. How often can I work if I am a retired member of the Teacher Retirement System (TRS)?
First, please ensure the Human Resources office is aware of your retirement status. Also, you will need to visit the TRS website http://www.trs.state.tx.us/ to familiarize yourself with the TRS rules and guidelines regarding work within a school district. New regulations set by TEA associated with retired teacher eligibility for substitute work became effective immediately.

12. Will my pay rate change when I finish my Alternative Certification program?
Your rate of pay will stay at your current rate.

13. When will I be able to start substitute teaching for the district?
You must complete the fingerprinting process, submit all required documents, and attend orientation before you can enter the classroom. Once these requirements have been met, it generally takes two to three working days before you are active in the SmartFind SAMS system.

14. What do I do if I want to resign?
You should submit something in writing or via email to jportela@scuc.txed.net or bfinley@scuc.txed.net. Your alternative retirement account can be accessed one year after your resignation date.

15. What is PST (MidAmerica Form)?
It is an alternate retirement plan in which SCUCISD substitutes and temporary employees participate and is in lieu of the Social Security plan. The SCUCISD does not participate in the Federal Social Security Retirement Program. Instead, as required by the Omnibus Budget Reconciliation Act of 1990 (OBRA), the District has adopted a private retirement plan authorized under Internal Revenue Code, Section 457. As a condition of employment, you will be an active participant in the District’s 457 Plan. A before tax contribution of 7.5% will be deducted from your gross salary each pay period. Please contact MidAmerica Administrative & Retirement Solutions to obtain information regarding your retirement fund at 800-430-7999 or www.midamerica.biz.

16. What should I do if I have a last minute emergency and can’t keep my assignment?
You should call the campus office immediately so that they may find someone to fill the assignment. If it is before the start time of your assignment, go into SmartFind SAMS and cancel the job yourself, than call the campus to alert them of the cancelation.

17. How do I renew my active status as a Substitute with the district?
All substitutes must renew their active status annually, regardless of their hire date. The packet is emailed at the end of each year, you will need to fill out and return the forms before you will be activated for the coming year.

A Substitute Teacher is
Smart, Unflappable, Brave, Safe, Teachable, Interesting, Tolerant, Understanding, Tactful, Energetic
Time-conscious, Enthusiastic, Available, Certified, Helpful, Ethical, Resourceful
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I. GENERAL INFORMATION

A. Equal Employment Opportunity

Schertz-Cibolo-Universal City Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Hiring Practices – Ref: Board Policies DAA (Legal), DC (Legal) and (Local), DCD (Legal) and (Local) and DPB (Legal)

In considering an applicant for substituting, the automated calling system assigns qualified candidates according to the substitute’s information on file in the system. At the end of each school year, a letter will be sent to each person who is on the current (active) substitute list. The forms should be completed and returned to the human resources office in order to continue employment with the district for the next school year. Failure to return the letter will result in removal from the approved list.

Substitutes are considered at-will employees. A substitute will be removed from the substitute list if there is a violation of campus or school district policy.

B. Qualifications and General Requirements

All completed substitute applications will be reviewed, but there will be a limit to the number of applicants per orientation. In addition to submitting an on-line application, applicants must also provide Human Resources with a copy of their driver’s license for fingerprint purpose, their social security card for payroll purpose, and Human Resources will need college transcripts with degree and date it was awarded (if applicable) or High School Diploma or GED equivalent (if no higher education).

All applicants must complete a Criminal History and a Fingerprint Information consent form as required by law under Section 22.083, of the Texas Education Code.

Senate Bill 9, also known as the “Fingerprinting Bill” was signed into law by Governor Perry in the Fall of 2007. This bill requires that all substitutes hired after January 1, 2008 undergo a national criminal history record information review by the Texas Education Agency (TEA). Therefore, before you can be employed as a substitute in Schertz-Cibolo-Universal City ISD, you will be required to provide your fingerprints to be checked against the national criminal history database.

You will be required to pay the upfront fees of approximately $49.00 associated with the fingerprinting process.

A Texas School district must request a “FastPass” on your behalf to begin the fingerprinting process. Once the “FastPass” is obtained, you will need to make an appointment with the fingerprinting vendor. When you have paid for and been fingerprinted, they will issue you a receipt. Any school district that you substitute for will need to copy this receipt for their records.

After fingerprinting: Bring, fax, or mail a copy of your receipt to the Human Resources Department. Once your receipt is on file in our substitute office, you will be emailed a Substitute New Hire packet. The packet contains a group of forms required to be completed prior to attending orientation. The forms will be linked to your application; therefore, they can be access by going back into your substitute application. After your forms have been completed, you will be emailed the scheduled orientation date, time, and location.
Important: Individuals who have already submitted fingerprints for the TEA criminal history review will not need to complete the process again for Schertz-Cibolo-Universal City ISD, however, we will need to obtain a copy of your original receipt.

The Executive Director of Human Resources has the authority to approve a person to substitute in the district. A principal has the right to allow or not allow an approved substitute to work on his/her campus.

We recruit individuals who:
- Enjoy working with children from varied backgrounds and academic abilities.
- Believe in the philosophy of “Excellence in Education”.
- Know they can make a positive difference in the education of children.

Reasons to become a Substitute:
- Substituting affords flexible employment and helping youngsters.
- Working with children can be soul-enriching.
- Set your own work schedule
- If you have children, one of the benefits of substituting is that you can limit where and when you will work.
- Excellent interim job
- Different assignments daily
- Great experience for future teachers
- Provides extra income for retired persons

Teacher Substitute Requirements:
- Possess a valid Teacher’s Certificate or have completed at least 60 semester hours of academic studies from an accredited college or university.
- Ability and demonstrated aptitude in the instruction of students.
- Physically capable of meeting performance responsibilities of the assignment.
- Be of good moral character and have a clear criminal record.
- Ability to speak, read, and write English well enough to carry out duties of the job.

Instructional Assistance Substitute:
- High school diploma or G.E.D.
- Ability and demonstrated aptitude in the interest of students.
- Physically capable of meeting performance responsibilities of the assignment.
- Be of good moral character and have a clear criminal record.
- Ability to speak, read, and write English well enough to carry out duties of the job.
- Teacher assistant is sometimes required to address behavioral issues or to provide assistance to the teacher when modifications are made to the curriculum as well as to the delivery methods. The assistant is usually assigned to a teacher; however, at times may be assigned to a specific student.

Paraprofessional Substitute:
- High school diploma or G.E.D.
- Clerical experience including typing, word processing, and file maintenance skills.
- Organizational, communicative and interpersonal skills.
- Be of good moral character and have a clear criminal record.
- Ability to speak, read, and write English well enough to carry out duties of the job.

If approved, the applicant’s name will be added to the automated Substitute Absence Management (SAMS) System, and utilized as a source for acquiring substitutes. The district uses an automated Substitute/Employee Management System called SmartFind (SAMS) to assign substitutes for absent
employees. The system utilizes a computer located in the District office with data/voice capabilities. SmartFind (SAMS) can be accessed by the public telephone system and information is entered by using the key pad of a touch tone telephone and leaving voice messages. There is also a web-based component that can be accessed via the internet.

SmartFind (SAMS) enables the district to offer broader opportunities for substitutes if they wish, while still allowing each campus to choose the substitutes they have worked with in the past. This system will be aware of your wishes to: specify locations where you prefer to work; indicate your availability by day of the week; list the classification groups for which you are qualified to substitute and other groups for which you would like to substitute; let you call in to check on open jobs (during appropriated times) so you can plan ahead; and, make yourself temporarily unavailable.

What our District offers a Substitute:
- Very supportive professional staff
- Automated Calling System (SmartFind SAMS Online) available 24 hours a day, 7 days a week to access job information.
- A $10.00 a day increase is given when a professional position lasts for more than 10 consecutive days for the same employee without an absence.

C. Class Definitions:

PPCD – (Preschool Program for Children with Disabilities) The PPCD program provides classroom-based and support services to eligible 3, 4, and 5 year old children. Services may be provided on campus or in some cases, day care or home bound settings. Parent-professional collaboration is an integral part of the PPDC program.

CM – (Content Mastery or Learning Labs) Students will go to the lab for support at the discretion of the classroom teacher. The Individual Education Plan (IEP) of each student determines the use of the lab.

Focus – The focus program is a system that provides behavior re-teaches for students who are in need of more specific planning for appropriate behavior. Staff trained as “re-directors” help students’ break down appropriate behavior into manageable, meaningful and observable steps. Focus was developed to provide support to classroom teachers who work with students who have behavior issues. FOCUS provides immediate support to the student and teacher by re-focusing and coaching the student in alternative and appropriate behaviors. Students return to the classroom as soon as possible to practice the more appropriate behavior.

Occ. Prep. & ALE & Life Skills – (Occupational Preparation and Adapted Learning Environment) Occ. Prep., ALE and Life Skills is for students with significant developmental disabilities, where an ARD committee has determined that instruction in the TEKS is not sufficient or appropriate. The district provides an alternative curriculum and/or instructional approach. The curriculum in this classroom addresses functional academic and independent living skills taught through concrete application in community and school settings and may also include job coaching in a local business.

D. Substitute Information

Only the substitutes that are registered in the system are eligible for employment. Substitutes may be called by the 24 hour automatic Substitute Absence Management System. Campus Administrators as well as the actual teacher may contact the substitutes to secure a substitute job position. A substitute is subject to being called at any time during the day as the need arises. Substitutes are encouraged to call the Substitute Absence Management System themselves to accept jobs well in advance of an assignment date. Substitutes may accept or decline job offers.
Occasionally, as a substitute, you may receive calls from the automated calling system after the start time for that campus. This can happen for various reasons. If you are able to get to the school in a timely fashion, please take the job and immediately call the campus to notify them that you have just taken the job. The campuses would much rather have to cover a class until a substitute can get there than possibly go without a substitute at all.

It is difficult to give substitutes any estimate of how often they will be called. It will depend a great deal on factors such as the substitute’s preparation and qualifications compared to the district, time of year, and success of each substitute when assigned. All substitutes are directed to solicit substitute assignments. This may be done by making physical contact with campuses and expressing interest in working at a particular site(s). We anticipate all substitutes to work as frequently as possible and at all locations. By your request to be placed on the SmartFind SAMs system, you accept a commitment to teach when you are called. Frequent cancellation of assignments, inappropriate job shopping (accepting positions, holding them for a period of time, and cancelling out of the job or accepting another position at a different location), frequent tardiness, and No Shows will be monitored and may result in reprimand and/or termination.

There are times when it is beneficial for a substitute staff member and the District to discontinue their relationship. Nothing contained herein construes an employment contract. Substitute employees, are not employed for any specified length of time, and have no property right in their employment. There is NO assurance that work will be available or offered. "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. The District has no obligation to guarantee assignments. A substitute staff member’s name may be removed from the roster if he/she fails to meet expectations of the District. When the Human Resources Office has been notified by the school Administrator that an individual substitute should not be assigned to that school or department, the Executive Director of Human Resources shall contact the substitute and remove his/her name from that school’s substitute roster.

Substitutes do not pay into Social Security or Teacher Retirement. Instead, as required by the Omnibus Budget Reconciliation Act of 1990 (OBRA), the District has adopted a private retirement plan authorized under Internal Revenue Code, Section 457. As a condition of employment, the substitute will participate in the District’s 457 Plan.

The School District has adopted a salary schedule for substitutes, which is reviewed periodically. The District occasionally hires long-term substitutes for professional employees. A substitute who is subbing for a professional employee and working more than ten consecutive days in the same assignment, will have a rate of pay increase of $10.00 per day for the eleventh day and each day until that specific job assignment concludes. Missing a day during a long term assignment will affect your pay rate. If you miss a day during a long term assignment, the next ten days will be at regular pay before the long term rate resumes. This does not apply to paraprofessional or LVN substitutes.

It is the substitute’s responsibility to notify Human Resources of any change in educational level. An official transcript with the degree conferred must be provided to the Human Resources office. Pay increases due to change in level of education or becoming Texas certified are not retroactive, but will become effective upon the date the Human Resources Office physically receives the appropriate document. Substitutes pay is also determined according to the position the substitute fills as indicated on the substitute pay scale.

Substitutes are paid on the 20th of each month. It is advisable for the substitute to keep a log of dates, times, and schools in which he/she substitutes, so that he/she may more easily verify his/her check at the end of each pay period. Always refer to the substitute pay schedule to verify the days included in your paycheck. Monthly paychecks correspond to the days worked within a payroll period, not to the month. If a day of pay is missing, please contact the school.
As substitute teachers, we want to make a good impression on the permanent teacher so the substitute may be requested for future jobs. One way to make a good impression is by leaving the classroom the same way you found it. Because it can be hard to get students to clean up the classroom a fun way to encourage younger students is to pick a Magic Item. A Magic Item can be anything from a little piece of trash on the floor to pushing a chair under the desk and out of the way. Inform students that you will not announce what the magic items are until everything is cleaned up and that if they pick up the magic item, they will receive a ticket, or get to go to the front of the line, or any other such motivator.

It is obvious that you can’t announce that there is a Magic Item on the floor and expect junior high or high school students to drop to the floor and anxiously start cleaning the room. But another approach might be useful. In order to encourage older students to clean up the classroom, inform them that you are charging each student an exit fee. An exit fee can be anything you choose from picking up five pieces of paper on the floor, pushing their chairs under their desks, or handing in their math books. It is completely up to you.

By leaving the classroom the same way you found it, you will have already left a positive first impression when the permanent teacher walks in the next morning.

Employee Access is where you go to view your direct deposit information, change your address and/or phone number and print your W-2 form. Go to the school district website www.scuc.txed.net; and Employee Access is located under staff.

Employee Policies – Substitute employees are governed by the policies of the district. Those policies are located online at www.scuc.txed.net; click “About Us,” click Board of Trustees, click Board Policy, etc., and then click Board Policy Manual. Substitutes should be aware of these policies and how to access them. Substitutes should also be familiar with the district substitute handbook which is also accessed through the district website. Pertinent policies are as follows:

DH (LEGAL & LOCAL): Employee Standards of Conduct
DIA (LEGAL & LOCAL): Discrimination, Harassment and Retaliation

Computer Use - Substitutes will not utilize the classroom computers at anytime without permission from a campus designee (administrator). Substitutes are not to use the school computers to check their personal e-mail. Upon being approved for a long-term teacher substitute position, technology training is required for grade speed (for use of attendance and assignments). Substitute abuse of computer access will be subject to disciplinary action up to termination.

Cell Phones/Pagers – Are allowed in the schools as long as they are turned off and out of sight during the school day. No calls should be made or received during the instructional day or during after school meetings with the exception of the duty-free lunch period. The use of cellular phones or pagers in the classroom during instructional time is prohibited, except in unusual or extenuating circumstances as approved by the principal.

Electronic Media - Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing Web sites, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications.

Supplies, Materials and Equipment – Teachers’ materials and supplies should not be used unless the lesson plans authorize their use. Any materials and equipment borrowed should be returned to the proper person before a substitute leaves campus. The full time teacher’s desk, files, and other storage areas should be regarded with respect.
Possession of Firearms and Weapons – Employees, visitors, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school premises or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the district’s weapons policy should report it to their supervisors.

Professional Ethics – The substitute teacher has a professional obligation, even though he/she is not a regular classroom teacher. The school exists for the student. The first obligation of the teacher is therefore to the student. Substitute employees have a grave responsibility to treat with confidentiality most matters pertaining to students. Student behavior, performance, and achievement levels are not subjects of general conversation and should not be discussed outside of the school setting. When working with special needs students, substitutes must exercise an even greater degree of caution when discussing school children assigned to them. In many classrooms you will have access to students, and sometimes teacher’s personal information. Do not seek out information you do not need to know. Personal questions of a sensitive or private nature not included in the teachers’ lesson plans should be avoided. These include questions about religious beliefs, sexuality, substance abuse, and family life. Finally, substitutes should also refrain from discussing their personal lives with students, especially if it pertains to religion, sexual preferences, and other aspects of their personal life of no relevance to the instructional content being presented or reviewed. Substitutes are encouraged to speak honestly about their experiences as a “Guest Employee” in the District. However, the Mission of the District and the goals of the school are thwarted when a substitute engages in malicious talk about their work experiences. Disparaging comments comparing one school with another or comparing the children in one neighborhood with those of another should not be made. Under no circumstances should a substitute criticize the full time teacher, except to those in authority, and even then, only when the best interests of the students are being considered. Show professional courtesy and respect for school staff and students.

Substitutes may not take advantage of their position by selling, promoting, or otherwise soliciting goods or services for their personal gain or benefit while on duty. Do not use your association with the school to inquire about your own or other children.

Substitutes are not permitted to eat in the classroom or take medication in front of students. The substitute should not leave his/her room unattended at any time. In case of an emergency, request assistance from a neighboring teacher.

Arrests, Indictments, Convictions, and other Adjudications - As a further condition of employment, an substitute shall notify the Executive Director of Human Resources Services within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the substitute for any felony, any offense involving moral turpitude. Substitutes who violate this prohibition may be terminated from employment with the District.

Moral Turpitude – “Moral turpitude is an act of baseness, vileness or depravity in the private and social duties which a person owes another member of society or society in general, and which is contrary to the accepted rule if right and duty between persons, including, but not limited to, theft, attempted theft, rape, swindling, indecency with a minor, operating a motor vehicle under the influence of alcohol/drugs, public intoxication, misdemeanor assaults, and controlled substance issues.”

FERPA – School officials may not disclose personally identifiable information about students. Discussing a student’s record with any person who does not have a legitimate educational interest is a violation. This pertains to conversations on and off the job. Removing any document from the school for non-business purposes is a violation. Making personal use or releasing confidential student information is a violation of FERPA. If the media contacts you about a student, remember that FERPA requires confidentiality. Notify your supervisor and/or the District’s Public Information Office immediately.
**Canceling Jobs**  – If it becomes necessary to cancel an assigned job, please do so at the earliest possible opportunity. It is best to cancel the job in the system, followed by a courtesy call to the campus. **If the 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 will result in a school’s excluding that substitute from working on their campus; repeated failure to do so will result in the substitute being restricted from working anywhere in the district.

**Unavailable vs. Do Not Disturb**  – Unavailable means you are unable to work during a specific time period. SmartFind (SAMS) will still contact you for future jobs. Do Not Disturb means you are requesting SmartFind (SAMS) not to call you for current or future jobs during a specific time period.

**Pre-Arranged jobs vs. Being Requested**  – An employee may pre-arrange or request any active substitute. Pre-arrange means the employee has spoken with the substitute in regards to the date/time of the assignment and the substitute has made the commitment to work the assignment. The employee enters the job into SmartFind (SAMS) as pre-arranged and the substitute will be assigned a job number with the ability to view/hear the job in their listing. Requesting a substitute means that an employee would like for a certain substitute to accept the job and enters the request in SmartFind (SAMS). SmartFind (SAMS) will make every attempt to contact the substitute and give them the opportunity to accept the position. If the substitute fails to accept the job, it will be opened up for anyone to accept. **Always remember you must have a job number to guarantee you are the substitute for a specific job.**

**Two Substitutes-same job**  – In the event an error has been made and two substitutes arrive for the same job, the substitute who has the job number assigned by SAMS will be retained. The campus SAM’s administrator will call Human Resources to inquire about any unfilled jobs. If there is another job available, the substitute without the computer job number will be offered the alternate job. If an error has been made on the part of a district employee, the substitute will be paid for the assignment if the sub decides to remain at the campus and work on a job at the principal’s discretion.

**Terminate Employment**  - If you wish to terminate employment with the district, notification should be given to the Human Resources Office in writing or by email. The notification must contain your legal name, the last 4 digits of your SSN, and your Access ID number. Upon a substitute’s termination of employment with the district, he/she may apply to the third party administrator (National Plan Administrators at 1-800-880-2776) to have the accumulated funds plus interest returned. Your alternative retirement account can be accessed one year after your resignation date. The returned funds will then be subject to income tax.

**Injuries on the Job**  - All employees are covered by Workers’ Compensation Insurance. The substitute must report all work related injuries/illnesses on the job to the immediate supervisor on the day the injury occurs. The substitute must also contact the campus/department secretary immediately to obtain the proper accident reporting form.

**Parking and Privileges**  – Substitutes are employed as teachers or paraprofessionals. They are not visitors or volunteers. A substitute should not park in “reserved” or “visitor” parking areas. When working on campus, substitutes are encouraged to use the faculty parking lots, and the faculty lounges. Substitutes may eat lunch either in the cafeteria or in the teacher’s lounge.

**Review Assignments**  - As a substitute, you can call SAMS to review current assignments, review available jobs, cancel a job, and review personal information. When accepting a job, **ALWAYS** wait for the job number before disconnecting or your job acceptance may not be recorded.

**Half-day Assignments**  - Substitutes called in for a full day assignment will be paid the full daily rate. When substitutes are called in for a half-day assignment; they will be paid half of the daily rate of the
position they filled. Half-day assignments may vary in length from 3 hours to 5 hours depending upon the campus. Due to these various campus schedules, substitutes called in for a half-day assignment but work in excess of five (5) hours will be paid at the full-daily rate.

Other Duties as Assigned – The substitute is expected to be on duty the entire school day and to perform all duties of the employee and other duties as assigned. Occasionally, a substitute teacher may be asked to perform duties in addition to those of a substitute teacher. A substitute may be asked to teach in a classroom other than the one he/she had agreed to teach when he/she accepted the assignment through the SAMS system. 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 under their care. If substitutes refuse to work an alternate assignment made by the administrator, and they choose instead to leave campus, they will not be compensated for the work they declined to perform. Also, many teachers and paraprofessionals have special duties around the school. These may include hall duty, cafeteria duty, bus duty, or playground duty as well as numerous others. Substitutes are responsible for performing these special duties in addition to their original assignment. It is recommended that special duties be inquired about immediately upon arrival. All substitutes are required to assist in various capacities when requested, even during the absent teacher’s planning period or after students have departed the school. Substitutes are expected to remain for the full assignment hours as detailed in the accepted job and should not request early release.

Appearance - Substitute staff is expected to exhibit clean, neat, well-groomed professional appearances. Because adults in the District serve as role models for the students, it is very important that the staff provide a positive, professional pattern for them to emulate. Visible tattoos, as deemed offensive and/or inappropriate, must be appropriately covered. Women should select outfits in which they can walk, bend down, stoop over, and write on the board with ease. As a general rule, skirts that are too short, jeans, sweats, T-shirts, sandals, and other casual clothing are not considered professional or appropriate, although some exceptions may occur in gym, shop, or other unique classroom settings.

- Monday through Thursday – proper professional attired required.
- Friday is Spirit day, a School colored shirt is appropriate.
- Every coach teaches a classroom subject, you should bring clothes to change into for the athletics part of your day.

Beginning of the Day - At each school, substitutes should report to the office. Substitutes should arrive on campus at least 30 to 45 minutes before the beginning of instruction. Prior to entering the classroom, ask about student passes and procedures. Find out how to refer a student to the office. Ask if any students have medical problems. Obtain any keys that might be necessary. Find out how to report students who are tardy or absent. Find the locations of restrooms and the teachers’ lounge. Ask the names of the teachers on both sides of your classroom. If possible, introduce yourself to them. All substitutes must notify the appropriate campus if they cannot be on time prior to the assignment. Making a good impression on the permanent teacher is actually quite simple: just follow the lesson plan!

Throughout the day – The substitute teacher is responsible for students, classroom, equipment, and materials assigned to his/her care. The teacher’s grade book, all lesson plan books, seating charts, substitute folder, Teacher Editions, and attendance rolls are all valuable. Know where they are at all times and protect them. The information contained in these documents is confidential. The substitute teacher should follow the plans exactly as left by the regular teacher. The substitute teacher should not feel that he/she is merely “baby-sitting” or holding things together while the regular classroom teacher is not present. He/she should make every attempt to preserve the regular routine of the class.

The substitute should not accept money from children unless instructed to do so. Substitutes should never lend students money for any reason. If a substitute has occasion to take up an item of value from any student, he/she is responsible for the article until it is returned to the student or turned over to the appropriate office personnel. These items should be labeled with the student’s name and the teacher’s
name. Be sure to inform the regular teacher of the incident. All unusual requests from parents and students should be referred to the principal.

**Keeping Records** - Substitute teachers will be responsible for keeping records as needed during the school day. These may include attendance, lunch count, discipline referrals, other student referrals, and grades. The necessary forms should be in the classroom and other teachers will provide assistance. Become familiar with the following:

- Attendance, student seating chart
- Dismissal procedures
- Rest room procedures
- Classroom management procedures
- Hall passes, tardy slips, etc.

**End of the Day** - When the children have been dismissed for the day – or placed safely on their assigned bus – the substitute has several more duties to perform. The room should be checked to ensure that it is restored to the way the substitute found it. Successful substitutes will take a few minutes to leave a detailed note for the teacher. Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher. 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. The substitute teacher report is the only impression (besides what the students say about you and the condition of the classroom) that the permanent teacher will have of you as the substitute teacher. Make sure you leave a really positive and capable impression.

Return the keys to the principal’s secretary in the main office. Situations handled unprofessionally may come back to haunt you years later. Always document, document, and document any situation that may cause you problems, or gives you a reason for concern. Finally, substitutes **should not leave the campus at the end of the school day unless they have checked out in the school office.**

**Seeking Help** – At all times, and in all matters related to substitute teaching, the substitute should never hesitate to SEEK HELP when needed. Everyone in the school system wants the substitute to be successful – the teachers, administrators, students, and parents. Help is only a few steps or a 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 the substitute with either instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and departmental heads.

The substitute should never leave the classroom unattended. Even if a student runs out of the room, the substitute teacher should not chase the student. If the substitute needs to leave the classroom for personal reasons, a nearby teacher should be notified so that the classroom will be supervised.

**Crisis Management** – Each campus has a crisis management plan 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 plan includes procedures for emergencies such as fires, tornadoes, and other evacuations. (Have students exit the classroom and building quietly and calmly. Close and lock classroom door. Take the teacher’s grade book with you. Check attendance outside of building and again after you return.)

**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 will be made on local radio and TV stations in a timely manner. **SmartFind (SAMS) will not notify a substitute of a closing or delay.** In the event you should receive a call on the morning of a closing, decline the job. **Substitutes will not**
be paid for any day that SCUCISD is closed. Each campus has additional bad weather procedures that are specific to that campus. (Move all students indoors. Close all windows and doors to shelter. Do not let anyone leave. Keep the teacher's grade book with you. Follow instructions over the PA system. Stay with your class. The principals’ office will announce an “all clear”. Schools are rarely closed for weather.)

Assurance Letters – Substitute employees work as “at-will” employees from school year to school year, and must submit updated paperwork annually, during the summer preceding the beginning of each school year. Notices will be sent via email informing them of the procedures for re-activating. Substitutes who are not performing satisfactorily by the end of any school year will not be invited to reapply for the following year. Failure to return the letter of reasonable assurance by the due date is considered a resignation and will result in the substitute being deactivated from the system. 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, winter, and spring break. 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 District (i.e., lack of school funding, natural disasters, court orders, public insurrections, war, etc.).

Removal from Service – Substitutes who are constantly unavailable for placement, or who refuse to accept assignments frequently, may be considered inactive and will be removed from the active calling list. If circumstances warrant it, the substitute may be restricted immediately from service to the district. They may also be excluded from working at particular campuses if the school administration and the Executive Director of Human Resources Services conclude it is in the best interest of the district to do so. Each campus maintains its own exclusion list of substitutes it no longer wants to use. To ensure that we maintain a quality substitute program, SCUCISD utilizes a progressive disciplinary policy for substitutes. Should a problem occur, the regular classroom teacher reports the incident to the campus principal. If the campus principal believes it is in the best interest of the campus for the substitute to be removed from the campus substitute list, a directive letter will be mailed to the substitute. The directive letter serves two purposes: first, it notifies the substitute of the reason that he/she is no longer eligible to work on that particular campus. Second, the letter also provides the substitute with directives that will assist the substitute in performing their duties on the remaining campuses to the high standards that SCUCISD expects.

Marketing Yourself – You may wish to search for jobs, or you may wait for the substitute absence management system to offer you a substitute position. If you wish to search for open substitute jobs, do the following:

- Decide at which schools you would like to work. Telephone those schools and leave your name, telephone number, and qualifications. Express your interest in desired grade levels. You may also notify the schools (that allow distributed information) by leaving a business card or hand-written note with the same information. Leave enough business cards and/or notes for distribution. Do not expect the school to make copies.
- After substituting in a particular school several times, ask the principal if they would consider adding your name to their campus priority list. If the principal does this, your chance of getting calls from the substitute absence management system for that school increases dramatically.
- Do your best at each substitute assignment you receive. Satisfied teachers will recommend you to their teammates and friends.
- Teach each class as if it were your own.
- Your goal as a substitute teacher is to provide continuity to the students while the teacher is absent.

II. Responsibilities of the Substitute

A. Essential Steps in Establishing a Positive Classroom Environment
**Expectancies:** An essential step in creating a positive student-learning environment is having students clearly understand what is expected of them. The possibility of getting students to engage in positive behavior is greatly enhanced when the teacher has instructed students in what is expected of them. Students need to become familiar with the expectations of the teacher as quickly as possible. Getting students to engage in desired behavior is greatly enhanced when they know what is expected of them.

Expectations should be stated in positive and instructional terms. Particularly younger elementary students need to be taught expectancies within the context of each situation. Proper behavior while waiting in line, going from one location to another, classroom conduct, etc. needs to be individually taught in each environment. This is necessary because younger students often have difficulty in making the intellectual transfer of what is expected from them in one setting to the next. Expectancies should be role-played and discussed with students (normally below the sixth grade level). At every level teachers need to have students restate what is expected of them. This is essential in getting future student cooperation.

**The Importance of Task:** Getting students on task as quickly as possible makes it much easier to get and to keep students engaged in learning. When students are actively involved with the learning, they will seldom have the time to get into trouble. The more free time students have, the greater the likelihood that they will create classroom disruptions. Keep a sign out sheet and write the name and the times students are leaving and where they are going.

**Determining the Differences between Minor and Major Student Misbehavior:** Teachers must distinguish between minor and major disruptive student behavior. If the student’s behavior is merely annoying and irritating, it is usually minor misbehavior. Minor misbehavior can be best dealt with by ignoring it and by recognizing other student’s positive behavior. Teachers should use caution in bringing attention to minor classroom misbehavior, since recognition can often strengthen the unwanted negative behavior. Major disruptive behavior occurs when a student or students interfere(s) with student learning. This cannot be permitted. Even with major disruptive behavior, correction should be done quickly and privately, whenever possible. Stopping the behavior quickly and getting students to repeat what is expected of them, is essential in getting students to be cooperative and to minimize classroom disruption.

**Organize:** The “little” details so that student movement is minimal.
- Have students pass papers to the front of each row and count them.
- Ask students to place homework or test papers on the corner of their desks and you pick them up.
- Do not permit wandering in the classroom.
- Be prepared with alternative assignments appropriate for the grade level. With almost every learning activity there will be a student or group of students who finish ahead of schedule, or at least ahead of the rest of the class. It is important to include in every lesson a plan for these students. Early finisher activities are important because they provide appropriate activities for students who have completed their work and help maintain a consistent learning environment for students who are still working on other assignments. Early finisher activities don’t need to be complicated; in fact the less teacher involvement required the better. For some activities you might need to bring a few special supplies in your Sub Pack, for other activities all the student needs is a pencil and paper. Students can work on these activities at a designated place in the classroom or at their desk. To encourage student enthusiasm for early finishers tell them about the activity before they begin working on an assignment. You may even want to provide several options and let students choose their own activity. Although early finisher activities are rarely graded, they often provide motivation for students to finish assignments in a timely manner because they are novel and/or fun.

**Precautions:**
- Release students only to persons who have a written authorization recorded in the principal’s office.
• Parents/guardians and others must go through the principal’s office for student release.
• Be careful not to react to situations in a rage or intense anger. That impression of you is unbecoming of a substitute.
• Beware of the degree of force you use when restraining a student physically.
• A hug or pat on the head may be fine for primary K-2. Touching for 4-6 graders should be only on the back from the shoulder blade to the elbow. Do not touch high school students (it may be misinterpreted).
• Not to report child abuse or neglect within 48 hours is against the law. Contact the campus principal, counselor or nurse immediately.
• Your most important possession is your reputation. Protect it!

Substitute Employee’s Duties and Responsibilities:
• Practice confidentiality. Students or situations involving students are not to be discussed with anyone who does not have an educational or medical need to know.
• Respect the confidence of fellow teachers.
• Arrive at the assigned school at least 30 to 45 minutes before classes begin.
• Report to the campus office for sign-in and instructions regarding classroom assignment, duty assignments, and length of assignment.
• 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 public school 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 substitute to find out what each campus’ policies and procedures are for dealing with discipline problems before administering any form of discipline.
• Under no circumstance is a substitute teacher to administer corporal punishment or physical force 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 follow through.
• The striking of a student or use of improper language will result in being removed 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 with the substitute folder at the end of the day.
• Complete the day’s work and 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 in the office with the campus designee at the end of each day.

• Maintain a positive attitude.

B. **Drug-Free Work Place**

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug, inhalants, and alcohol, as those terms are defined in state and federal law, in the work place, on school premises, or as part of any of the District’s activities. Compliance with these requirements and prohibitions is mandatory and is a condition of employment.

Tobacco or tobacco products are prohibited on school property or at school-related events.

C. **Discipline**

**Classroom Management:** Is an important responsibility of a substitute teacher. It is important for the substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for teachers to be perceived by students as confident, as being in charge, and as being fair. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, 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. Substitutes 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 may constitute verbal abuse and is forbidden.

**Respecting Students:** Remember that each individual student is a person who deserves to be treated with respect regardless of their intellectual abilities, primary language, social training, cultural background, or personal circumstances. Students respect adults who respect them.

**Language:** Strive to be respectful and positive as you speak both in front of the class and in casual conversations. Address and refer to teachers and other school staff as Dr., Mr., Mrs., Miss, Ms., etc., and insist that students use such titles when addressing you, regardless of how they may know and address you outside the school setting. Avoid swearing and the use of crude terms or slang phrases. Remember, if you aren’t going to say something nice, it may be best not to say anything at all.

By dressing appropriately, being courteous and respectful of other teachers and staff, and using proper language, you are increasing the likelihood of being treated like a professional. Although society in general is becoming increasingly more casual in conduct, it is a good idea to maintain professional standards in the work place.

**Staying In Control:** It is extremely important for the teacher not to lose their temper or control of their emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self-control, their behavior often becomes the focus of attention rather than the student’s behavior.

**Eye Contact:** Direct eye contact and non-verbal communication are effective classroom management tools, provided that the non-verbal communication doesn’t become threatening or intimidating to students.
Raising Your Voice: Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn’t result in yelling (which is ineffective and abusive), and doesn’t demean students. A whistle, when approved by the principal, can be extremely valuable when supervising students on the playground, bus waiting areas, and lunch supervision.

Logical Consequences for Student Behavior: Students need to understand that if they chose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students’ correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient enough to motivate students to want to continue making correct choices. Reprimands should be private whenever possible.

Positive Reinforcement: Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline. 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

Praise and Correction Guides: Research shows that 90% of the positive things that students do in the classroom go unrecognized. Maintaining positive interactions with students greatly enhances the probability of a positive classroom environment. Teachers should praise the value as well as the behavior. Values such as hard work, kindness, dependability etc. should be reinforced in the verbal recognition as well as the desired behavior.

It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is “to correct privately and to praise publicly.” At the middle school and high school levels, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be genuine and never contrived. Normally, individual student praise should not be more than eight (8) to ten (10) words or last more than three (3) to five (5) minutes.

Surprising Students: Students need and expect clear direction and predictability. Clear direction and teacher predictability provide a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective; it often results in the students perceiving the teacher as being unfair and unreasonable.

Correlation of Success & Student Behavior: There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.

Proximity & Classroom Management: The successful substitute teacher is 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 to the substitute. The closer a teacher is to a student, normally, the better the student’s behavior. Supervising students from the back of the classroom is a highly effective classroom management tool. Successful substitute
teaching is a partnership between the substitute, the full time teacher, the campus staff and the district staff.

**Unoccupied Student Time:** Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignment.

**Extinction:** Minor unacceptable student behaviors are often best dealt with by using a technique known as extinction (ignoring minor negative behavior so it is not reinforced by providing desired attention). This technique usually results in minor unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct and forceful disciplinary intervention strategies.

**Typical Classroom Rules:** Typical elementary and middle school classroom rules include the following: (a) Keep your feet, hands, and objects to yourself; (b) You may talk when you have raised your hand and been given permission to do so by the teacher; (c) Students are to remain in their seats unless given permission to be out of their seats; (d) No “put-downs;” and (e) No student will stop another student from learning. Severe Violations resulting in instant referrals to the principal’s office include fighting, possession of drugs or weapons, physical threats, constant disruption and defiance, etc. Typically, high school student rules will vary from elementary and middle school rules only slightly. High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of the students.

**Number Of Students Out Of Their Seats:** Unless the educational activity dictates, generally no more than two students should be out of their seats at one time. Normally, students should not be allowed out of their seats when the teacher is doing large group instruction or is working directly with the student’s assigned group.

**Student Use of the Restroom:** Students are expected to get their drinks and to use the restroom during their breaks. When a student needs to use the restroom during class time, unless unusual circumstances exist, they should not be sent to the restroom with another student or take their backpacks. Students must have a pass to go anywhere on campus.

**Isolating Students:** It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behavior. Remember that the teacher needs to maintain visual contact and have the ability to directly supervise all students.

**Arguing With Students:** Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher’s authority.

**Use of Threats:** Teachers should never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for frustration and failure. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

**Dignifying Students:** Students will generally accept fair and reasonable rules and consequences when they know that the teacher is genuinely concerned about their well-being. Students should not be singled out or used as an example. When a teacher has had to repeatedly or strongly correct a student, it is important that before the student leaves for the day, that the teacher reinforces with the student that they care about them, believe in them, and sincerely want what is best for them. Teachers need to role model terms such as please, thank you, excuse me, etc.
Rules Established: It is difficult to identify in advance appropriate disciplinary consequences for every circumstance, which might arise in a school environment. Generally, substitute teachers should plan on utilizing the regular classroom teacher’s rules and consequences. As a consequence for violating rules the following procedure is recommended:

- Administer a verbal warning and write student’s name on board
- Conference with student individually and privately at teacher’s desk.
- Change seat for the day.
- Loss of a privilege and loss of free time.
- Make note of unacceptable behavior and report to teacher.
- Send to Principal or Assistant-Principal’s office. (A referral to the office usually comes only after other disciplinary strategies have failed to bring about the desired result.)

If there are no rules posted in the classroom, follow these rules:

- Raise hand before speaking.
- Remain at desk unless given permission to leave.
- Keep hands, feet and objects to oneself.
- Listen to directions the first time they are given.
- Treat others, as you want to be treated.
- Use respectful language.

Penalties
- Warning
- Time Out
- Use forms (to teacher)
- Send to the office with a form

These tips can foster good behavior:

- Call on every student for answers.
- Give the student time to answer.
- Give clues for answers if the first two students aren’t able to answer, often restating the question helps.
- Use positive reinforcement when they answer the question.
- Listen to what students say, and demand that other students listen to them.

Videotapes and Recordings: A District employee must obtain written consent of a parent before the employee may make or authorize a videotape of a child or a recording of a child’s voice.

Listen Before You Discipline: It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for that student.

Substitutes should remember that the administrators are available to assist in any way possible. If you should have any questions or concerns, please feel free to contact the office. NOTE: Substitute teachers may not assign D-Hall or In School Suspension. Students who will not cooperate should be sent to the Principal or Assistant-Principal’s office with a Discipline Referral slip.

Create a quiet, business like atmosphere. Address students in a calm, non-emotional manner. Don’t get into a power struggle. Don’t touch the student if you can avoid it. Talk to students to calm them down or have them escorted to the office. If necessary, the substitute should request that the assistant principal come to the classroom. The substitute should never leave the students unattended.

Seating Charts: The ability to call students by name is a very powerful tool in classroom management. The use of a seating chart can be invaluable in helping the substitute teacher to call students by their
names. If you are not sure how to pronounce a name, spell the child’s name and ask the student to pronounce it.

**Student Detention during Recess or the Noon Break:** Check the school and/or classroom policy before you withhold a student’s recess or lunch break, and before you require him/her to stay after school. Under no circumstances should the substitute teacher administer corporal punishment to the students.

If a student uses inappropriate language toward you or another student, contact the office with a discipline referral slip filled out by you. The substitute shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, or national origin.

An excellent resource for discipline ideals is Discipline Help. It provides solutions for handling specific types of student misbehavior in the classroom. [http://www.disciplinehelp.com](http://www.disciplinehelp.com).

### D. Lesson Plans

Substitute teachers are responsible for the continuation of the instructional program in the absence of the regular teacher. Lesson plans and schedules should be available on the teacher’s desk or with the Office Staff. These should be followed as closely as possible. For assistance, contact team leaders, department heads, or teachers in nearby rooms.

Tests should be given as scheduled. However, if a major achievement test is scheduled, a regular certified employee would administer the test.

Substitutes should try to have something to fall back on, an alternate assignment for example. Students should be actively engaged for the entire class period.

Written work should not be assigned and left without being graded, except at the request of the regular classroom teacher. Any written work, which is beyond the lesson plan, should be graded and left for the regular teacher to examine.

Collect all papers, being sure they are labeled by period or subject and store them separately. Make notes for the teacher indicating progress with the lesson plans, absentees, behavior problems, students with good behavior and parent phone calls or visits. When preparing for a long-term assignment, it is advisable to meet with the regular teacher.

### E. Attendance Accounting

Attendance accounting is strictly governed by the Texas Education Agency. Rules for attendance accounting can be found in the Texas Daily Register of Student Attendance. Because funding is directly derived from attendance accounting documents used to collect attendance, these documents are auditable. Each teacher who records student attendance signs the attendance document in black ink. This signature certifies that all such records are true and correct to the best of their knowledge. Signature stamps and pencils are not acceptable. The original attendance report prepared by the classroom teacher for the purpose of attendance accounting must be retained, and must be available to support the central attendance record of each student. A student may not take attendance. Mark attendance sheets immediately after the bell rings. A (absent) or T (tardy) should be marked. In some schools attendance is checked each period.

Recording Absences – The State Board of Education Administrative Procedures and Definitions specify the time/period of the school day during which pupil absences are recorded. Attendance for all grades must be determined for each campus by the absences recorded at the one particular time the roll is taken.
(a snapshot), during the second or fifth INSTRUCTIONAL HOUR of the day or its equivalent unless permission has been obtained from the Division of State Funding and School Facilities for recording absences in an alternate period/hour. The selected hour may vary from campus to campus within the District. However, once selected, the hour may not be changed during the school year. 19 TAC 129.21

F. Student Accident or Illness

If a serious accident or injury occurs, the substitute should send for the school nurse or an administrator.

If a student becomes ill, the student should be sent to the office accompanied by a reliable student.

The substitutes should not administer medication to a student under any circumstance (not even a cough drop). Refer all students needing medication to the school nurse or main office.

G. Interaction with Students

- Maintain a professional barrier between you and students. You are the adult, the teacher, and the professional; act like the expert – not like another one of the “kids.”
- Keep the classroom door open when talking with students.
- Avoid any behavior that could be misinterpreted when interacting with students.
- Avoid leaving your students unsupervised.
- Use verbal praise and reinforcement.
- Avoid losing your temper and no corporal punishment.
- Chaperon only school-sponsored functions. Do NOT socialize with students.
- Do NOT take children home with you or transport them in your car alone or without prior administrative approval.
- Do NOT make telephone calls or write notes of a personal nature to students.
- Respect students and their cultural backgrounds.
- Use only proper humor (avoid sexual and racial jokes or humor).
- Be confidential (what you hear at school stays at school).
- Avoid criticizing others.
- These suggestions will allow you to have fun with the students while requiring them to maintain the productive educational environment necessary for learning to take place.

Ways to Become Requested as a Substitute: The following suggestions come from successful substitutes. They apply across grade levels and subjects.

- Go the extra mile. Ask if you are needed to perform extra activities, i.e. bus duty or lunch duty.
- Leave a very detailed report of how the day went.
- Volunteer to help in other classes when on a prep period.
- Be positive to students, other teachers, administrators, and office staff.
- Smile and say “thank you” a lot.
- Develop a business card with your name and contact information. You could also note that you are, “Available on short notice.”
- Introduce yourself to other people in the building.
- Leave a list of students who were on-task and helpful instead of a list of students who were off-task.
- If you have a degree in music or art, or some specific skill, be sure to contact teachers who teach that content area specifically.
- Work to improve your classroom management skills.
- Dress professionally. Even on “casual Fridays.”
- Follow the lesson plans. As a substitute teacher I am not sure how important the work is for the whole unit, so I do exactly what the permanent teacher asks me.
- Leave the classroom as clean as you found it.
- Ask the secretary if there is a preferred list and if s/he would put you on it, if s/he feels comfortable.
• It takes time to become trusted as a substitute, so go to the same schools as often as you can.
• Be positive when in the teacher’s lounge.
• Grade papers when possible; alphabetize assignments to make grading easier for the permanent teacher.
• Arrive 30 to 45 minutes early to substitute assignments.
• Volunteer time without pay.
• Network with teachers and paraprofessionals.
• Always have extra activities available in case there is extra time in the class period.
• Teach in special education classes.
• Be cheerful when the school secretary calls you. Thank him/her for giving you the opportunity to work.
• Tell the students if they want you to come back to let their teacher know.
• Be a team player. Be more helpful than is required.
• Brush up on your math skills, not many substitute teachers enjoy teaching math.
• Carry a SubPack with you to substitute jobs.
• Being able to think on your feet is one of the best tools a substitute can use.

Excellent online resources for additional information.

http://school.discoverveducation.com
http://www.brainbashers.com
http://www.ilovethatteachingidea.com/
http://www.atozteacherstuff.com/
http://www.proteacher.com/020000.shtml
http://www.teacherneedhelp.com/students/subtch.htm
http://www.educationoasis.com/curriculum/graphic_organizers.htm
http://teachnet.com/
http://www.disciplinehelp.com
http://teachone.tripod.com/

Substitute’s Oath: “I will use common sense and good judgment when carrying out my duties as a substitute employee. I understand that while working as a substitute, I am responsible for my behaviors and the actions that I take, regardless of whether or not these behaviors and actions are included in this handbook.”

Ethical Behavior: Substitute employees have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.

Educators’ code of Ethics

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

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

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

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

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

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

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

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

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

Standard 1.9. The educator shall not make threats of violence against District employees, Board members, students, or parents of students.

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

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

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

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

Ethical Conduct toward Professional Colleagues.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
   a. The nature, purpose, timing, and amount of the communication;
   b. The subject matter of the communication;
   c. Whether the communication was made openly or the educator attempted to conceal the communication;
   d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
   e. Whether the communication was sexually explicit; and
   f. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

19 TAC 247.2
H. **Summary**

**Professional Substitute Teacher Checklist**

**At Home**
___ Compile a set of note cards containing pertinent information about the schools where you may be assigned.
___ Keep a note pad and pencil by the telephone you will be using to answer early morning calls.
___ Answer the telephone yourself.
___ Organize your wardrobe for the next day (remember the importance of professional dress).
___ Develop a Substitute Teacher Pack with teaching materials, supplies, sponge materials and lessons for the classroom.

**Prior to Entering the Classroom**
___ Arrive at the assigned school at least 30 to 45 minutes before classes begin.
___ Report to the campus office for instructions regarding classroom assignment, duty assignments, and length of assignment.
___ Ask about student passes and procedures.
___ Ask if there will be any extra duties associated with the permanent teacher’s assignment.
___ Find out how to refer a student to the office.
___ Ask if any students have medical problems.
___ Obtain any keys that might be necessary.
___ Find out how to report students who are tardy or absent.
___ Find the locations of restrooms and the teachers’ lounge.
___ Meet other teachers, especially those teachers in the rooms around yours, and obtain advice and information from them.

**In the Classroom before School**
___ Write your name on the board.
___ Review classroom behavior standards.
___ Locate the school evacuation map.
___ Read through the lesson plans left by the permanent teacher. However, always have your own set of lesson plans ready, in case the teacher did not leave any for you.
___ Locate the books, papers, and materials which will be needed throughout the day.
___ Study the seating charts. If you can’t find any, get ready to make your own.
___ When the bell rings, stand in the doorway and greet the students warmly as they enter the classroom. By being proactive and greeting students at the door you are setting the tone for a successful day.

**Throughout the Day**
___ Have the students call you by your proper name (Mr., Ms., Miss, Mrs., Dr.).
___ Use a positive approach.
___ Keep an accurate record of classroom attendance.
___ Get students working right away.
___ Constantly wander around the classroom to assist students at their desk on an as-needed basis.
___ Follow lesson plans as closely as possible to ensure continuity in the instructional program. Make a note of any changes that must be made.
___ Improvise using the materials in your Super Sub Pack to fill extra time, enhance activities, or supplement sketchy lesson plans as needed.
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.

Be positive and respectful in your interactions with students and school personnel.

Expect interruptions such as fire drills, power outages, visits to classrooms, injuries, assemblies, etc.

Attach all referral slips (to the office, nurse, etc.) to your note to the teacher.

Learn your students’ names.

At the End of Class and After Class

Review the major learning concepts that was learned that day with the students.

Remind students of homework assignments.

Have students pick up papers and help straighten the room.

Be sure that students leave the room in an orderly fashion.

Organize and label the students’ work.

Leave notes for the classroom teacher detailing the work accomplished and any significant events or occurrences during the day.

When you are ready to leave for the day be sure that the room is left in better order than you found it. Close the windows and lock the doors.

Turn in keys and any money collected at the office.

Check to see if you will be needed again the next day.

Jot down a few notes to yourself about what was accomplished and how things went.

Substitute Teacher Grab Bag

Paper-clips

Small flashlight

Marking pens

Literature selections

Emergency lesson plans

Whistle

Sun hat or sun screen

Jogging shoes or flats for P.E. and recess duty

Assignment calendar

Lunch (since you only have a 25-30 minute lunch period)

Change of clothing (in case teaching assignment changes after your arrival)

Copies of instructional materials that you wish to use with the class

5x8 card of P.E. activities

Stickers or ink stamp and pad (primary & elementary levels)

5x8 card of “sponge” activities for students to use after they finish their assignments.

Special objects or items that you would like to use with the class that may motivate them during the day.

III. DISCLAIMER STATEMENT

This handbook is a general guide and the provisions of this handbook do not constitute an employment agreement nor alter the fact that either party may terminate an at-will employment relationship at any time.
SubFinder Substitute Training Outline

I. What is SAMS (Substitute Absence Management System)?
   A. An IVR system, similar to those used by banks and airlines, with easy-to-follow instructions.
   B. Employees & Administrators report absences via touch-tone phones or through the computer-based system (WebCenter).
   C. SAMS will use a variety of methods, including position matching, to fill absences/jobs.

II. How Will SAMS Benefit Me?
   A. There is the potential for more jobs, particularly for new substitutes, since SAMS is completely unbiased in its selection process.
   B. You tell SAMS when you want to work:
      1. The days of the week you can work, as a general rule.
      2. Days or date ranges when you are unavailable.
      3. Days or date ranges when you do not wish to receive any calls – Do Not Disturb.
   C. You have the ability to review the jobs that you’ve accepted, 24 hours/day, 7 days/week.
   D. You can be proactive through the use of JOB SHOPPING – calling SAMS to find out if there are any jobs available for which you are qualified!

III. What About Registration?
   A. YOU WILL NOT RECEIVE ANY JOB OFFERS FROM SAMS UNTIL YOU REGISTER!
   B. Registration, via a touch-tone phone, is quick and simple! It takes only a few minutes.
   C. I will send you a letter that will have your Two Identification Numbers. You will than call SAMS to register.
   D. When you register you will:
      1. Record Your Name followed by the STAR KEY
      2. Verify your callback phone number.
      3. If your PIN is the same as your Access ID, enter a new PIN. (at least six to nine-digit number)

IV. What Are Job Numbers?
   A. Each absence successfully reported, by an employee or an administrator, is assigned a job number.
   B. A substitute will receive the same job number when they successfully accept the job.
   C. Many of the SAMS reports use the job number as a reference.
   D. Job numbers must be used when accessing an existing job for review or cancellation.
   E. Any time you accept a job, MAKE SURE YOU TAKE NOTE OF YOUR JOB NUMBER!

V. Why Will SAMS Call Me?
   A. To offer you a job.
      1. You may listen to the job more than one time.
      2. You could receive more than one call during a specific calling period.
   B. To notify you of a job cancellation.

VI. What Are My Options When I Call SAMS?
   A. Hear Jobs Available for you to Accept
      1. You will hear jobs, for which you are qualified, one at a time.
      2. You may either accept an offered job or listen to another.
   B. Review or Cancel an Assignment
      1. You can listen to any current and future assignments that you have already accepted. You will hear all of the details concerning each job.
      2. You must cancel prior to the job’s start time.
C. Reviewing Personal Information
   1. Change your callback number.
   Review PIN or Re-Record Name
   1. Change your PIN
   2. Change the Recording of Name
   Review or Modify Unavailability
   1. Modify a period when you are unavailable to work.
   Review or Modify your Daily Availability
   1. Review or modify your daily availability to work.
D. Modify temporary Do Not Call times

VII. Some Points to Remember…
   A. SAMS must be accessed using a touch-tone phone.
   B. Take your time and follow the narration.
   C. When accepting a job, ALWAYS wait for the job number before leaving the system.
   D. If you must cancel a job that you’ve already accepted, please do so as early as possible. At a minimum, you must cancel at least ONE HOUR before the scheduled start time. If you have to cancel a job within ONE HOUR of the scheduled start time, you will need to call the appropriate campus to inform them about the cancellation.
   E. Register as soon as possible! SAMS can’t offer you any jobs until you register.
   F. If SAMS calls and gets your answering machine, it will not leave any information regarding the job. SAMS may call back later and offer you the job again, or you may want to call in and see if anything is available.

VIII. Important SAMS Information
   A. SAMS phone number: (210) 945-6267
      1. SAMS instructions will be repeated 3 times, after the 3rd repeat, and no number has been entered; the system will disconnect your phone. Just take your time until you get accustomed to the menu.
      2. If someone else answers the phone, have the person Press the Star Key, at that time they can call you to the phone. This will make the SAMS system wait 2 minutes for you to enter your Access ID and PIN number.
      3. Morning Call Out: Start at 6:00AM
         Evening Call Out: 4:30PM – 10:00PM
      4. You can call SAMS to review current assignment, review available jobs, cancel a job, change pin or re-record name and review personal information.
      5. When accepting a Job, always wait for the job number before disconnecting or your job acceptance may not be recorded.
      6. Substitutes who are constantly unavailable for placement, or who refuse to accept assignments frequently, may have their names removed from the substitute roster.
A SubPack is like an emergency kit for the classroom. It should contain a variety of useful and necessary classroom supplies and materials. The contents of a SubPack can be organized into four categories: Personal and Professional Items, Classroom Supplies, Rewards and Motivators, and Activity Materials. The specific contents of your SubPack will be personalized to fit your teaching style and the grade levels you teach most often.

### Activity Materials
- Generic fill-in activities-adaptable to most any class
- Educational games and activities adaptable for different subject areas
- Novels for students who finish early
- Sudoku puzzles
- Book to read aloud as a tool to help focus the class especially if the class is returning from an assembly or recess.
- Word search puzzles
- Stories with missing words that needs to be filled in
- Crossword Puzzles
- Newspapers

### Classroom Supplies
- Clipboard
- Sharpened pencils—have printed on them, “This is the teacher’s pencil.”
- Band-aids
- Paper clips
- Notepaper
- Blank name tags
- Calendar
- Masking tape—I write the names of all the students on a piece of tape and have the students put it on their shirt for the day
- Staple remover
- White-out
- Highlighters
- Small pencil sharpener
- Sticky notes
- Dry erase markers and eraser
- Small flashlight

### Rewards and Motivators
- Lots of stickers—scratch and sniff always seem to be a winner!
- Gorilla puppet named George. He is shy and won’t come out unless the children are quiet and following directions.
- Certificates
- Tickets
- Mystery Box
- Privilege Cards (get a drink, first in line, etc.)

### Personal and Professional Items
- Copy of the schools rules, dress code, classroom procedures and important contacts if there is any trouble in the classroom.
- Musical instrument (like a triangle, bell, or a shaker to use as an attention getter)
- Binder containing a map of each school, hall passes printed on card stock, and time fillers by grade level
- Copy of the teacher’s lesson plans, on which I make notes regarding our progress
- Substitute Teacher Reports
- A timer
- A whistle
- Breath mints
- A package of cheese and crackers, in case I need a snack
- Hand sanitizer
- Disinfectant wipes
- Small bag or coin purse for keys, drivers license, money (enough for lunch), and other essential items. Do not bring a purse or planner with a lot of money, checks, and credit cards (there may not be a secure place to keep it).
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 can not 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 quite.

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.


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 insure 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 it represents 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 substitute teaching and will assist you
in these circumstances. Respond quickly and decisively; do not hesitate to get help form
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 next-door 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, 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 questions 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 true and false questions, another multiple choice, etc. Spend the last part of class going over each group’s test.

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.
1. Be ready to tell me the names of the children in our class, which begin with “J” or “M”, etc.
2. Be ready to draw something that is only drawn with circles.
3. Be ready to tell a good health habit . . .
4. Put a color word on the board, have children draw something that is that color.
5. Say numbers, days of the week, months – and have children tell what comes next.
6. “I went to the sporting goods store and I bought . . .” – each child names an item.
7. What number comes between these two numbers: 31-33, 45-47, etc?
8. What number comes before/after, 46, 52, 13, etc.?  
9. Have a word written on the board, ask the children to make a list of words that rhyme.
10. Have a word written on the board; ask the children to list words with the same long or short vowel sound.
11. Put spelling words in alphabetical order.
12. Count to 100 by 2’s, 5’s, 10’s, etc. – either oral or written.
13. Think of animals that live on a farm, in the jungle, in water, etc.
14. Give names of fruits, vegetables, meats, etc.
15. Hangman, using the names of the children in the class or colors or numbers.
16. Simon Says  
17. List things you can touch, things you can smell, big things, small things, etc.
18. “I Spy” – who can find something in the room that starts with “M”, “P”, etc.?  
19. Who can find something in the room that has the sound of short “a,” long “a,” etc.?  
20. Those children who have all crayons put away may leave now, etc.
21. Those with freckles/buckled shoes/new front teeth/etc., may leave.
22. Use flash cards: A first correct answer earns dismissal.
23. To review the four basic shapes, each child names an object in the room either in the shape of a triangle, circle, or square, etc.
24. Name an object that begins with B, C, etc. Pretend you are this object as you leave.
25. What will we remember for tomorrow?
Examples of Secondary Activities:

1. List the continents of the world.
2. Make up three names for rock groups.
3. Name as many kinds of windstorms as you can.
4. Take a number, write it, and now make a face out of it.
5. Name as many gems or precious stones as you can.
6. Write the names of all the girls in the class.
7. Name as many teachers at this school as you can.
8. List as many states as you can.
9. How many countries and their capitals can you name?
10. Write down as many cartoon characters as you can.
11. List all the things in your living room.
12. Turn to your neighbor, one of you tell the other about an interesting experience you have had. The listener must be prepared to re-tell the story to the class.
13. Write what you would do if you saw an elephant in your backyard.
14. List five parts of the body above the neck that have three letters.
15. List one manufactured item for each letter of the alphabet.
16. List as many nouns in the room as you can.
17. Write the twelve months of the year correctly. Stand up as soon as you are finished.
18. Make a list of five things you do after school.
19. Write one kind of food beginning with each letter of the alphabet.
20. List one proper noun for each letter of the alphabet.
21. How far can you count and write down by 6’s?
22. Name as many balls as you can that are used in sports games.
23. List as many U.S. presidents as you can.
24. List all the work tools you can think of.
25. List as many models of cars as you can.
26. Name all the colors you know.
27. How many parts of an automobile can you list?
28. How many animals can you list that begin with vowels?
29. List as many kinds of trees as you can.
30. Name as many countries of the world as you can.
31. List as many kinds of transportation as you can.
32. How many different kinds of languages can you name?
33. Name as many things as you can that are made of cloth.
34. Name as many things as you can that you can wear on your head.
35. List all the musical instruments that begin with “t.”
36. Name as many politicians as you can.
37. Scramble five spelling words, trade with someone, and unscramble them.
38. List as many things as you can that make people the same.
39. List all the places you find sand.
40. List as many kinds of soup as you can.
41. List as many breakfast cereals as you can.
42. Name as many planets as you can.
43. Find these rivers on your map: Mississippi, Rio Grande, Colorado, and Hudson.
44. Name the different sections of the newspaper.
45. Name all the words you can that begin with the prefix “in.”
46. How many baseball teams can you name?
47. Name as many kinds of ice cream as you can.
48. Name all the countries that have the letter “E” in them.
49. Which TV series can you name that have high school-aged characters as regulars?
50. Name as many of the album titles of records by:
   - Linda Rondstadt
   - The Eagles
**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.

**Dictionary Activities:**
- Estimate where certain letters (where words that start with that letter) are in the dictionary just by looking at the side of a closed dictionary.
- Figure out which way to flip through the book to get to certain words.
- Race to find words.

**Guess the Shape:**
Make twelve (12) to fifteen (15) shapes using tag board. Using the overhead projector, cover one shape with paper and slowly uncover it, stopping it at different points to have your students guess the shape.

**Plan the Voyage:**
Have your kids think about what the Pilgrims may have taken with them on their trip, being limited to only one trunk per family. They should realize that some families had children and servants with them, and yet they were still only allowed one trunk.

**Alphabet Thanks:**
Sit on the floor in a circle with your students. Begin with one person saying thanks for something that begins with “A” and then continue around the circle, all the way through “Z”. As you go through the circle, students should repeat what each person before them has stated.

**Back to Back:**
Have your students get in pairs to do this activity. They will sit back to back on the floor with their arms linked. The object is for the pair of students to get to a standing position while staying linked. They’ll have fun with this!

**What Is It?**
Put something in an opaque bag. Have students sit in a circle and bring the bag around the circle, letting students feel the object without looking at it. After everyone has had a chance to think about what the object might be, list their guesses on the board. In order to eliminate certain guesses, have students list the properties of the object that they were able to ascertain from touching it. Narrow the choices down to those that fit with the descriptions.

**Rhythm Circle:**
Have students arrange themselves in one large circle or do this as a small group/center activity. One student (or the teacher) starts with a movement such as a handclap, hop, twist, etc. and the next person has to repeat the previous movement and add a new one. Players are eliminated from the game when they fail to correctly reproduce the previous sequence of movements. This continues around the circle until there is one person remaining, who is declared the winner.
Halloween A to Z:
Have your students work in pairs to come up with words associated with Halloween. See if they can find one word for each letter of the alphabet.

Are they Eyeballs?
You will need to prepare for this ahead of time. Take the skin off of a bowl full of grapes. Place them in an opaque bag. Have your students reach in and feel them and then try to guess what they are. They feel like what you might think eyeballs would feel like. Your kids will have a blast!

Tale of Terror:
Sit in a circle on the floor, and start a tale of terror with your class. You start with a few sentences and then the person to your right continues, progressing around the circle. You can start off with a basic theme or just see where the story goes.

Smelly Gourd:
Play the traditional Hot Potato, but use a gourd instead to celebrate the Halloween season. Play scary music in the background and when the music stops, whoever has the gourd is out. You can also add difficulty to the game by having your kids call out a word associated with Halloween before they pass the gourd – but they have to do it fast!

Hot Egg:
You will want to use a hard-boiled egg for this activity. Sit in a circle with your class and basically play hot potato with an egg. The object is to see who will be able to stay in the circle the longest. You get out if you drop the egg or if you hold it too long. Your kids will love this game!

Love Toss:
Play a word game with your class using terms related to Valentine’s Day. You say “valentine” and then you toss a ball (or heart-shaped pillow!) to a student. They must think of a related word and pass the ball along. You can make rules about time allowed, dropping the ball (or heart), etc. Have fun!

Valentine Estimation:
Fill a jar with candy hearts or other Valentine’s candy. Have your students’ guess how many candies are in the jar. You can pass the jar around the classroom so that students can make intelligent, rather than random, estimations.

Pumpkin Lines:
 Quickly flash a pumpkin in front of your students. Have them estimate the number of vertical lines on it. Write some of the estimates on the board. Find out the actual number of lines and have your class compare to their estimates. If time permits, compare the amount of lines to other pumpkins in the room.

Costume Graph:
Have your students come up with categories for costumes. For example: scary, funny, famous characters, animals, etc. Make a simple graph on the board with these categories listed across the bottom. Have your kids write their names above the category in which their costume fits. See what is most popular.
Jump Rope:
You will need to clear some space in your room for this activity. Have your student’s see how many times they can jump rope without “messing up.” Your kids can take turns jumping so that only 5 or 6 are jumping at the same time. Challenge them to beat their personal record each time they jump.

One Thousand Jumping Jacks:
Tell your class that all together they must do 1000 jumping-jack exercise –one for each day of the millennium. Have them figure out how many each student must do to reach 1000. Then start the jumping!

Basic Stretching:
Have your kids join you on the rug or in an open area of your classroom where they can spread out. Have them follow you through a series of stretching exercise. Some basic stretches include:
- Finger to toes
- Reaching for the sky
- Arm circles
- Leg stretches on the floor
- Side-bends

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 birthdates. 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?
Teacher chooses an observable object such as hair ribbons, watch, white shire, 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.

Using the Newspaper:
There will be times you are in a classroom when the teacher was unable to leave a lesson plan. By having a few newspapers with you, you will be able to fill the time no matter what grade you are teaching. In a kindergarten class, students can circle letters of the alphabet to learn upper and lower case concepts. In first grade, students could circle words they recognize or discuss the emotions depicted in pictures. Students at various grade levels can:
1. Create a shopping list from ads and use math skills to create a total cost.
2. Forecast weather and discuss climate.
3. Work out statistics for sporting events.
4. Write a classified ad or cartoon to expand writing skills to different audiences.
5. Create a budget using data from job opportunities, apartment rental, and food advertisement sections.
6. Review newspaper articles to see how many spelling and grammar errors students can find.
7. Write a letter to the editor on a subject of their choice.

Activities for Students Who Finish Early

With almost every learning activity there will be a student or group of students who finish ahead of schedule, or at least ahead of the rest of the class. It is important to include in every lesson a plan for these students. Early finisher activities are important because they provide appropriate activities for students who have completed their work and help maintain a consistent learning environment for students who are still working on other assignments.

Early finisher activities don’t need to be complicated; in fact the less teacher involvement required the better. For some activities you might need to bring a few special supplies in your Sub Pack, for other activities all the student needs is a pencil and paper. Students can work on these activities at a designated place in the classroom or at their desk.

To encourage student enthusiasm for early finishers tell them about the activity before they begin working on an assignment. You may even want to provide several options and let students choose their own activity. Although early finisher activities are rarely graded, they often provide motivation for students to finish assignments in a timely manner because they are novel and/or fun.

Early Finisher Ideas

- A puzzle at the back of the room
- Collection of “I Spy” books
- Silent reading (perhaps special books in a special corner of the room)
- Tangram or pattern block puzzles
- Coloring pages
- Seasonal activity pages
- Quick Lists (see examples below)
- Writing prompts (see examples below)
- Riddles or other critical thinking activities (see examples below)

Both you and your students should know before beginning an activity what students should do when they are finished. Remember, if you don’t have a plan, students will probably end up doing something you don’t want them to.

Examples of Quick Lists

- Write down a manufactured product for each letter of the alphabet.
- List as many restaurants as you can and put stars next to your three favorites.
- List as many different models of cars as you can.
- Make a list of the 10 largest animals you can think of.
- List as many breakfast cereals as you can.
- Write down all of the different places you find sand.
- List as many states and their capitals as you can.
- List as many holidays as you can think of and the month they are celebrated. Which month has the most?
- Write down 10 flavors of ice cream and rank them from your most favorites to least favorite.
- Name as many countries of the world as you can.
- List all of the forms of transportation you can think of.
- Name as many teachers/employees at the school as you can.
- Name all of the states that have the letter “e” in them.
- List 25 things that would be in the “perfect” classroom.
- If someone gave you $1,000 what are five things you would buy?

**Examples of Writing Prompts**

- You have three children. Make up their names and write about their personalities, likes and dislikes.
- If someone gave you $500 that you had to spend on a gift for someone else, what gift would you buy and whom would you give it to. Explain why you chose that gift and that person.
- List 10 cartoon characters and write about which one you would like to be and why.
- Name your favorite holiday and explain five reasons why you like it.
- If you could be anyone else in the world for one week, who would you be and what would you do?

**Examples of Riddles**

- What speaks every language? An echo
- If eight birds are on a roof and you shoot at one how many will be left? None, they will all fly away.
- What are two things people never eat before breakfast? Lunch and Dinner
- What has two hands and a face but no arms or legs? A clock
- What can’t be used until it is broken? An egg
- What has six legs, two heads, four eyes, and a tail? A horse and its rider
- What begins with T, ends with T, and has T in it? A teapot
- What do you get if you cross a pig with a karate teacher? Pork chops
- What five-letter word becomes shorter when you add two letters to it? Short
- What kinds of rocks are at the bottom of the Mississippi River? Wet rocks
Chalkboard topics for the talkers and the bored

In your packet, include a list of assignments that can be listed by number on the chalkboard. When a student is ready for something new, and the classroom teacher did not provide more work, turn his or her mind to one of the numbered items on the chalkboard.

Examples:

1. Find the meanings of these words: emulate, arrogant, ascetic, tolerant, and dogmatic.
2. Locate the titles and names of the persons in the President’s cabinet.
3. Find the name of the head of state in Britain/France/Russia/Germany . . .
5. About what percentage of the Earth’s surface is covered by water?
6. Which of these animals will generally live the longest: mosquito, barn owl, alligator, and zebra?
7. Is coral an animal, a plant, or neither?
8. How long a line can an average 7-inch pencil draw (1-inch stub remaining)?
9. Which kills more people in the United States each year, bullets from handguns or traffic crashes?
10. Can your bones be considered part of your circulatory system?
11. What does the appendix do?
12. What is your body’s largest organ? Second largest?
13. How many bones are in your body?
14. What is the largest African country in terms of area?
15. Which European country (excluding Russia) has the largest population?
16. Which Asian country has the largest population?
17. Where is the tallest mountain in the world?

I’d Like to Know You Better

Tell a student, “I’d like to know you better. Please write a half page for me on this topic”:

- If I could do anything for one day, it would be . . .
- If I won a million dollars, I would . . .
- The best time I ever had was . . .
- What I like most in a friend is . . .
- I would like to be an educated/ineducated person because . . .
- What worries me most in the world is . . .
- In my spare time I like to . . .

Lead a discussion

With a class that is in good control, a discussion can be interesting for both students and teacher. If you are unsure, leave it for another day. The teacher should establish rules before the discussion begins:

- No one interrupts another person.
• Give people who haven’t spoken yet a chance to speak.
• Assume that what you say will be repeated. Don’t say anything that would hurt another person’s feelings if repeated.
• Sneering, rudeness, or any other behavior that shows disapproval of ANYONE’s contribution is prohibited.
• The teacher is the leader. If the teacher raises his/her hand, all discussion must stop. (Choose a student leader? Not recommended).

(One or two questions are probably enough for one discussion session.)

• What is the most important thing you have learned about life in the past few years?
• If there weren't any rules, what would you do differently?
• What foreign country have you heard the most about? What do you think it would be like to grow up there?
• If a teacher really wanted to find out what you thought and felt, how could the teacher best go about getting to know you?
• If something happened to your parents and you had to live with someone else for two years, whom would you most like to be with?
• What is the worst thing about school? The best?
• When was the last time you felt completely happy? What made you feel that way?
• If you were a teacher, and the students in your class wouldn't listen to you, what would you do? What if you did that, and they still wouldn't listen?
• If you could grow up to be famous and successful, what would you like to be known for?
• Who are your heroes? Why do you think they are so terrific?
• Have you ever thought you were going to die? If so, how did it feel? Is there anything you learned from the experience that you could share?
• What would you do if everyone in your family forgot your birthday?


Want to avoid a riot?

“What can you do with middle school student who won’t even do the assignment the teacher left? You can’t even get half the class to pipe down even to issue the instructions. Some of the classes’ say they want to do something fun. You would love to do that, but how can you if you can’t even hold the whole class’s attention for more than one minute?”

• Make sure that each student’s name is clearly visible to you. Pass out paper and have students write their own names large. Ideally, name should be attached to front of each student’s desk with masking tape. Alternative suggestion: holding a seating chart, walk around to each student, ask each student his or her name, and write each name on the seating chart. Smart students are always raising their hands. Don’t take hands. When asking a question, name the student first and then ask the question. If name isn’t visible, adopt a name from clothing: “Blue Shirt,” “White Blouse,” etc.
• Ask a lot of questions about the subject at hand (classroom work) and call on individual students by name before asking a question.

• Another technique is to have a series of random questions ready: Blue Shirt, what does DNA stand for? Pink Blouse, who was the fourth president of the United States? Purple Shirt, what was the year of the “Declaration of Independence? Black Shirt, who is Henry Kissinger? Yellow Sweater, what is a genome? Etc. If Blue Shirt doesn’t know the answer, you can see if someone else does and have a short discussion of the answer before moving on the next question. This technique shows students up for lacking knowledge and shows them that you have much to teach them. If you are successful, they will see that they will be missing out on a lot of interesting information if they don’t pay attention and get down to work.

• When a class is disorderly, you want to put the students at a disadvantage. You envision this scenario: you find a paragraph to dictate, make sure students have paper and pencil, and you dictate the paragraph. Then you collect the papers. While the students watch, you slowly look through the set of papers, making occasional comments about the poor spelling, handwriting, punctuation, etc. (naming no names – just commenting on the poor quality of the product). Don’t compliment anybody. Then you tell them what a lot they have to learn, etc.

• An encyclopedia is another source of articles for reading aloud to the class? For example, in Encarta Encyclopedia there is a table of Nobel Prize winners. There are separate lists of winners in chemistry, literature, economics, peace, medicine, and physics. You could find the names of Nobel Prize winners that interest you, go to the article about each such person, and print it. http://encyclopedia.com is an online source of articles, including articles about Nobel Prize winners. You might be interested in Time Magazine’s 100 most influential people of the 20th century: http://www.time.com/time/time100. There are other lists with links to biographies. Google for searches (100 most, 100 greatest . . .): http://www.google.com

The idea is to go heavy on content and to make individual students accountable for learning by asking questions. Let the students know that it is their job to learn.
Student Motivation Ideas & Low Cost Rewards

Certificates – Can be given to exceptional students at the end of the day or as prizes for classroom activities.

Pencils and Paper Clips – These colorful basics can be used for many rewards or prizes. These are good items to have for team awards or classroom treats at the end of the day.

Stickers – Can be given throughout the day to reward good schoolwork or reinforce good behavior, such as lining up quietly or taking turns. These are a favorite of younger students.

Tickets – Students can earn tickets throughout the day for being on-task, cooperating, or following directions. They can be turned in at the end of the day for a drawing, or for older student the top three or four ticket holders can win a prize.

Story Time – As a reward at the end of the day a story can be read. Write the title of a book on the blackboard. A letter is erased each time the students are off task or behaving inappropriately. At the end of the day if any of the letters remain they get to hear the story. Second hand bookstores are great places to look for inexpensive books or use the library to borrow from.

Guessing Jar – Fill a large jar with small items, like beans, pennies, marbles, M&M’s, etc. Reward students throughout the day with slips of paper. They can write their name on the paper and guess how many items are in the jar. At the end of the day reveal the number of items in the jar and award the student who guessed the closest with a prize.

Talk Time – Older student enjoy moving to another seat and being allowed the opportunity to visit. This reward can be given at the end of the class period if students have stayed on task and well behaved. To insure on orderly classroom you will need to explain that this extra time will be taken back if the noise level rises and they may only change seat one time.

“I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power to make a child’s life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.”

Between Teacher and Child

Haim Ginott
Child Psychologist
Following is an action chart describing what you can do to increase the probability of having a successful day in the classroom.

Quick Tip: The teacher should be the most on task person in the classroom.

**Substitute Hints and Suggestions**

- Arrive early, not just at the required time.
- Know the teacher(s) who is 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 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/her 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” and would rather go to their lockers and the halls then be in class.

• Do more than required. Your extra efforts will be noted and appreciated.

   Don’t make statements lightly – students remember!
WORKING WITH STUDENTS WITH SPECIAL NEEDS

CLASSROOM STRATEGIES FOR ADHD
Brad D. Berman, M.D., F.A.A.P.

Environmental Interventions

1. Provide structure and consistency
2. Preferential seating near the teacher
3. Limit, when possible, distracting stimuli
4. Surround the child with good “role models”
5. Divide the workload into small, manageable sized “chunks”
6. Maintain routines and consistency in the class
7. Allow for extra time to complete certain task exams
8. Please test the child for knowledge, not attention span
9. Provide a class with a low student to teacher ratio
10. Create a positive system for homework completion

Interpersonal Interventions

1. Please understand the child’s capabilities and limitations
2. Brief private communication with the child during class
3. Frequent direct feedback from teacher to child
4. One-on-one meetings with the child throughout the year
5. Regular communication and feedback with the parent(s)
6. Reward acceptable behavior
7. Encourage and praise positive behavior and performance
8. Keep record of good behavior and performance
9. Expand attention span positively
10. Encourage the child to ask for help
11. Teach the child to ask for help
12. Enhance self-esteem through a child’s strengths
13. Establish eye contact during instructions
14. Provide directions in multi-sensory fashion
15. Simplify and repeat commands verbally and/or visually
16. Help teach child to organize for school work
17. Allow frequent breaks as needed
18. Involve the child in pro-social physical activities
19. Prepare child in advance for transitions or changes
20. Enforce rules and consequences immediately
21. Avoid public humiliation
22. Avoid public reminder to take medication
23. Avoid too much negativism in comments and directions

BE UNDERSTANDING, FIRM AND CARING!
<table>
<thead>
<tr>
<th>If the Student Has Difficulty with:</th>
<th>Then…</th>
</tr>
</thead>
</table>
| **Getting Started**               | • Give a cue to begin working  
• Give work in small amounts  
• Give purpose for assignment  
• Provide immediate feedback  
• Provide time suggestions for each task |
| **Staying on Task**               | • Have child work at a “clean” desk  
• Allow child to hold one object  
• Place student with a child who can help immediately  
• Reduce distractions  
• Increase reinforcement |
| **Staying in Seat**               | • Make sure student knows expectations  
• Ask student to sit in seat for set time limit and reward accordingly  
• Move seat away from distractions like door and mobile  
• Isolate, give time out |
| **Following Directions**          | • Use concrete directions and vocabulary  
• Use fewer words  
• Provide examples  
• Repeat  
• Have student repeat and explain  
• Provide a peer tutor |
| **Working Independently**         | • Assign task at the appropriate level  
• Be certain the child can see an end to the task  
• Give concrete, precise directions  
• Reinforce often, praise for concentration  
• Let student see individual work as a sign of personal responsibility  
• Alternate short, independently completed tasks with task on which you give assistance. Gradually require more independent work before giving help. |
Other Factors

Affecting Learning

1. **Climate** – Refers to the classroom’s emotional atmosphere. Students with disabilities tend to work better in a classroom with an open, warm, trusting and accepting climate. The teacher can be friendly, supportive, reinforcing and concerned.

2. **Time** – Students learn better at different times of the day. Secondary teachers generally cannot schedule their subjects at the best time for each student. However, they can be aware of time and try to adapt lesson plans accordingly.

3. **Sound** – Students with disabilities prefer a quiet classroom because noise distracts them and interferes with learning. Adaptations for these students may be made (e.g., quiet learning centers, earphones to filter noise, smaller classes and study carrels.)

4. **Seating Arrangements** – Teachers should try to provide a structured yet flexible seating arrangement for students with disabilities. Variations to traditional seating include going outdoors for class, sitting on the floor and working in small groups. Teacher should consider special needs such as allowing a kinesthetic learner to move from his desk to listening center or work area.

5. **Class Procedures/Organization** – If class procedures are matched with the students’ learning styles, they are more effective. Matching assignments to learning styles is important since the average assignment is usually too difficult for some students. For example, the adventurers would only need requirements and resources to begin a self-directed project; the ponderers would work best with a behavior referenced packet or on the computer; and the drifters might be lost during a lecture but might benefit from a demonstration which applies a skill they’re learning to a life situation (e.g., learning to fill out forms for job applications).

6. **Group Size** – Some students work better in small groups, some in large groups, some, one-to-one. The teacher must assess student performance and select an appropriate method. Many students with disabilities do not function well in large groups.

7. **Attention Span** – Many students with disabilities cannot attend for very long. Teachers can vary techniques and activities accordingly. Teachers who match tasks to attention span will find that the student masters tasks at a faster rate.

8. **Pace or Rate** – Many students with disabilities often cannot proceed according to a pace established for a large group. Students with learning problems don’t do well under time pressure, but need to proceed at their own rate.
Adaptations for Preferred Perceptual Styles

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Tactile-Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write directions on the chalkboard as well as giving them verbally. Give a copy of assignments in written form (e.g., a weekly assignment sheet).</td>
<td>• Record assignment directions on tape or cassette so the student can replay them as needed.</td>
<td>• Use frequent classroom demonstration and participatory modeling.</td>
</tr>
<tr>
<td>• Use flash cards printed in bold colors.</td>
<td>• Give verbal as well as written directions.</td>
<td>• Allow student to build models, draw pictures or make a display instead of writing reports. Other ideas include making filmstrips, performing experiments and dramatizations.</td>
</tr>
<tr>
<td>• Supplement lectures with colorful transparencies shown on the overhead projector. Also use models, charts, graphs and other visual aids.</td>
<td>• Tape textbook materials for the student to listen to while reading. Tape only the most important information and simplify vocabulary.</td>
<td>• Use role-play and simulations.</td>
</tr>
<tr>
<td>• Allow students to read assignments rather than depending on oral presentations.</td>
<td>• Give an oral rather than written test or allow tests to be administered by the special education teacher in the resource room.</td>
<td>• Provide a lecture outline for student and give note-taking instructions.</td>
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<tr>
<td>• Allow written reports or projects rather than oral ones.</td>
<td>• If practice is needed, student can use tape-recorder to recite and then play back. Student can practice aloud with another student.</td>
<td>• Allow the student to move about (e.g., to another seating area during class).</td>
</tr>
<tr>
<td>• Have student take notes on important words, concepts and ideas.</td>
<td>• Substitute oral reports or other projects for written assignments.</td>
<td>• Use manipulative objects, especially when teaching abstract concepts (e.g., fractional parts, measurement, geometry).</td>
</tr>
<tr>
<td>• Provide a written copy of board work if student has difficulty copying.</td>
<td>• Have another student read important information to the mainstreamed student.</td>
<td></td>
</tr>
</tbody>
</table>
The Visual Learner

- Student looks around and examines the situation:
- May stare when angry, beam when happy:
- Facial expression is a good indicator of mood:
- Thinks in picture and detail – has vivid imagination:
- Remembers object shapes and configuration, but forgets labels:
- Recognizes words by sight:
- May be quiet and become impatient with tasks requiring extensive listening:
- Often distracted by visual disorder or movement:
- Deliberately plans in advance, often organizing information by taking notes and making lists:
- Will sometimes stop and stare into space, imagining the scene:
- Affected deeply by visual displays of emotion; and
- Demonstrates intense concentration during reading activities.

Teaching Activities for the Visual Learner

- Present information in a visual mode.
- Provide opportunities for use of visualization.
- Provide plenty of books, pictures, reading from and writing on the board or paper.
- Use filmstrips, slide shows, and movies – anything they can see to reinforce content.
- Reduce the number of distracting visual materials and movement that distracts.
- Teach note-taking and organizational skills.
- Use configuration of words to reinforce spelling words.
- Provide written materials with vivid descriptions and allow opportunities for imagining scenes.
- Field trips should provide visual arts or visual representations of topical materials.
Auditory Learner

- Student prefers to listen rather than read;
- Hears and discriminates among sounds easily (does well with phonics);
- Often repeats information he/she hears to reinforce self;
- Talkative;
- Enjoys group interaction because he/she hears new ideas;
-Recalls detail of conversations easily;
- Associates learning with listening, yet may seem preoccupied; and
- Needs to talk out solutions before deciding on a plan.

Teaching Activities
for the Auditory Learner

- Use of lecture and discussion should be emphasized.
- Tapes, records, or the radio are reinforcing experiences to be used.
- Phonics approach to reading is recommended.
- Allow opportunities for small group discussions.
- Allow opportunities for auditory repetition of information.
- Provide opportunities for discussion of art and music.
- Provide specific labels for items and tasks to allow for better opportunities for memory recall.
- Use of mnemonics and rhymes for remembering.
- Show-and-tell activities allow the auditory learner opportunities for self-expression.
- Be tolerant of interruptions - these learners often need to verbalize new concepts and play with words.
The Kinesthetic / Tactual Learner

- Student tries things out, touches, feels, manipulates;
- Expresses things physically - they jump for joy, push, tug, stomp, pound;
- Gestures when speaking, is a poor listener, stands very close when speaking or listening, and quickly loses interest in long verbal discourse;
- Starts the day looking neat and tidy, but soon becomes disheveled through physical activity;
- Seems impulsive;
- Prefers to attack problems physically - seeks the solutions which involve the greatest activity;
- Handwriting which appears good initially, tends to deteriorate as they run out of space on the paper and the student exerts more and more pressure on the writing instrument;
- Prefers stories with lots of action especially in the beginning - rarely an avid reader;
- Fidgets a lot while handling books; and
- Often poor spellers, these students need to write words to see if they look correct.

Teaching Activities for the Kinesthetic / Tactual Learner

- Provide opportunities for direct concrete physical involvement in activities.
- Allow for opportunities for materials manipulation.
- Allow opportunities for writing on paper and the chalkboard, drawing, hands-on activities with real objects that can be touched.
- Use hand signals, small group discussions, activities that involve emotions and feelings or enable students to move around.
- Play music as a good method of involving movement: sculpture and clay molding are preferable to paintings.
- Plan field trips that enable them to dance or play percussion instruments, or to touch items.
- Try activities, which allow for gross motor movement reinforced through visual stimulation.
- Avoid verbal lectures and sedentary classroom activities as much as possible.
- Use sign language to teach sight words.
General Principles of Crisis Intervention

A. **Self-Control**
   It is difficult, if not impossible, for a person without a well-developed plan for self-control to convince someone who is being impulsive and explosive to regain control. Breathe slowly, talk slowly, and move slowly.

B. **Identification**
   Early and accurate identification of visual and auditory signals is absolutely essential. Catch low-level cues such as a change in tone of voice, in affect, more agitation. This will decrease the likelihood of a further escalation of the student's behavior.

C. **Communication**
   The "rule of five" states that during crisis intervention sentences should be limited to no more than five words, and the words used should be limited to five letters or less. Voice should be flat, controlled and respectful. Use student's name, and stick to one behavior. Provide a clear directive/realistic choice. Avoid threats and sarcasm, and tell the student what you want him/her to do, not what he/she is doing wrong. *(Don't get into a power struggle.)*

D. **Body Language**
   The most powerful methods of communication are required to penetrate the barriers of panic, rage or irrational demands. Since speech by itself is among the weakest communication methods, it is important to minimize the use of speech and maximize or exaggerate the use of nonverbal communication.
   - Project an image of self-confidence, relaxation (arms at side), security and caring.
   - Movements should be slow and deliberate.
   - Try to maintain a distance of about three feet from the student.
   - Establish eye contact and block student's vision/access to source of confrontation.

E. **Patience**
   The crisis will pass, even if crisis intervention techniques are not successful. Retreating in panic or becoming unnecessarily punitive because the techniques are not immediately successful may result in unavoidable future consequences.
LOCKDOWN

**Definition**

External Lockdowns are called for when the threat of violence or gunfire is identified outside the building and an evacuation would be dangerous.

Total Lockdowns are called for when there is a threat inside and movement within the school could be dangerous.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

---

**Principal's Office**

1. Use the P.A. system to announce a lockdown. Make a straightforward announcement.

2. "We have an intruder outside (or inside) the building. Go into (external or total) lockdown."

3. Call 911 for police and call security. When they arrive, ensure that they have a map of the building.

4. **If External Threat**
   - Ensure that all exterior doors are locked.
   - Account for all students, staff, and visitors.

5. **If Internal Threat**
   - Direct the custodians to lock whichever doors would best isolate the intruder (if they may do so safely).
   - Advise the office personnel to stay away from the front door and windows.
   - Isolate the danger area with locked doors and no hall traffic.
   - Evacuate any students who have been locked out of their classroom or who are in public areas to a safe area.
   - Send messenger to playground. Advise teacher to take students to evacuation area.
   - When police arrive, escort them to scene, but school administrators should stay out of view of the intruders.

6. Rescue of any hostages will be the responsibility of law enforcement.

---

**After the Incident**

5. After intruders are contained, account for all students and record extent of injuries.

6. Follow-up at hospital.

7. Refer media questions to media relations.

8. Advise the media of any school closings.

9. Announce counseling services and document the students and staff receiving counseling.

10. Visit with the parents or the victims.

11. Facilitate investigations by civil authorities.

12. Keep staff informed.

Exterior Threat (Exterior Lockdown)

Education Process Continues

TEACHER

1. Move all persons indoors
2. If possible, move from portable buildings into the main building
3. Account for all students, staff, and visitors
4. Continue the education process in the main building
5. Exterior doors remain locked until the "all clear" is issued from first responders
6. Monitor the P.A. system for an "all clear" by the principal
Lockdown (cont'd)

Interior Threat (Total Lockdown)

Stop Education Process

TEACHER

1. QUICKLY SURVEY THE HALLWAY BY YOUR CLASSROOM AND ORDER ANY STUDENTS IN HALL OR RESTROOM INTO YOUR ROOM

2. LOCK YOUR DOOR AND MOVE THE STUDENTS TO A CORNER OF THE ROOM OUT OF SIGHT OF THE ENTRY DOOR
   a. CLOSE WINDOW BLINDS IF SAFE TO DO SO
   b. PLACE A CARD WITH CLASSROOM NUMBER AND STATUS ON EXTERIOR WINDOW, IF POSSIBLE

3. TURN OFF LIGHTS

4. HAVE THE CLASS SIT ON THE FLOOR AND KEEP QUIET

5. OPEN DOOR ONLY TO A POLICE OFFICER OR PRINCIPAL
   a. IF TOLD TO EVACUATE, TAKE ROLL BOOK

6. CLASSROOM DOORS REMAIN LOCKED UNTIL THE "ALL CLEAR" IS ISSUED FROM FIRST RESPONDERS

7. MONITOR P.A. SYSTEM FOR THE "ALL CLEAR" ANNOUNCEMENT BY THE PRINCIPAL
EVACUATION

EMERGENCY

- Disaster
- Fire
- Explosion
- Fallen Aircraft
- Nuclear Power Plant Incident
- Chemical Release
- Bomb Threat
- Drill

Continued on Page 3-23b
Evacuation (cont'd)

Continued from Page 3-23a

1. Evacuate when you hear the fire alarm or announcement from the principal's office.
   a. Be aware of pre-designated primary and alternate evacuation routes.
   b. Take the class roster sheet and grade book with you.

2. Turn out the lights and close the classroom door as the students leave.

3. Leave the building in an orderly manner without rushing or crowding.

4. If the situation warrants, a bus evacuation will be used to transport the students to another site.

5. If the emergency calls for an evacuation without the use of buses, walk from the building in the stated course.
   a. Always evacuate crosswind and/or upwind away from any emergency by a safe route.
   b. Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

6. Reassemble the students and take roll call to ensure that all students are accounted for.
   a. Report any missing students to the principal's office immediately.

7. Note on roster any students who are released to their parents.

8. Return to your room when you are instructed that it is safe to do so.

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Emergency Preparedness

To ensure a safe environment for students, substitute teachers need to be aware of emergency and drill procedures. The emergency information inside this brochure highlights procedures that are used during drills and in the event of an actual emergency.

Announcements will be given in plain language so that everyone can understand the difference between a drill and an emergency. All emergency preparedness procedures must be followed during drills and during an actual event.

If you have any questions, please ask campus administration.

★ High Achievement For All Students
★ High-performing and Engaged Workforce
★ Effective and Efficient District and Campus Operations

Contact:
Student Services
Schertz-Cibolo-Universal City ISD
210-945-6003
jknox@scuc.txd.net
http://www.scuc.txd.net/

Safety Drills and Awareness
Fire/Evacuation
- Help students to calmly exit the building.
- Take rosters, check for any suspicious items as you exit.
- Make sure your door is closed and, if possible, unlocked.
- Assemble at assigned evacuation location and initiate accountability of students.
- Wait for further directions.

Shelter-in-Place
- Close doors and windows.
- Turn off all fans and other ventilation.
- If chemical odor or effects seep into the room, tape door gaps, place paper or towels along door sill.
- Wait for further directions.

Lockdown
- Move students into nearest securable rooms or safe area. If outside or unable to get into a secure area, run from the threat.
- Lock doors, close blinds, cover windows. Remain Quiet and Calm.
- Be prepared to run or fight.
- Once in a safe area do not leave until properly authorized to do so.
- Wait for further directions.

Severe Weather
- At first sight of bad weather or lightning come indoors.
- Seat students on the floor in the designated safe area.
- Demonstrate protective posture so students are ready to duck when told to do so.
- Wait for further directions.

Reverse Evacuation
(bad weather, dangerous animal, hazardous materials, nearby emergency scene)
- Move students indoors. Close doors behind you.
- Portable building occupants may stay inside their building with doors locked, until further notice from the principal.
- Keep students away from windows and doors.
- Account for all students.
- Wait for further directions.

For more information:
http://txssc.txstate.edu/
SECTION 457 DEFERRED COMPENSATION PLAN

The Schertz-Cibolo-Universal City Independent School District does not participate in the Federal Social Security Retirement Program. Instead, as required by the Omnibus Budget Reconciliation Act of 1990 (OBRA), the District has adopted a private retirement plan authorized under Internal Revenue Code, Section 457.

As a condition of employment, you will be an active participant in the District’s 457 Plan. A before tax contribution of 7.5% will be deducted from your gross salary each pay period.

Facts about your 457 deferred compensation plan for part-time, seasonal and temporary employees:

1. After termination an employee can:
   a. Roll their funds into another 457 plan, qualified plan or IRA.
   b. Make lump sum withdrawal of funds.
2. Death benefit paid to named beneficiary of employee.
3. Distribution allowed for disability.
4. Upon retirement an employee can:
   a. Make a lump sum withdrawal of funds.
   b. Leave funds in account to accrue additional interest.
5. Withdrawal of funds mandatory at age 70 ½.
6. No 10% IRS penalty for early withdrawal to employee.
7. No TEFRA loan available.
8. Contributions are deposited into a group annuity and earn a guaranteed rate of interest.
9. An annual statement will be sent to each participant on their account.
10. Employee’s responsibility to notify the District of address changes when moving.
11. Internet access to account information.

Information concerning your participation in the Section 457 Plan is attached.
The Premier Plan

Plan Highlights

for

Schertz-Cibolo Universal City ISD

**Plan Year:** The Plan Year is from September 1st to August 31st.

**Eligibility:** Participation in this Plan is mandatory for all Employees of the class or classes as listed:
- Part-time
- Temporary
- Seasonal

**Contributions:** The Participant contributes 7.5% of compensation pre-tax.

**Investments:** Funds are invested in a guaranteed fixed annuity with American United Life Insurance Company, a OneAmerica Financial Partner. The interest rate may change on a quarterly basis, but is guaranteed never to fall below the standard NAIC rate. The guarantee is based on the claims paying ability of AUL.

**Distributions:** Participants may request a distribution upon meeting one of the following requirements:
- Termination of employment for one full year
- No contributions to the plan for 24 months
- Attainment of age 70 ½
- Death – Upon death, a distribution may be issued to the beneficiary or beneficiaries on file. If no beneficiary is designated on the account, the distribution will be made payable to your estate.

Distributions are issued in the second half of each month. Authorization must be obtained by your employer prior to paying a distribution. It may take up to 90 days to process a request and issue a distribution.

**Taxes:** Federal taxes of 20% are withheld from lump-sum distributions over $200. There is no penalty for withdrawal regardless of age. Taxes are not withheld from rollover distributions.

**Administrative Fees:** MidAmerica will now charge inactive participants an administration fee of $0.75 per month effective July 1, 2008. Inactive participants are those participants who are no longer employed with the District and who could, at any time, request a distribution of their account balance.

**Hardships:** Not permitted.

**Reports:** Annual statements are mailed approximately 6 to 8 weeks after your plan year end. At any time, you may contact MidAmerica’s Customer Service Support staff toll-free at 1-800-430-7999 or access your account information via the Internet at www.midamerica.biz.

**Plan Types:** 457(b) Deferred Compensation Plan
Acknowledgement and Designation of Beneficiary Form

Employer: Schertz-Cibolo-Universal City ISD

[ ] New Enrollment  [ ] Address Change  [ ] Beneficiary Change

[ ] Name Change – Please insert former name here and fill in new name below. You must provide documentation of proof of name change (i.e. Copy of Social Security Card).

Participant Information (please print legibly)

Name: _______________________________  Social Security #: _______________________________  Date of Birth: ________________  Male/Female__

Address: _______________________________  (Street / PO Box)  (Apt. #)  (City, State Zip)

Daytime Phone: ______________________  Evening Phone: ______________________  Email: __________________________

Beginning (Hire Date) ________________, I will participate in the (Employer) Deferred Compensation Plan, IRC Section 457, and hereby forego my rights to receive compensation equal to ________________ % of my eligible gross annual compensation in return for the benefits provided thereunder. I wish this contribution to be invested in an annuity contract with American United Life. I understand that my total amount of deferred compensation shall not exceed the lesser of the Section 415 dollar limit or 100% of the participant’s includable compensation or such other sum as is permissible pursuant to the provisions of Section 457 of the Code in any calendar year. I understand that my participation in this Plan is a condition of employment required by IRC Section 3121(b)(7) OBRA 1990. I further understand that payment(s) will be based on the value of the individual account(s). I acknowledge that a copy of the Deferred Compensation Plan Document is available to me for my review and understanding. The terms, conditions, and provisions of the Plan Document are hereby incorporated into this agreement.

Beneficiary Designations

If you need more space than provided below, please attach an additional page.

<table>
<thead>
<tr>
<th>Name</th>
<th>Social Security #</th>
<th>Date of Birth</th>
<th>Relationship</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Primary

Contingent

A $0.75 monthly fee will be applied to inactive participant account balances. Inactive participants are those participants who have not made a contribution to the plan for one year, are no longer employed with this Employer, and who could, at any time, request a distribution of their account balance.

Effective April 1, 2015, the administrative fee will increase nominally to $1.00 per month for these inactive participants.

Statement Concerning Your Employment in a Job Not Covered by Social Security

Your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected. Under the Social Security law, there are two ways your Social Security benefit amount may be affected.

Windfall Elimination Provision

Under the Windfall Elimination Provision, your Social Security retirement or disability benefit is figured using a modified formula when you are also entitled to a pension from a job where you did not pay Social Security tax. As a result, you will receive a lower Social Security benefit than if you were not entitled to a pension from this job. For example, if you are age 62 in 2005, the maximum monthly reduction in your Social Security benefit as a result of this provision is $313.50. This amount is updated annually. This provision reduces, but does not totally eliminate, your Social Security benefit. For additional information, please refer to Social Security Publication, “Windfall Elimination Provision.”

Government Pension Offset Provision

Under the Government Pension Offset Provision, any Social Security spouse or widow(er) benefit to which you become entitled will be offset if you also receive a Federal, State or local government pension based on work where you did not pay Social Security tax. The offset reduces the amount of your Social Security spouse or widow(er) benefit by two-thirds of the amount of your pension.

For example, if you get a monthly pension of $600 based on earnings that are not covered under Social Security, two-thirds of that amount, $400, is used to offset your Social Security spouse or widow(er) benefit. If you are eligible for a $500 widow(er) benefit, you will receive $100 per month from Social Security ($500-$400=$100). Even if your pension is high enough to totally offset your spouse or widow(er) Social Security benefit, you are still eligible for Medicare at age 65. For additional information, please refer to Social Security Publication, “Government Pension Offset.”

For More Information

Social Security Publications and additional information, including information about exceptions to each provision, are available at www.socialsecurity.gov. You may also call toll free 1-800-772-1213, or for the deaf or hard of hearing call the TTY number 1-800-325-0778 or contact your local Social Security office. Copies of the SSA-1945 are available online at the Social Security website, www.socialsecurity.gov/form1945. Paper copies can be requested by email at opm.oswm.rqct.orders@ssa.gov or by fax at 410-965-2037. Form SSA-1945(12-2004)

Employee Signature ____________________________  Print Name ____________________________  Date ____________________________

Submit completed form to:
MidAmerica Administrative & Retirement Solutions, Inc.
402 S. Kentucky Avenue, Suite 500, Lakeland, FL 33801
Fax: (863) 686-9727
Why pay Social Security taxes when you can use the money to build your own, personal retirement savings account instead? Through the Premier Plan, you contribute 7.5% of your pay to your plan account on a pre-tax basis. Since your 7.5% is pre-tax you pay less than you would pay to Social Security on an after-tax basis. (The example to the right shows you how this works.) The money in your Premier Plan account earns interest that’s guaranteed. The statements you receive once a year show you how your money grows.

Best of all, you are 100% vested. When you stop working, the money in your plan account is yours to take with you, after a designated waiting period.

How 6.2% in after-tax dollars equals 7.5% in pre-tax dollars – and lets you come out ahead.

Normally, the taxes you pay are based on your total income. But through the Premier Plan and its pre-tax feature, your taxable income is based on your total income minus your 7.5% contributions. Some of the tax dollars you would ordinarily pay Uncle Sam go, instead, to your own, personal Premier Plan account.

(continued on back)

<table>
<thead>
<tr>
<th>How 6.2% equals 7.5%</th>
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<tbody>
<tr>
<td><strong>F.I.C.A.</strong></td>
</tr>
<tr>
<td>Gross salary*</td>
</tr>
<tr>
<td>Less 7.5% contribution</td>
</tr>
<tr>
<td>Taxable income</td>
</tr>
<tr>
<td>Less 15% income tax**</td>
</tr>
<tr>
<td>Less 6.2% Soc. Sec.</td>
</tr>
<tr>
<td>Less 1.45% Medicare</td>
</tr>
<tr>
<td>Net paycheck</td>
</tr>
</tbody>
</table>

* Assumes $1,000 compensation  
** Assumes 15% income tax bracket
Plan Advantages

♦ You contribute with pre-tax dollars, which reduces the amount of federal income tax you pay.

♦ Your contributions earn interest at the current declared market rate with a guaranteed minimum rate of return.

♦ Your account earnings are compounded to build up your account until the money is paid out to you.

♦ You save more with the Premier Plan than you do with Social Security, yet your take-home pay remains virtually the same.

♦ Unlike Social Security, the money in your account – your contributions and earned interest – is yours to withdraw when you terminate employment and after a standard waiting period. If you continue full-time status, you are eligible to withdraw your funds two years from the date of your last contribution as long as your account balance does not exceed $5,000. If your balance is $5,000 or more, your employment must be completely terminated to receive a distribution of your funds.

♦ If you choose to leave your money in the plan once you are eligible for a distribution, a $0.75 per month administration fee will be charged against your account.

♦ You may log onto MidAmerica’s website, www.midamerica.biz, at any time to print forms, statements, or just view your account information.

Important Plan Information

♦ Enrollment in the Premier Plan is automatic with your employment.

♦ You will receive annual statements reflecting your account activity.

♦ Approximately 60 to 90 days after you complete and return a Distribution Election Form, your distribution, (less 20% federal tax withholding) is mailed to your home address. (You must meet distribution eligibility requirements.)

♦ You have to pay federal and state income tax on your contributions and earnings the tax year your distribution check is issued. You will receive a Form 1099R by January 31, of the following year for tax reporting purposes.

♦ If you should die, the beneficiary you designate will receive the full amount in your account less applicable taxes. If there is no beneficiary listed on file, funds will be made payable to your estate.

Investment Company

Your money is invested with American United Life, a OneAmerica Company. AUL is a highly respected, successful, and well managed company located in Indianapolis, Indiana.

Mail all inquiries and address changes to:
MidAmerica Administrative & Retirement Solutions, Inc.
211 East Main Street
Suite 100
Lakeland, Florida 33801
or via e-mail at:
Info@midamerica.biz

For account updates call toll-free:
1-800-430-7999
or
Visit our website at www.midamerica.biz

MidAmerica
Administrative & Retirement Solutions, Inc.
211 East Main Street, Suite 100, Lakeland, FL 33801
863.688.4500 / (FAX) 863.686.9557 / 800.430.7999
www.midamerica.biz
Statement Concerning Your Employment in a Job Not Covered by Social Security

Employee Name __________________________  Employee ID# __________________________

Schertz-Cibolo-Universal City ISD

Employer Name __________________________  Employer ID# __________________________

Your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected. Under the Social Security law, there are two ways your Social Security benefit amount may be affected.

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Government Pension Offset Provision

Under the Government Pension Offset Provision, any Social Security spouse or widow(er) benefit to which you become entitled will be offset if you also receive a Federal, State or local government pension based on work where you did not pay Social Security tax. The offset reduces the amount of your Social Security spouse or widow(er) benefit by two-thirds of the amount of your pension.

For example, if you get a monthly pension of $600 based on earnings that are not covered under Social Security, two-thirds of that amount, $400, is used to offset your Social Security spouse or widow(er) benefit. If you are eligible for a $500 widow(er) benefit, you will receive $100 per month from Social Security ($500 - $400=$100). Even if your pension is high enough to totally offset your spouse or widow(er) Social Security benefit, you are still eligible for Medicare at age 65. For additional information, please refer to Social Security Publication, “Government Pension Offset.”

For More Information

Social Security publications and additional information, including information about exceptions to each provision, are available at www.socialsecurity.gov. You may also call toll free 1-800-772-1213, or for the deaf or hard of hearing call the TTY number 1-800-325-0778, or contact your local Social Security office.

I certify that I have received Form SSA-1945 that contains information about the possible effects of the Windfall Elimination Provision and the Government Pension Offset Provision on my potential future Social Security benefits.

Signature of Employee __________________________  Date __________________________

Form SSA-1945 (12-2004)
Information about Social Security Form SSA-1945
Statement Concerning Your Employment in a Job Not Covered by Social Security

New legislation [Section 419(c) of Public Law 108-203, the Social Security Protection Act of 2004] requires State and local government employers to provide a statement to employees hired January 1, 2005 or later in a job not covered under Social Security. The statement explains how a pension from that job could affect future Social Security benefits to which they may become entitled.

Form SSA-1945, Statement Concerning Your Employment in a Job Not Covered by Social Security, is the document that employers should use to meet the requirements of the law. The SSA-1945 explains the potential effects of two provisions in the Social Security law for workers who also receive a pension based on their work in a job not covered by Social Security. The Windfall Elimination Provision can affect the amount of a worker’s Social Security retirement or disability benefit. The Government Pension Offset Provision can affect a Social Security benefit received as a spouse or an ex-spouse.

Employers must:
- Give the statement to the employee prior to the start of employment;
- Get the employee’s signature on the form; and
- Submit a copy of the signed form to the pension paying agency.

Social Security will not be setting any additional guidelines for the use of this form.

Copies of the SSA-1945 are available online at the Social Security website, www.socialsecurity.gov/form1945. Paper copies can be requested by email at oplm.oswm.rqct.orders@ssa.gov or by fax at 410-965-2037. The request must include the name, complete address and telephone number of the employer. Forms will not be sent to a post office box. Also, if appropriate, include the name of the person to whom the forms are to be delivered. The forms are available in packages of 25. Please refer to Inventory Control Number (ICN) 276950 when ordering.
Eligibility for TSA’s
Employees of public schools are eligible to establish a payroll reduction plan for the purchase of annuities or other investments as authorized in Section 403(b) and 403(b)(7) of the Internal Revenue Code. These annuities/investments provide an opportunity for employees to accumulate individual retirement funds on a tax deferred basis.

As of January 1, 2009, IRS implemented new regulations governing the administration of 403(b) plans. All 403(b) providers eligible to make offerings to SCUC employees must sign a Product Provider Agreement unique to this district. A list of these providers can be found at the following website by following the prompts:

http://www.nationalplan.com/forms/tsa/employer/TX/Schertz-Cibolo%20Universal%20City%20ISD_4/Approved%20403(b)%20Providers.pdf

National Plan Administrators, Inc.
The District contracts with National Plan Administrators, Inc. (NPA), as a third party administrator for the tax sheltered annuity program.

NPA performs many services for the District in relation to the tax sheltered annuity program. They will provide all common remitting of contributions to participating investment providers offered within the District’s Plan, as well as providing compliance oversight on behalf of the District for the Plan.

Liaison for Employees
Employees of the District can contact NPA regarding problems and questions with their annuity. NPA is not an investment counselor and does not sell annuities, so they cannot help an employee select a product or an agent. NPA is available to answer specific questions regarding administration of the employee’s TSA plan, product questionnaires, annuity statement, etc.

Liaison for Agents/Solicitors
NPA will serve as the District’s contact for all agents and solicitors regarding products and procedures. Each agent or solicitor will be provided a packet containing information on solicitation within the District and the forms required to set up an annuity.

Enrollment for TSA’s
SCUCISD employees may enroll in a tax sheltered annuity program at any time during the year. Salary Reduction Agreement forms must be sent to NPA by the 22nd of the month prior to the first of the month that the deduction is to start. Employees interested in participating in a TSA program will need to contact their respective agent, solicitor, or NPA for the necessary forms.

Maximum Deduction Amounts
There are regulations regarding the amount that you are allowed to contribute to your TSA. Your agent should be able to assist you in determining the proper amounts or you may contact the administrator (NPA). Should you have any questions, please do not hesitate to call NPA.

Information
If you would like additional information on what TSA’s are or how they work, please call National Plan Administrators or there is a short TSA Handbook available that briefly explains how TSA’s work and suggested material on how to choose a plan. Please refer to this handbook located on the Employee Benefits website.

All enrollment forms must be submitted to NPA at the following address:
National Plan Administrators, Inc.
P. O. Box 161630
Austin, TX 78716
Call NPA at 1-800-880-2776
## Appendix 1 - Authorized vendors under the Schertz-Cibolo Universal City ISD 403(b) plan are:

<table>
<thead>
<tr>
<th>Vendor Name</th>
<th>Website</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americo Financial Life and Annuity Insurance Co.</td>
<td><a href="http://www.americo.com">www.americo.com</a></td>
<td>800-634-1181</td>
</tr>
<tr>
<td>ASPire Financial Services (1)</td>
<td><a href="http://www.403bplan.info">www.403bplan.info</a></td>
<td>866-634-5873</td>
</tr>
<tr>
<td>AVIVA Life Insurance (2)</td>
<td><a href="http://www.avivausa.com">www.avivausa.com</a></td>
<td>800-800-9882</td>
</tr>
<tr>
<td>AXA Equitable Life Insurance Company</td>
<td><a href="http://www.axaonline.com">www.axaonline.com</a></td>
<td>800-628-6673</td>
</tr>
<tr>
<td>Commonwealth Annuity</td>
<td><a href="http://www.insuranceservices.se2.com">www.insuranceservices.se2.com</a></td>
<td>800-457-9047</td>
</tr>
<tr>
<td>• Kemper Investors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Protective Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin Templeton Investments</td>
<td><a href="http://www.franklintempleton.com">www.franklintempleton.com</a></td>
<td>800-527-2020</td>
</tr>
<tr>
<td>General American (2)</td>
<td><a href="http://www.durham.com">www.durham.com</a></td>
<td>800-237-8872</td>
</tr>
<tr>
<td>Great American Financial Resources</td>
<td><a href="http://www.gafri.com">www.gafri.com</a></td>
<td>800-789-6771</td>
</tr>
<tr>
<td>• Annuity Investors Life Insurance Company</td>
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<tr>
<td>• Loyal American Life Insurance Company</td>
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<tr>
<td>• United Teachers Associates Insurance Company</td>
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<tr>
<td>• National Health Insurance Company</td>
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</tr>
<tr>
<td>Great Southern Life</td>
<td><a href="http://www.greatsouthern.com">www.greatsouthern.com</a></td>
<td>800-634-6274</td>
</tr>
<tr>
<td>Horace Mann</td>
<td><a href="http://www.horacemann.com">www.horacemann.com</a></td>
<td>800-999-1030</td>
</tr>
<tr>
<td>Industrial-Alliance Pacific Life</td>
<td><a href="http://www.iaplife.com">www.iaplife.com</a></td>
<td>866-363-3290</td>
</tr>
<tr>
<td>ING Life Insurance and Annuity</td>
<td><a href="http://www.ingretirementplans.com">www.ingretirementplans.com</a></td>
<td>800-262-3862</td>
</tr>
<tr>
<td>Life Insurance Company of the Southwest</td>
<td><a href="http://www.lifeofsouthwest.com">www.lifeofsouthwest.com</a></td>
<td>800-543-3794</td>
</tr>
<tr>
<td>Lincoln Financial Group</td>
<td><a href="http://www.lfg.com">www.lfg.com</a></td>
<td>800-454-6265</td>
</tr>
<tr>
<td>MetLife Insurance Company</td>
<td><a href="http://www.metlife.com/mlr">www.metlife.com/mlr</a></td>
<td>800-236-8489</td>
</tr>
<tr>
<td>New York Life Insurance Company</td>
<td><a href="http://www.newyorklife.com">www.newyorklife.com</a></td>
<td>800-710-7945</td>
</tr>
<tr>
<td>OppenheimerFunds Distributor, Inc.</td>
<td><a href="http://www.oppenheimerfunds.com">www.oppenheimerfunds.com</a></td>
<td>800-525-7048</td>
</tr>
<tr>
<td>PlanMember as provider for Federated Funds</td>
<td><a href="http://www.planmember403b.com">www.planmember403b.com</a></td>
<td>800-874-6910</td>
</tr>
<tr>
<td>PlanMember Services Corporation</td>
<td></td>
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<tr>
<td>Primerica Shareholder Services</td>
<td></td>
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</tr>
<tr>
<td>RiverSource Life Insurance Company</td>
<td><a href="http://www.ameriprise.com">www.ameriprise.com</a></td>
<td>800-862-7919</td>
</tr>
<tr>
<td>Security Benefit</td>
<td><a href="http://www.securitybenefit.com">www.securitybenefit.com</a></td>
<td>800-888-2461</td>
</tr>
<tr>
<td>Symetra Life Insurance</td>
<td><a href="http://www.symetra.com">www.symetra.com</a></td>
<td>877-796-3872</td>
</tr>
<tr>
<td>Thrivent Financial</td>
<td><a href="http://www.thrivent.com">www.thrivent.com</a></td>
<td>800-847-4836</td>
</tr>
<tr>
<td>Transamerica Life (2)</td>
<td><a href="http://www.durham.transamerica.com">www.durham.transamerica.com</a></td>
<td>800-237-8872</td>
</tr>
<tr>
<td>• As administered by American United Life</td>
<td></td>
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</tr>
<tr>
<td>USAA Investment Management Company</td>
<td><a href="http://www.usaa.com">www.usaa.com</a></td>
<td>800-531-8292</td>
</tr>
<tr>
<td>VALIC</td>
<td><a href="http://www.aigvalic.com">www.aigvalic.com</a></td>
<td>800-448-2542</td>
</tr>
<tr>
<td>Waddell &amp; Reed</td>
<td><a href="http://www.waddell.com">www.waddell.com</a></td>
<td>888-923-3355</td>
</tr>
</tbody>
</table>

### Important Note:
As provided under the Plan, any authorized Vendor named above agrees to share information necessary for compliance purposes with Employer, and Administrator and/or with any other 403(b) provider as may be required or desirable to facilitate compliance with the Plan and all applicable laws and regulations.

1. These non-certified TRS companies have agreed that they will only accept SRA deferrals for TRS certified products that are on the TRS List of Certified Companies.
2. These companies can not accept new SRA deferrals and are grandfathered under TRS guidelines.

This appendix is dated: **June 01, 2011**

Schertz-Cibolo Universal City Independent School District
1060 Elbel Rd.
Schertz, TX 78154
210-945-6216
www.scuc.txed.net
The Schertz-Cibolo-Universal City ISD considers all personnel to be professional in their respective areas and, as such, depends on them to adhere to appropriate professional dress guidelines as it applies to their assignment. All employees should wear to work and work-related functions, clothing that is neat, clean and appropriate, and that meets the standards of the district’s educational environment.

SCUCISD Board of Trustees policy DH (Local): An employee’s dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

It is understood that different clothing may be appropriate under certain circumstances and for different work assignments. Differences may be necessary because of grade level of students taught, type of activity being taught, special days, office area assignments and other circumstances.

Principals and Directors are responsible for setting guidelines for individual assignments and making sure the spirit, as well as the literal interpretation, of these guidelines is met. An environment of mutual cooperation is the district’s goal.

It is the intent of these guidelines to be general with few specific examples of appropriate or inappropriate clothing. Therefore, the following items are meant to be examples, not as an exhaustive list.

A doctor’s note will be required for employees with a medical condition that will require clothing/headwear/shoes that deviate from the dress code.

<table>
<thead>
<tr>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collared shirts, golf or polo-type shirts, sleeveless blouses</td>
</tr>
<tr>
<td>Pants/Slacks, including mid-calf length</td>
</tr>
<tr>
<td>Skirts, dresses must be appropriate lengths (3 inches above the knee)</td>
</tr>
<tr>
<td>Leggings, if worn with an appropriate length dress/skirt</td>
</tr>
<tr>
<td>Athletic/Tennis shoes, Keds - worn on “special days”, approved by Principal/Director</td>
</tr>
<tr>
<td>Clothing appropriate to specialized departments, as approved by Principal/Director</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any color denim clothing including jeans, skirts/dresses/jumpers, except on Fridays (or last day of week) or days specifically designated by campus Principal or department Director</td>
</tr>
<tr>
<td>Cotton type T-shirts (printed or plain), unless campus or department designed/approved with logo – Approved by Principal/Director</td>
</tr>
<tr>
<td>Shorts, any time, any day (exceptions for Athletics/PE/Band in gyms or outside areas)</td>
</tr>
<tr>
<td>Skorts, culottes</td>
</tr>
<tr>
<td>Jogging suits, sweatpants, sweatshirts (exceptions for Athletics/PE)</td>
</tr>
<tr>
<td>Headwear (caps, hats, bandanas) except outdoors</td>
</tr>
<tr>
<td>Sunglasses indoors</td>
</tr>
<tr>
<td>Tank tops, halter tops, spaghetti, or tops that expose midriffs</td>
</tr>
<tr>
<td>Inappropriate necklines (low-cut or exposed cleavage)</td>
</tr>
<tr>
<td>Revealing undergarments</td>
</tr>
<tr>
<td>Bib overalls</td>
</tr>
<tr>
<td>Frayed, torn, clothing</td>
</tr>
<tr>
<td>Flip-flops (rubber beach-type)</td>
</tr>
<tr>
<td>Athletic/Tennis shoes, Keds (see “Acceptable”)</td>
</tr>
<tr>
<td>Body piercings, except for ears</td>
</tr>
<tr>
<td>Inappropriate tattoos (Prefer all tattoos to be covered)</td>
</tr>
<tr>
<td>Unnatural hair color/styles</td>
</tr>
</tbody>
</table>

SCUCISD Revised 07-2012
<table>
<thead>
<tr>
<th>Job ID #</th>
<th>Date</th>
<th>School / Employee's Name</th>
<th>Position</th>
<th>Comments (Full Day or 1/2 Day)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Note: Drawing not to scale

Revision Date: July 21, 2015
Mark Yes, No, Not Applicable (N/A) or not expected (N/Exp) for each statement. If you mark a "no" for a statement, please explain in the space provided. Return to the office as soon as possible.

<table>
<thead>
<tr>
<th>Substitute Performance</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>N/Exp</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Followed lesson plans?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Assignments were corrected and organized for teacher review?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3 Students were handled properly?</td>
<td></td>
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</tr>
<tr>
<td>4 Classroom was left in a neat, orderly condition?</td>
<td></td>
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</tr>
<tr>
<td>5 Performed supervisory duties as assigned?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Students, parents and/or school personnel were treated with respect?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7 Maintained classroom control?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Monitored students at all times?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Used appropriate language on campus (or during campus extended activities)?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10 Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Would you want this substitute in your class again?</td>
<td></td>
<td>Positively</td>
<td>Negatively</td>
<td></td>
</tr>
<tr>
<td>12 How did students comment concerning substitute?</td>
<td></td>
<td>Positively</td>
<td>Negatively</td>
<td></td>
</tr>
</tbody>
</table>

Please explain any "No"s from above:

Statement # ____

Statement # ____

Statement # ____

Statement # ____

Statement # ____

_________________________ Date ____________________________ Print Teacher’s Name

_________________________ Campus ____________________________ Teacher’s Signature
BRING TO THE OFFICE AT THE END OF THE DAY.
A copy will be given to the teacher.

Name: ___________________________________________  Date: ________________________

TO: _____________________________________________

Below you will find a BRIEF explanation of the day’s activities. If I can provide additional Information, please contact me at _________________________________.

1. The following work was completed:

2. We were unable to complete the following work and/or assignments:

3. In addition to the assigned work we completed the following:

4. Generally, the day was:

5. Additional comments: (relating to discipline, manners, behavior, etc.)

6. The following students were absent:

7. The following students were tardy:

8. The following students were a problem and/or disruptive:

9. Please attach any notes from parents or other teachers to this form.
SUBSTITUTE RESIGNATION FORM

Date:____________________

Name & Substitute ID #: __________________________________________________

Address: _______________________________________________________________

City, State, Zip Code: _____________________________________________________

Substitute Classification: (please check one / favor de seleccionar uno):

_____ Food Service

_____ Teacher

_____ Paraprofessional

_____ Nurse

I am resigning from my substitute position with Schertz-Cibolo-Universal City ISD as of the date listed above.

Renuncio a mi puesto de substitute (a) con Schertz - Cibolo - Universal City ISD a partir de la fecha indicada arriba.

Other:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Signature                                                                                          Date

You may fax this form to: 210-945-6252 or scan and email to jportela@scuc.txed.net
or Mail to: SCUC ISD Human Resources Department
1060 Elbel Road – Schertz, TX  78154

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