Substitute Handbook
2016 - 2017

Building World Class Schools
to Develop World Class Leaders

WELCOME TO PISD

Dear Pearland ISD Substitutes:

The Pearland Independent School District seeks to maintain a positive and progressive educational climate. Academic excellence and professionalism are priorities in serving the individual needs of all students. The District is fortunate to have conscientious personnel who are dedicated to these goals in each realm of the educational process.

The District is particularly indebted to our excellent staff of substitutes. Your service allows daily instruction and learning to continue without interruption.

The duties of full-time employees cannot be defined by rules and regulations. Accordingly, this booklet does not cover the full extent of duties of substitutes nor does it address every question that will challenge substitutes. Success depends on responsible and professional decision-making, which is governed by good judgment. It is important to remember that the welfare of all students should be of primary importance at all times.

This guide will provide assistance in defining areas of responsibility and will serve as a valuable reference. It is our desire that an understanding of the topics addressed herein will be helpful and will, therefore, provide for a more efficient operation of the District.

Should you have any questions, please feel free to contact us.

Nila Williams
Substitute/AESOP Clerk
281-485-3203 Ext. 66146
williamsn@pearlandisd.org

Lily Galindo
HRS Support Services Specialist/
AESOP Administrator
galindoe@pearlandisd.org

Pearland ISD
1928 N. Main Street
Pearland, Texas 77581
www.pearlandisd.org

Board of Trustees
2016-2017

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Educational Philosophy

The faculty and staff are devoted to excellence, the cultivation of individual differences, and the highest levels of self-esteem. The involvement of parents and the community enhance the District's many successes.

Mission Statement

In partnership with the community, Pearland Independent School District shall prepare students to perform at their highest potential and produce global citizens of tomorrow.

Vision Statement

We will graduate students who are 1) responsible and resilient, 2) passionate life-long learners, 3) complex thinkers and problem solvers, 4) effective communicators, and 5) respectful of global interdependence and civic accountability.

Equal Employment Opportunity Employer

It has been and continues to be the policy of the Pearland Independent School District as an *Equal Opportunity Employer* that all persons shall receive equal employment opportunities in accordance with their job-related qualifications, without regard to race, creed, color, sex, handicap, veteran status, religion, age or national origin. Equal employment opportunities include, but are not limited to recruitment, selection, placement, training, promotion, transfer, demotion, rate of pay, benefits, layoffs, terminations, social and recreational programs, and other conditions, obligations and benefits of employment. The Board of Trustees, the superintendent and all persons associated with Pearland Independent School District are committed to the spirit and letter of the District's policy.

The objective of Pearland ISD has always been to base employment decisions solely upon job-related criteria and requirements and an individual's related qualifications and abilities. Pearland ISD is expanding its efforts to identify and to develop a broader range of applicant sources in its employment activities.

To achieve its objectives Pearland ISD will continue to emphasize to applicants, employees, students, parents, the community and others that opportunities in the District are made available on a nondiscriminatory basis and that the "best available candidate" is employed. Should any employee or other individual have questions concerning Pearland ISD's equal employment opportunity policies or practices, that person is encouraged to contact the human resources office.

Employees/substitutes with questions or concerns about discrimination on the basis of race, color, religion, sex, national origin, or age should contact the Title IX Coordinator, Dr. Sundie Dahlkamp, Director of Human Resource Services. Employees with questions or concerns about discrimination on the basis of a disability should contact the ADA/Section 504 Coordinator, Pam Wilson, Director of Special Education and Federal Programs.

SECTION I

GENERAL INFORMATION

REQUIREMENTS TO BECOME A SUBSTITUTE TEACHER

Substitute teachers must meet one of the following criteria:

- have a Texas Teaching Certificate;
- have a college degree from an accredited college or university or
- have completed a minimum of sixty (60) semester hours from an accredited college or university

Pursuant to Senate Bill 9 (SB-9) that was passed by the 80th Legislature, substitutes must be fingerprinted before they can begin employment with Pearland ISD.

REQUIREMENTS FOR PERSONNEL FILE

All substitute teachers must have the following information on file:

- completed online application
- a completed and cleared criminal history background check
- a copy of the Region 4 online e-course training certificate
- a copy of college or university official transcript bearing the registrar's seal and signature
- a copy of the Texas Teaching Certificate, if certified
- required federal, state and District forms (I-9, W-4) along with the unexpired supporting documents

HOW TO BE ADDED/DEACTIVATED ON THE SUBSTITUTE TEACHER LIST

- ✓ After successfully attending the required substitute orientation session and the receipt of all required documents, the applicant's name will be added to the AESOP system.
- ✓ Only applicants approved by the human resource services department are eligible to do substitute teaching in the Pearland Independent School District.
- ✓ **If a substitute is unavailable to accept assignments, they must send Lily Galindo, AESOP Administrator, an email at galindoe@pearlandisd.org explaining the reason(s) for the unavailability and the length of the unavailability. When the substitute becomes available to return to active substitute status, an email notification must be sent to the AESOP Administrator to ensure that the substitute status has been updated in AESOP.**
- ✓ Audits will be conducted throughout the school year to ensure that substitutes are accepting assignments on a regular basis; however, if the audits reveal that there has not been any activity and/or an excessive number of aborted or rejected calls in the substitute's record, the substitute will be sent an email notifying them of the decision to inactivate their status with Pearland ISD and the substitute will be removed from the active substitute list. The notified substitute will be required to attend another substitute orientation class before being reactivated in the AESOP system.

CHANGE IN PERSONNEL STATUS

Any change of name, telephone number, or educational status must be reported to the human resource services department before any changes will be effective and/or approved. All address and telephone changes must be completed using the Employee Self Service [ESS] feature found at www.pearlandisd.org.

CANCELING AN ASSIGNMENT

One assignment cannot be canceled to take another assignment. This includes a substitute teacher canceling one job for another job within the District as well as canceling an assignment with Pearland ISD to take an assignment in another District. If an audit reveals that substitutes are cancelling assignments to take other assignments, the substitute will be notified by email that this practice must stop immediately. If a second offense occurs, the substitute will be removed from the active substitute list for Pearland ISD.

HOURS OF DUTY

The substitute teacher is expected to be on duty the entire school day and shall perform all duties of the regular teacher plus any additional classes/assignments as determined by the campus principal or campus designee. In most instances, duty hours extend from 6:30 a.m. to 4:00 p.m. Extra duty may begin before or extend beyond these hours. ***(Upon arrival at a campus, it is a good practice to ask the campus secretary for the ending time of the assignment.)***

Individual campus circumstances may require assignment of a substitute for only a portion of the school day. In such cases, hours of duty shall be specified when the substitute is contacted.

SIGNING IN

It is the responsibility of the substitute to ensure that they check in with the campus secretary and check out with the campus secretary each day. Failure to sign in could delay payment until the following pay period.

JURY DUTY AND STAFF DEVELOPMENT DAYS

If the teacher returns to the campus before 4.5 hours of the assignment, the substitute will be released and paid for a half day at the end of the half day time.

If the teacher returns to the campus after 4.5 hours of the assignment, the substitute will be paid for a full day and can be assigned wherever the campus needs the substitute for the remainder of the time**. It will be the responsibility of the substitute to understand that if they accept a full-day jury duty assignment and the teacher returns to the campus, the substitute teacher will be paid for the hours worked and will be released from that assignment.**

Substitutes must receive prior approval from the principal to work on staff development days.

RELEASE FROM ASSIGNMENT

A substitute teacher shall continue with the same assignment until officially released by the principal, designee at the assigned campus, and/or AESOP Administrator. There will be occasions when a substitute teacher receives an assignment that will continue for more than one day. In such cases, the daily consultation with the campus secretary will not be necessary.

WHAT TO DO…

- When two substitute teachers arrive for the same assignments: the job will be given to the individual who accepted the assignment first and who has the confirmation number. The second substitute teacher will be advised to check the AESOP system for any additional assignments for that day. If no available assignment(s), the second person will be dismissed without pay.
- When a substitute teacher arrives on campus for a job assignment that has been cancelled: an explanation regarding the situation should be provided. The substitute will be dismissed without pay.
- When a substitute teacher arrives to take an assignment that has been scheduled incorrectly: (i.e., the wrong date and/or time were entered into AESOP): an explanation should be provided and the substitute will be dismissed without pay. If available, the substitute teacher should be offered the assignment for the correct date and/or time.
- When the substitute discovers and error with his/her paycheck: The substitute should: **Step 1)** check with the campus secretary to ensure that their time was submitted to payroll correctly. **Step 2)** the substitute should contact the payroll department at 281-485-3203 to ensure that they received the correct number of days worked.

Substitute teachers are to verify their assignment when they check in at the campus. Campus secretaries will have a list of jobs reported for the day with half-day assignments and full day assignments.

INTERNET/ACCEPTABLE USE POLICY

Internet and Network access are privileges that are available to employees and other designated individuals of Pearland Independent School District. The goal in providing this service is to promote educational excellence at Pearland Independent School District by facilitating communications for resource sharing, collaborative work, and innovations. The District has taken precautions to restrict access to controversial material. However, on a global network it is impossible to control all material. The successful operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines.

Only those substitutes who have received prior approval from the campus administrator, designee, or AESOP Administrator will have access to use the internet or network, otherwise, the substitute is in direct violation of the District's internet/acceptable use policy and will be disciplined according to the dismissal procedures for substitutes, up to and including termination.

LONG TERM SUBSTITUTE ASSIGNMENT

An assignment of more than ten (10) consecutive days for the same assignment who is on an extended medical leave or a vacant position are considered long term assignments. Substitutes used in long term assignments are selected by the principal/director. Non-degreed substitutes, unless in a paraprofessional assignment are not usually used in teaching assignments. **Any long term substitute may be removed from the position by the principal/director at any time.**

******In addition, should a long term substitute incur three (3) consecutive absences while working in the long term assignment, if they return on the fourth day her/his daily rate of pay will remain the same long term rate. If the substitute does not return on the fourth day her/his daily rate of pay will be adjusted to the beginning daily rate.******

Pay Rates Are as Follows for Substitute Teachers:

	TX Certified	Degreed (Bachelor's or higher)	Non-Degreed
1-10 days	$95	$85	$75
11-20 days	$125	$110	$90
21 + days	$150	$120	

Procedures for securing a long term assignment

- Only the principal/director or campus designee selects a substitute for the long term assignment.
- **The campus secretary will enter all absence information in AESOP, then will email to Human Resource Services department, the teacher name, substitute name, start and end dates, and reason for teacher absence.**
- Long term substitutes report to the assigned classroom on start date

Procedures for a teacher to become a long term substitute

Employees who start the school year as a teacher-of-record, but become a long term substitute due to certification issues will need to do the following procedures:

- Keep your employee ID# and PIN#
- Check in with campus secretary daily to sign an absence from duty form
- When you need to be absent, report an absence as an employee with web or call 1-800-942-3767 so a substitute can be secured for your classroom
- Now that you are a long term substitute you will not get calls for other substitute jobs. The substitute clerk will enter you in the computer as a long term substitute
- Any position occupied by a long term substitute may be terminated at any time by the campus principal upon hiring another teacher for that position

[NOTE: Long term substitutes do not accumulate state or local leave days]

PAY RATES

The rate of pay for substitute teachers is established and approved by the Board of Trustees. The rate of pay is as follows:

- ☞ Substitute teachers who are Texas certified are paid at a rate of **$95.00** per day. For long-term assignments (defined above), the substitute teacher's daily rate of pay will increase to **$125.00** beginning on the 11th consecutive day of the assignment. On the 21st consecutive workday and each consecutive day thereafter for the same assignment, the daily rate will be **$150.00** per day.

- ☞ Substitute teachers who are degreed but not certified to teach in Texas will receive **$85.00** per day. On the 11th consecutive day of a long-term assignment (defined above), the pay will increase to **$110.00** per day. On the 21st consecutive workday and each consecutive day thereafter for the same assignment, the daily rate will be **$120.00**.

- ☞ Substitute teachers who are non-degreed (less than a Bachelor's degree) with a minimum of sixty (60) semester college hours will be paid **$75.00** per day. For a long-term assignment, the pay will increase to **$90.00** per day beginning on the 11th consecutive day of the assignment.

- ☞ Teacher aides and clerical substitutes will be paid **$75.00** per day. On the 11th consecutive day of the long-term assignment, the daily rate will increase to the minimum daily rate of the pay grade for the position employed.

Substitute pay is subject to the length of time the employee is absent. Substitute teachers who are required to be on duty for more than 4.50 hours within the scheduled school day will be paid for the full day. Those who are required to be on duty up to or less than 4.50 hours will be paid for one-half (½) day.

Substitutes serving in a long term assignment in a Middle School-In School Suspension (ISS) class will be compensated at their respective pay grade.

Paychecks are issued on the 15th and 30th day of each month (refer to Payroll Calendar).

Checks will be mailed to the substitute teacher's residence or substitutes have the option of signing up for direct deposit.

Specific questions concerning a substitute teacher's paycheck should be addressed directly to the District's payroll department at 281-485-3203.

Questions concerning rate of pay or status should be addressed to the human resource services office 281-485-3203 ext.66146.

When the substitute teacher's educational/certification status has changed, it is the responsibility of the substitute to provide proof of the change. The pay rate change will be effective on the first day of the following pay period after the proof has been received. For example, if a non-degreed substitute teacher obtains his/her degree and/or certification, an official transcript and/or copy of certification from the SBEC website will need to be submitted to the Human Resource Services office as soon as possible. It is the substitute teacher's responsibility to update their certificate before it expires.

LENGTH OF SUBSTITUTE TEACHER EMPLOYMENT

Substitute teachers are used during the 178 instructional-day school year. **Substitute teachers are not eligible for unemployment compensation benefits drawn on school District wages during any scheduled school breaks including, but not limited to, the summer, Thanksgiving, winter break, Easter, and spring break.** The District understands that a substitute teacher is ineligible for unemployment compensation benefits in the period between the last day of instruction in the current school year and the first day of instruction in the following school year.

This is an at-will position. Employees who work in at-will positions do not have a contract. The substitute may resign at any time without the consent of the District, by telephone, email, and/or a letter.

*****Each May a letter of reasonable assurance for the next school year is emailed to each substitute for completion. If the letter is returned to the human resource services office by the date indicated on the form, the substitute's name will be added to the list of active substitute teachers for the next school year. If the letter is not returned, it is assumed the substitute teacher is unavailable for the next school year and has resigned their substitute position with Pearland ISD. **Returning the letter of reasonable assurance by the indicated deadline is the responsibility of the substitute teacher. Letters received after the deadline will require the substitute to possibly attend another substitute orientation class prior to being reactivated in the AESOP system.**

All substitutes are required to ensure that their email addresses remain current in the AESOP system.

SCHOOL CANCELLATIONS

In the event that the Pearland ISD schools are closed due to weather conditions or because of other emergencies, a message will be available on the AESOP website as a Web Alert or a message will be sent via email.

The Communications Office also notifies local television and radio stations when school has been cancelled.

INSURANCE FOR SUBSTITUTE TEACHERS

The Patient Protection and Affordable Care Act, also known as ACA was signed into law on March 23, 2010. The Health Care Education and Reconciliation Act was signed into law on March 30, 2010. Upon initial hire and each annual open enrollment period, all part time employees working at least 10 hours per week, are offered medical coverage and are expected to decline or elect the offer of coverage.

WHAT HAPPENS IF YOU ARE HURT ON THE JOB

All substitutes are required to report any injury on the job to the campus administrator or designee immediately. The campus administrator or designee must complete and submit a “First Report of Injury” form to the Employee Benefits Coordinator on the day of the injury.

A “Return to Work Notice” is required before a substitute can return to the active substitute list. The substitute must provide a medical release stating that the substitute is capable of performing the essential functions of their substitute assignment with or without reasonable accommodations. The substitute must come to the Human Resource Services office before returning to the campus to obtain the “Return to Work Notice” and other additional documents, if applicable.

SUBSTITUTE TEACHING AFTER RETIREMENT

The following guidelines apply to those who retired **BEFORE** January 1, 2011.

A retiree can work as follows without losing any annuity payments:

- In any position;
- For any employer; and
- For any amount of time

The following guidelines apply to those who retired **AFTER** January 1, 2011.

A retiree can work within the following parameters without losing any annuity payments.

- As a substitute for an unlimited number of days; or
- As much as one-half time, each month; or
- In a combination of substitute and one-half time work, provided the total number of days worked in each calendar month DOES NOT exceed one-half the number of work days in that calendar month
- In full-time employment (greater than one-half time) after a 12 full, consecutive calendar month break in service after the date of retirement

The retiree will forfeit retirement benefits for any month in which the above limits are exceeded.

Retirees are encouraged to contact the Teacher Retirement System [TRS] to get more detailed information about substitute teaching after retirement. Please visit **www.trs.state.tx.us** or call 1-800-223-8778 for general TRS information. Call 1-800-223-8778 ext. 6456 for general information about TRS-Care.

***Note: Retired or former Pearland ISD teachers who have been separated from the District for less than one year will be required to contact human resource services or the payroll office before working as a substitute for Pearland ISD.**

RESPONSIBILITIES OF THE CAMPUS PERSONNEL

Responsibilities of the Principal or Designee on the campus to the Substitute Teacher

- Instruct the substitute teacher on procedures for signing in and out.
- Direct the substitute teacher to the teacher's classroom and locate lesson plans, grade book, and supplies needed for the school day.
- Provide the substitute teacher with a schedule of school activities for the day. The schedule should include the beginning and ending time of class periods and lunch periods.
- Explain how, when and to whom absences and tardies are to be reported; what to do in case of a fire drill, major crisis, and/or other emergencies; and who to contact for emergencies.
- Advise the substitute teacher of the location and availability of restroom facilities, lunch services, teacher workroom/lounge, and areas of special duties. [NOTE: A map of the campus is helpful.]
- Advise the substitute teacher who to contact if assistance is needed. Review with the substitute teacher the procedure for handling special discipline cases.
- Discuss with the substitute teacher any students with unusual guidance or discipline problems with whom the substitute will be working.
- Visit the class to see that it is operating satisfactorily.
- Create an attitude of helpfulness and respect toward the substitute.
- If the substitute is to return the next day, provide a telephone number to be used after school hours in case of an emergency.
- Let principal know if teacher is not prepared or if people treat you badly.

RESPONSIBILITIES OF THE TEACHER

- Provide a **daily lesson plan** book along with the following:
  - complete, legible lesson plans with instructions indicating the titles of books and pages to be covered
  - location of materials, supplies, and books
  - any special instructions concerning the manner in which assignments are to be conducted
  - alternate lesson plans that a substitute could use in an emergency
  - classroom rules of conduct
  - a daily schedule with names of students who should be in attendance
  - names of students who have permission to leave class during the day, and the time they should leave and return
  - names of reliable students who can be of assistance during the day
  - name and location of a neighboring teacher or department chairperson who can be of assistance
  - seating charts, if practical

- Provide a copy of the campus faculty handbook.

- Provide the following, if it is not included in the faculty handbook:
  - class period schedule and/or bell schedule
  - method of pupil accounting
  - information and instructions concerning the procedure for fire and disaster drills.

- Provide an answer key for student assignments, tests, etc., if applicable.

- Provide additional information or assistance to the substitute by telephone, unless the nature of the absence makes it impractical.

- Notify the campus administrator or designee of intent to return by 2:00 p.m. that day. This practice will enable the substitute to know before the end of the school day whether or not to return the following day.

- Instruct the class to instill an atmosphere of goodwill, courtesy, and cooperation toward a substitute teacher.

RESPONSIBILITIES OF THE SUBSTITUTE TEACHER

While on the campus and working under the direct supervision of the principal, substitute teachers are expected to comply with the school laws of Texas, the regulations of the State Board for Educator Certification (SBEC), the directives of the Texas Education Agency (TEA), the policies of the Board of Trustees, and the administrative regulations of the school District.

Performance Responsibilities and Duties

1. **Arrive promptly at the assigned time and location reporting directly to the principal or designee in order to receive necessary directions and to assemble materials needed for the day. The substitute teacher should report at the same time the regular classroom teachers report for duty. Arrive 20-30 minutes early ahead of the students.**
2. Sign the time sheet and record the confirmation number to ensure proper reporting of the days employed. Before leaving school, report to the office to sign out and to inquire whether to return the following day.
3. Check the regular teacher's mailbox and bulletin board for notices or communications. Check e-mail, if in a long-term assignment.
4. Assume all responsibilities and duties assigned to the classroom teacher.
5. Follow, as closely as practical, the lesson plans provided by the teacher and maintain the regular routine of the class. If time permits, the substitute teacher's own innovations may supplement the daily program.
6. Student attendance at the elementary schools must be recorded by 10:00 a.m. each day. Attendance at the middle school, junior high schools and high school should be recorded according to each individual school policy.
7. It is the responsibility of the substitute teacher to be aware of each campus' policies and procedures for dealing with discipline problems before administering any form of punishment. **UNDER NO CIRCUMSTANCES IS CORPORAL PUNISHMENT TO BE ADMINISTERED.**
8. If assistance is needed, notify a neighboring teacher or the principal's office.
   The neighboring teacher will oversee the class during the time needed.

☞ **AT NO TIME SHOULD A CLASS BE LEFT UNATTENDED**

☞ **SUBSTITUTES ARE EXPECTED NOT TO EAT IN THE CLASSROOMS**

9. Inform the school nurse if a student needs medication. Only authorized District employees may administer medication.
10. All accidents, injuries, or other serious problems shall be reported at the earliest possible time to the principal or campus designee.
11. Leave a summary of work covered in each class and other pertinent information for the regular teacher including discipline problems. Also, attach any notes or communication from parents.
12. Any money turned in to the substitute teacher should be recorded for the regular teacher and taken to the principal's office before leaving for the day.
13. Report all suspected abuse to the principal, counselor or nurse.
14. **Maintain confidentiality regarding students and staff.**
15. Substitutes may not use personal laptops, or any other electronic devices, when students are in the classroom. Pearland ISD is not responsible for any personal items belonging to the substitute teacher.

Substitutes must check with the campus secretary and sign out before leaving the campus for any reason.

SUBSTITUTE TEACHER JOB DESCRIPTION

JOB TITLE:	Substitute Teacher	STATUS:	Non-Exempt
REPORTS TO:	Principal/HRS AESOP Administrator	TERMS:	As needed
DEPARTMENT:	Assigned Campus	PAY GRADE:	Per substitute pay scale

PRIMARY PURPOSE:

In the absence of the teacher, provide students with appropriate learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

QUALIFICATIONS:

Education:
Minimum of 60 or more hours from an accredited university

Special Knowledge/Skills:
Knowledge of subjects assigned
General knowledge of curriculum and instruction
Ability to instruct students and manage their behavior
Strong organizational, communication, and interpersonal skills

MAJOR RESPONSIBILITIES AND DUTIES

1. Assume all responsibilities and duties assigned to the classroom teacher.

2. Implement lesson plans provided by the classroom teacher that fulfill the requirements of District's curriculum program.

3. Implement classroom teacher designed lesson plans that reflect accommodations for differences in student learning styles, use appropriate instructional strategies and materials.

4. By following teacher lesson plans, present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.

5. Work cooperatively with special education teachers to modify curriculum as needed for special education students according to guidelines established in Individual Education Plans (IEP).

6. Plan and supervise assignments of teacher aides(s) when necessary.

7. Be a positive role model for students, support mission of school District.

8. Create classroom environment conducive to learning and appropriate for the physical, social and emotional development of students.

9. Manage student behavior in accordance with Student Code of Conduct and abide by employee handbook.

10. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

11. Establish and maintain open communication and professional relationship with parents, students, principals, and teachers.

12. Use effective communication skills to present information accurately and clearly.

13. Keep informed of and comply with state, District, and school regulations and policies for classroom teachers.

14. Compile, maintain, and file all reports, records, and other documents required (examples may include but not limited to grading papers, completing attendance procedures, and filling out substitute teacher report) .

15. Attend and participate in faculty meetings when serving as a long term substitute.

16. Record and turn in money to the office that was collected during the day.

17. Report all student injuries, accidents, and illnesses to appropriate authority immediately.

18. Report all suspected abuse to CPS/police and the principal.

19. Maintain confidentiality regarding students and staff personnel information.

20. Perform other duties as may be assigned.

WORKING CONDITIONS:
Mental Demands:
Maintain emotional control under stress.

Physical Demands/Environmental Factors:
Frequent walking, standing, stooping, bending, pulling and pushing; move small stacks of textbooks, media equipment, desks, and other classroom equipment; occasional lifting of 35 lbs or more. The employee is regularly required to speak, hear and use hands to manipulate, file or sort objects. Specific vision abilities required by this job include close vision, distance, peripheral vision, depth perception and ability to adjust focus.

Work environment: While performing the duties of this job, the employee occasionally works in outdoor weather conditions and wet (humid) conditions.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exclusive list of all responsibilities, duties, and skills that may be required.

I have read and understand the responsibilities and duties required for this position as outlined above and can perform all essential job functions.

_____
Printed Name

_____
Signature

_____
Date

RELEASE OF STUDENTS

Anyone who comes to the classroom for information about a student or who comes to the classroom asking that a student be released from school must be directed to the principal's office. In any event, **students are not to be released from the classroom without official notice from the office.**

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Reports may be made to any of the following:

- A law enforcement agency: Pearland Police Department at 281-485-4361;
- Child Protective Services (CPS) division of the Texas Department of Family and Protective Services
  (1-800-252-5400) https://www.txabusehotline.org; or
- If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

Reporting your suspicion to a school counselor, a principal, or to another school staff member does not fulfill a person's responsibilities under the law. Furthermore, the District cannot require a person to report his suspicion first to a school administrator.

By failing to report a suspicion of child abuse or neglect, a person

- may be placing a child at risk of continued abuse or neglect;
- is violating the law and may be subject to legal penalties, including criminal sanctions;
- is violating Board policy and may be subject to disciplinary action, including possible termination of employment; and
- Certification issued by State Board for Educator Certification (SBEC) may be suspended, revoked, or canceled.

POSSESSION OF FIREARMS AND WEAPONS

Employees, substitutes, visitors, and students are prohibited from bringing firearms, knives, or other weapons onto school premises or any school grounds or buildings (i.e., building or portion of a 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 or contact Cary Partin, Senior Assistant Superintendent for Support Services, at 281-485-3203. For the safety of staff and students the following verbiage has been placed at the main entrance to each building:

CONCEALED HANDGUNS PROHIBITED

PERSUANT TO SECTION 30.06, PENAL CODE (TRESPASS BY HOLDER OF LICENSE TO CARRY A CONCEALED HANDGUN) A PERSON LICENSED UNDER SUBCHAPTER H, CHAPTER 411 GOVERNMENT CODE (CONCEALED HANDGUN LAW) MAY NOT ENTER THIS PROPERTY WITH A CONCEALED HANDGUN.

SEXUAL HARASSMENT

Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other sexual conduct, either verbal or physical, or any conduct or other offensive unequal treatment of an employee/student or a group of employees/students when:

- The advances, requests, or conduct have the effect of interfering with performance of duties of creating an intimidating, hostile, or otherwise offensive work environment; or
- Submission to such advances, requests, or conduct is explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such advances, requests, or conduct is used as a basis for employment decisions.

Prohibited Conduct

Employees/students will not engage in conduct constituting sexual harassment. The District shall investigate all allegations of such harassment and shall take appropriate disciplinary action against employees/students found to engage in such harassment.

Complaint Procedure

An employee or student who believes he or she has been or is being subjected to any form of sexual harassment as defined above shall bring the matter to the attention of the principal, immediate supervisor, teacher, or assistant superintendent in accordance with the District's grievance policy. However, no procedure or step in that policy shall have the effect of requiring the employee/student alleging such harassment to present the matter to a person who is the subject of the complaint.

TOBACCO AND DRUG FREE WORKPLACE

Requirements

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or illicit drug, and alcohol, as those terms are defined in state and federal law, in the workplace, on school premises, or as part of any of the District's activities. 41U.S.C. 702(a)(1)(A);28 TAC 169.2

Employees and substitutes who violate this prohibition shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling, rehabilitation programs or employee assistance programs, termination from employment with the District, and referral to appropriate law enforcement officials for prosecution. Information on available rehabilitation or employee assistance programs and contacts shall be posted throughout the workplace. 41 U.S.C. 702(a)(1)(A); 28 TAC 169.2

Compliance with these requirements and prohibitions is mandatory and is a condition of employment.

Tobacco Policy

The use of tobacco products including but not limited to cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, and dip on and within all Pearland ISD property is strictly prohibited. This policy applies to all persons on school property. (Refer to Pearland ISD policies DH Legal and DH Local, Employee Standards of Conduct.

SEARCHES AND ALCOHOL AND DRUG TESTING

Policy DHE

Non-investigatory searches in the workplace, including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the District reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The District may search the employee, the employee's personal items, work areas including District-owned computers, lockers, and private vehicles parked on District premises or worksites or used in District business.

The District is committed to ensuring employees are not abusing drugs, prescription drugs, alcohol, or any other substances that may impair their ability to perform the functions of their jobs safely and effectively; or that may increase the potential for accidents, or substandard performance; or that may tend to undermine the safety and efficiency of District schools, offices, or departments. The District shall foster and maintain a program to achieve a drug-free workplace and to provide a consistent model of substance-free behavior for students.

Basis for Testing Employees/Substitutes for Drugs and Alcohol

All Employees/Substitutes May Be Tested

Reasonable Suspicion
Reasonable suspicion exists when a designated District employee who has received the District's training on drug and alcohol signs and symptoms observes behavior in an employee provides reasonable cause to believe the employee is under the influence of alcohol or drugs in violation of DHE (LOCAL). The District's decision to require testing must be based on current and specific observations as outlined in DHE (LOCAL).

Reasonable suspicion also exists if an employee is involved in an accident while operating a District motor-driven vehicle or motor-driven equipment in the course and scope of his or her job.

Post-Accident
An employee in a designated safety-sensitive position is subject to alcohol/drug testing following an incident involving a District motor-driven vehicle or motor-driven equipment. Employees involved in or contributing to an accident in which the use of alcohol or drugs is reasonably suspected, or employees involved in a pattern of repetitive accidents is subject to testing.

Random
Only a position designated as a safety-sensitive position is subject to random drug and/or alcohol testing. Human resource services will develop a plan including test dates reasonably spread throughout the school year. The employee must report to a designated collection site for testing immediately after being notified by their supervisor. Employees may return to work upon completion of the testing process and only notified if the test is positive for drugs or alcohol. Failure to report immediately is considered positive.

The District is committed to providing a safe and productive learning environment for students and staff. It is the responsibility of all employees to report concerns of reasonable suspicion of the use of drugs and/or alcohol to their supervisor.

Employees are prohibited from reporting for work or remaining on duty while under the influence of alcohol or illegal drugs.

Reasonable Suspicion Searches

The District reserves the right to conduct searches when the District has reasonable cause to believe that a search will uncover evidence of work-related misconduct. The District may search the employee, the employee's personal items, work areas, lockers, and private vehicles parked on District premises or worksites or used in District business.

Note: The following provisions apply to all District employees.

District Program for Drug and Alcohol Testing

Purpose
The purpose of these provisions is to ensure that District employees are not abusing drugs, prescription drugs, alcohol, or any other substances that may impair their ability to perform the functions of their jobs safely and effectively; or that may increase the potential for accidents, or substandard performance; or that may tend to undermine the safety and efficiency of District schools, offices, or departments. The District shall foster and maintain a program to achieve a drug-free workplace and to provide a consistent model of substance-free behavior for students.
Scope

These provisions shall apply to every District employee. Additional drug- and alcohol-testing requirements shall be imposed on commercial drivers, as required by state or federal statutes, rules, or regulations. [See DHE (LEGAL) and DEPARTMENT OF TRANSPORTATION TESTING PROGRAM, below]

Reasonable Suspicion Testing
An employee shall be subject to testing if there is reasonable suspicion to believe that, while in the course and scope of employment, the employee is under the influence of a substance prohibited under this policy.

Notice
This policy shall be available on the District's Web site at http://www.pearlandisd.org, and copies may be obtained from the human resource services department. Each employee shall acknowledge in writing that he or she has received and read the policy.

Definitions
The following definitions shall apply to these terms as used in the section of this policy describing the District's drug- and alcohol-testing program:

Alcohol
Alcohol ethyl alcohol (ethanol) and includes all beverages, mixtures, or preparations that contain ethyl alcohol.

Alcohol Concentration
The alcohol in a volume of breath expressed in terms of grams of alcohol per 210 liters of breath as indicated by an EBT.

DOT
The United States Department of Transportation.
EBT
An alcohol breath testing device approved by the National Highway Traffic Safety Administration that measures alcohol concentration to determine whether an individual is under the influence of alcohol.
This testing device is selected from among those listed on the Conforming Products List of Evidential Breath Measurement Devices published in the Federal Register from time to time by the National Highway Traffic Safety Administration, Department of Transportation.

Illegal Drug
Any drug that cannot be obtained legally, or any prescription drug that has not been legally obtained or that has been legally obtained and is not being used in accordance with the prescribed dosage. Illegal drugs shall include controlled substances and dangerous drugs as defined in the Texas Health and Safety Code. Examples of illegal drugs shall include, but not be limited to cocaine, heroin, phencyclidine (PCP), inhalants, and cannabis substances such as marijuana and hashish.

Legal Drug
Any prescribed drug or over-the-counter drug the individual has legally obtained and is using in accordance with the prescribed or recommended dosage.

Medical Review Officer (MRO)

A licensed physician who is retained by the District to receive laboratory results generated by this policy and is responsible for interpreting and evaluating a confirmed positive drug test result.
The medical review officer may be an employee of the laboratory conducting the testing if the laboratory establishes a clear separation of functions to prevent any appearance of a conflict of interest, including ensuring that the medical review officer has no responsibility for, and is not supervised by or the supervisor of, anyone who has responsibility for the testing or quality control operations of the laboratory.

Reasonable Suspicion
An articulable belief, based upon specific facts or incidents and reasonable conclusions drawn from those facts or incidents.
Facts or incidents that constitute reasonable suspicion may include, but shall not be limited to:
Observation of alcohol or illegal drug use;
Observation of alcohol, illegal drugs, or drug paraphernalia on the person, or within an area under the person's immediate control;
A pattern of abnormal or erratic behavior, including the observation of physical symptoms of alcohol or illegal drug use such as slurred speech, blood-shot eyes, odors, and the like, not attributable to other factors; and
Employee involvement or contribution to an accident in which the use of alcohol or drugs is reasonably suspected, or employee involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury.

Possession
To have on one's person, in one's personal effects, in one's vehicle, or under one's control.

Safety-Sensitive Position
A position involving job duties requiring the operation of dangerous equipment or use of hazardous materials in areas where and at times when there are significant numbers of students.

These are duties which, if performed with inattentiveness, errors in judgment, or diminished coordination, dexterity, or composure, may result in mistakes that could present a real or imminent threat to the personal health and safety of students and other employees. An employee who operates a vehicle as part of his or her regularly assigned, routinely performed job duties shall be considered to be in a safety-sensitive position. Each department shall recommend which of its positions should be considered safety sensitive. The recommendation shall be provided to the executive director for human resource services or designee, who shall review, approve, and maintain a master list of safety-sensitive positions subject to random testing. Employees shall be notified if they hold safety-sensitive positions and are subject to random drug and alcohol testing.

Prohibitions
The use, possession, distribution, or sale, of alcohol or illegal drugs by any employee during work hours, while on District property, or while operating or riding in or upon vehicles while in the course and scope of employment is prohibited. [See DH]

An employee shall also be prohibited from trading and/or offering for sale alcohol or illegal drugs, and such actions shall be considered violations of this policy.

An employee shall also be prohibited from reporting for work or remaining on duty while under the influence of alcohol or illegal drugs. An employee in a safety-sensitive position shall be prohibited from performing safety-sensitive functions within four hours after drinking an alcoholic beverage. The District shall take appropriate disciplinary action if an employee violates this policy, up to and including termination of employment. [See DF series]

Prescription Medication
The District is committed to providing quality education and protecting the safety, health, and well-being of all employees and students within the District. The District recognizes that the abuse of prescription drugs poses a significant threat to these goals. Prescription and over-the-counter drugs shall not be prohibited when taken in standard dosage and/or according to a physician's prescription; however, the illegal or unauthorized use of prescription drugs shall be strictly prohibited. It is a violation of the District's policy to report to work or to remain at work while under the influence of a prescription drug that the employee has misused or abused. [See DH]
It is not a violation of this policy for any employee with a current, valid prescription for a drug to use, possess, or be under the influence of such drug in the manner, amount, and for the purposes prescribed, if such use does not affect the employee's performance or create a risk to the safety of the employee or to others.
Employees shall be responsible for learning the possible effects of prescription and non-prescription drugs they use while working.

Nothing in this policy shall require an employee to reveal the name or type of medication he or she is taking or the reason for taking it. An employee who is required to take a drug test based on reasonable suspicion and whose test detects certain levels of prescription drugs may, however, be given the opportunity to disclose the name of the medication prescribed in order to determine if the employee has violated this policy.

The District may, at its discretion, require an employee in a safety-sensitive position to refrain from working while under the influence of any drug or medication, or require such an employee to obtain from his or her physician written authorization regarding his or her ability to perform essential job duties safely while taking the medication.

Consent to Drug and Alcohol Screening
Any employee tested pursuant to these provisions shall sign a consent form authorizing the drug and alcohol screening and permitting limited disclosure of the results. The results may be disclosed to the executive director for human resource services or designees with a need to know such confidential information. The consent form shall contain the following information:
An acknowledgement that the applicant or employee has been notified of the drug and alcohol screening policy;
The consequences of a refusal to have the drug and alcohol screening;
The procedure for confirming a positive test result; and
The consequences of a confirmed positive test result from the drug and alcohol screening.

Reasonable Suspicion Testing
An employee shall be subject to testing if, while in the course and scope of employment, there is reasonable suspicion to believe that the employee is impaired or under the influence of a substance prohibited by this policy. A supervisor who suspects that an employee is under the influence of a prohibited substance shall immediately provide the department head or designee or the department of human resource services with a written request for testing the employee.
Upon receipt of the request, the executive director of human resource services or designee shall make a final decision whether reasonable suspicion exists.

In addition, reasonable suspicion shall be deemed to exist whenever an employee is involved in an accident while operating a motor-driven vehicle or motor-driven equipment in the course and scope of his or her employment. An employee involved in such an accident shall immediately notify the employee's supervisor and the human resource services department.

If a test is authorized, the executive director of human resource services or designee shall contact the employee and contact the drug-testing facility. Authorized District personnel shall transport the employee for immediate drug and/or alcohol testing. The drug and/or alcohol test shall be conducted in accordance with the procedures established by a certified drug-testing company with which the District has contracted.

Failure to submit to a drug or alcohol test that is based on reasonable suspicion shall be considered failure to follow a directive and/or insubordination, and may result in disciplinary action up to and including termination of employment. [See DF series]

Upon completion of a drug and/or alcohol test based upon reasonable suspicion, an employee shall not return to work until the executive director of human resource services or designee has received the results of the test.
The employee may be placed on administrative leave pending receipt of the test results. An employee tested based upon reasonable suspicion shall not drive any vehicle while in the course and scope of employment until the results from the drug and/or alcohol tests have been received. The employee shall be responsible for verifying with the department head when he or she may return to regular work duties.

Confidentiality
All information relating to drug and/or alcohol screening shall be confidential unless disclosure is otherwise required by law, court order, or the employee's consent. Disclosure of the results of the drug and/or alcohol screening to any unauthorized person without permission of the person tested shall be strictly prohibited. All records of test results shall be maintained in accordance with all applicable laws and regulations. Records of test results and medical information, if any, shall be maintained in secure files separate from the employee's personnel file.

Note: The following provisions apply to employees who are covered by the federal Department of Transportation (DOT) rules.

Department of Transportation Testing Program

The District shall establish an alcohol and controlled substances testing program to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by the drivers of commercial motor vehicles, including school buses. The primary purpose of the testing program is to prevent impaired employees from performing safety-sensitive functions.

Drug-Related Violations
The following constitute drug-related violations:
1. Refusing to submit to a required test for alcohol or controlled substances.
2. Providing an adulterated, diluted, or a substituted specimen on an alcohol or drug test.
3. Testing positive for alcohol, at a concentration of 0.04 or above, in a post-accident test.
4. Testing positive for controlled substances in a post-accident test.
5. Testing positive for alcohol, at a concentration of 0.04 or above, in a random test.
6. Testing positive for controlled substances in a random test.

7. Testing positive for alcohol, at a concentration of 0.04 or above, in a reasonable suspicion test.
8. Testing positive for controlled substances in a reasonable suspicion test.

The Superintendent shall designate a District official who shall be responsible for ensuring that information is disseminated to employees regarding prohibited driver conduct, alcohol and controlled substances tests, and the consequences that follow positive test results.

Consortium

With specific Board approval, the Superintendent may contract on behalf of the District with outside consultants and contractors and work with a consortium of other local governments to secure the testing services, educational materials, and other component elements needed for this program. Under such contract, the consortium shall be responsible for implementing, directing, administering, and managing the alcohol and controlled substances program within the U.S. Department of Transportation guidelines. The consortium shall serve as the principal contact with the laboratory and for collection activities in ensuring the effective operation of the testing portion of the program.

Reasonable Suspicion Testing

Only supervisors specifically trained in accordance with federal regulations may, based upon reasonable suspicion, remove a driver from a safety-sensitive position and require testing for alcohol and/or controlled substances. The determination of reasonable suspicion shall be based on specific observations of the appearance, behavior, speech, or body odors of the driver whose motor ability, emotional equilibrium, or mental acuity seems to be impaired. Such observations must take place just preceding, during, or just after the period of the workday that the driver is on duty.

The observations may include indication of the chronic and withdrawal effects of controlled substances. Within 24 hours of the observed behavior, the supervisor shall provide a signed, written record documenting the observations leading to a controlled substance reasonable suspicion test.

Consequences of Positive Test Results

In addition to the consequences established by federal law, a District employee confirmed to have violated the District's policy pertaining to alcohol or controlled substances shall be subject to District-imposed discipline, as determined by his or her supervisor(s) and the Superintendent. Such discipline may include any appropriate action from suspension without pay during the period of removal from safety-sensitive functions, up to and including termination of employment. [See DF series]

In cases where a driver is also employed in a non-driving capacity by the District, disciplinary action imposed for violation of alcohol and controlled substances policies shall apply to the employee's functions and duties that involve driving. Additionally, upon recommendation of the employee's supervisor, disciplinary measures up to and including termination of employment with the District may be considered.

Alcohol Results Between 0.02 and 0.04

A driver tested under this policy and found to have an alcohol concentration of 0.02 or greater, but less than 0.04, shall be suspended without pay from driving duties for 24 hours. A subsequent violation may subject the driver to termination in accordance with Board policy.

ARRESTS AND CONVICTIONS

All substitutes must notify the AESOP Administrator or Executive Director of HRS within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds.
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator.
- Crimes that occur wholly or in part on school property or at a school-sponsored activity.
- Crimes involving moral turpitude.

Moral turpitude includes the following:

- Dishonesty
- Deliberate violence
- Fraud
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Deceit
- Theft
- Misrepresentation
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse under the Texas Family Code

Notifications can be made in person, via email, or by telephone.

An arrest is defined as being detained and fingerprinted by any law enforcement agency, regardless if the offense will be or has been dismissed.

STUDENT TEACHERS SERVING AS SUBSTITUTE TEACHERS

In the absence of the supervising teacher(s), a student teacher may serve as the substitute teacher only if:

- The student teacher agrees to serve as a substitute teacher.
- The University or Alternative Teaching Certification Program allows their student teachers to participate in substituting for their mentor teacher on campus when they are absent.
- The student teacher has prior approval of their supervising teacher and University or program supervisor signifying that they agree that the student teacher is capable of handling successfully the teaching responsibilities. Final approval is dependent upon the campus principal's agreement with their recommendation.
- The student teacher attends the mandatory substitute teacher orientation and meets all requirements of a regular substitute teacher including abiding by all District guidelines. Student teachers must attend the orientation prior to the day of substituting in order to be paid. (Student teachers will be compensated at the rate of pay for a non-degreed with a minimum of 60 college hours.)

It is the responsibility of the student teacher to notify the University or program supervisor prior to serving as a substitute teacher for pay.

A student teacher may substitute *without* pay so that his/her supervising teacher(s) may take a personal leave day [gift day] and/or when the supervising teacher(s) attends a professional development meeting related to mentoring student teachers at the respective University or program.

DRESS CODE GUIDELINES

*********Substitutes are required to wear their Pearland ISD badges while on duty*********

Campus Personnel

The new, relaxed dress code does not apply to employees housed at the ESC. The ESC serves as a standards bearer for the District. Staff, press, parents and the public come to the ESC to transact business, to interview, for meetings, for grievance hearings, etc. The role of the ESC is unique and staff housed there work in a business environment. Whereas campuses deal primarily with children, the ESC deals primarily with adults. Administration (principals and assistant principals) on campus will adhere to the Business Professional Dress Code.

GENERIC:

- Hair shall be clean, neatly groomed and non-distracting.
- Clothing and accessories ***unacceptable*** for Pearland ISD campus employees include;
  - Jeans, of any color (except on Fridays)
  - Overalls
  - Shorts of any length (except for PE teachers and coaches)
  - Skorts, mini-skirts
  - T-shirts (except on workdays)
  - Bare midriffs, halter tops
  - Low-cut shirts
  - Sweat suits, leggings
  - Form-fitting casual pants
  - Caps/Hats
  - Tongue and facial piercing

Jeans Exception:

- Jeans and athletic shoes **(Fridays only)** with spirit shirt or shirt with school colors
  - No holes or frays in jeans
  - Athletic shoes may be replaced with shoes of choice as long as dress code guidelines are followed.

Shorts Exception:

- Knee length/walking shorts and t-shirts on **teacher workdays only**
- Any body piercing and/or tattoos must not be visible.
- Shoes must be worn.
  - No athletic shoes (Except on Fridays & TAKS, District benchmarks & release test days only)
  - No house shoes
  - No beach-type shoes
  - If non-dress code shoes are to be worn, a doctor's note is required. Such a doctor's note would need to specify if any soft-soled shoe is prescribed, or if it specifically must be an athletic shoe, etc. The note must also specify the time period for wearing non-dress code shoes and the note must be renewed by a physician.

Athletic Shoes Exceptions:

- Employees who are a campus nurse, PPCD, BSI or Life skills teachers, may deviate from the dress code and wear athletic shoes on a daily basis.
- Athletic shoes may be worn by employees when testing is being done on their campus **(District benchmarks and release test only).**
- With the express permission of the principal, dress may vary from the norm on special days (theme/team days) in order to foster a climate of esprit de corps. Participation is encouraged. Notices for such days will be posted and reported. A maximum of fifteen (15) non-dress code days for campuses/departments is allowed.
- On teacher workdays (currently three per year), teachers and classroom aides are allowed to wear jeans, knee length/walking shorts, t-shirts and tennis shoes due to the large amount of time spent moving furniture, books, display charts, etc.

MEN:

- Appropriate professional attire for men would include slacks and a dress shirt and/or similar collared shirt. Suits/jackets are optional.
- Other required items of clothing are undergarments and socks.
- Stud earrings are acceptable, no spacers.

WOMEN:

- Dresses, skirts, blouses, slacks or suits are recommended.
- Slacks are to be ankle length and are appropriate when worn with a suitable blouse and/or jacket.
- Dressy capri pants
  - Must be mid-calf or below
  - No denim
  - No cargo
- Skirts/dresses must be mid-knee length when standing.
- Stockings or hosiery are not required.
- Other required items of clothing are undergarments.
- Pierced jewelry for women is to be limited to the ears with a maximum of two piercings per ear.

GENERAL:

- Specific job assignments or campus activities may require deviations from this code.
- Departments that require uniforms include school nutrition, maintenance, and custodial.
- This code applies to all school days, including staff development days on and off campus.
- If attending meetings on other campuses, Region 4, etc., attire should be as on a regular school day.

Business Professional [Education Support Center [ESC] Administration office]

The personal appearance of Pearland Independent School District (PISD) employees affects the respect

those outside the school District have for the organization as well as respect employees have for themselves and one another. As a representative of PISD, employees are expected to dress in a manner that is tasteful and not offensive, suggestive, revealing or insulting to others.

GENERIC:

• Hair shall be clean, neatly groomed and non-distracting

• Clothing and accessories ***unacceptable*** for Pearland ISD employees include;

Jeans
Overalls
Shorts of any length (except for PE teachers and coaches)
Skorts, mini-skirts
T-shirts
Bare midriffs, halter tops
Sweat suits, leggings
Capri pants, gaucho pants, split skirts
Form-fitting casual pants
Caps/Hats
Tongue and facial piercing

• Any body piercing and/or tattoos must not be visible.

• Shoes must be worn.

No athletic shoes
No house shoes
No beach-type shoes

If non-dress code shoes are to be worn, a doctor's note is required. Such a doctor's note would need to specify if any soft-soled shoe is prescribed, or if it specifically must be an athletic shoe, etc. The note must also specify the time period for wearing non-dress code shoes and the note must be renewed by a physician each semester.

• With the express permission of the principal, dress may vary from the norm on special days (theme/team days) in order to foster a climate of esprit de corps. Participation is encouraged. Notices for such days will be posted and reported. A maximum of fifteen (15) non-dress code days for campuses/departments is allowed.

• On teacher workdays (currently three per year), teachers and classroom aides are allowed to wear jeans and tennis shoes due to the large amount of time spent moving furniture, books, display charts, etc.

MEN:

Appropriate professional attire for men would include slacks and a dress shirt and/or similar collared shirt. Suits/jackets are optional.
Other required items of clothing are undergarments and socks.
Accessories unacceptable for men include earrings.

WOMEN:

Dresses, skirts, blouses, slacks or suits are recommended.
Slacks are to be ankle length and are appropriate when worn with a suitable blouse and/or jacket.
Skirts/dresses as well as slits, flaps, or openings in skirts/dresses should cover ¾ of the thigh while standing or sitting.
Stockings/socks must be worn except with slacks or with skirts that fall below the knee.
Other required items of clothing are undergarments.
Pierced jewelry for women is to be limited to the ears with a maximum of two piercings per ear.

GENERAL:

- Specific job assignments or campus activities may require deviations from this code.
- Departments that require uniforms include school nutrition, maintenance, and custodial.
- This code applies to all school days, including staff development days on and off campus.
- If attending meetings on other campuses, Region 4, etc., attire should be as on a regular school day.

DISMISSAL OF SUBSTITUTES

A substitute may be dismissed immediately for any of the following reasons:

1) Failure to comply with District policies, guidelines, and practices including directives from a supervisor, whether written or oral. Failure to comply with the District's drug and alcohol testing policy. Failure to follow the District's dress code. Failure to report an arrest within the required three (3) calendar days of the offense.

2) Neglect of duties. Examples may include leaving an assignment without approval from the campus administration, falling asleep while on duty, or not following the lesson plan(s).

3) Inability to perform instructional responsibilities or other assigned duties.

4) Ineffective classroom management.

5) Improper conduct with a student or employee. Examples may include striking a student, using improper language, making inappropriate statements and/or gestures, or touching the student in any manner.

6) Conviction of a felony or other crime involving moral turpitude. Examples may include theft, swindling, forgery, indecency with a minor.

7) Falsification of records or other documents related to the District's activities.

8) Misrepresentation of facts to the superintendent or other District officials in the conduct of District business.

9) Violating the District's internet/acceptable use policy. Including using the internet without prior approval from the campus principal, designated campus administrator, or AESOP Administrator.

10) Communicating with students such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing Web sites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, MySpace, Twitter, LinkedIn).

DISMISSAL PROCEDURES FOR SUBSTITUTES

A principal not satisfied with the performance of a substitute may request have the substitute blocked from picking up future assignment for his/her campus. The principal sends human resource services written documentation to support his/her decision to remove the substitute teacher. [NOTE: All written documentation is subject to release to the Texas Unemployment Commission to refute any unemployment compensation claim.] Human Resource Services is responsible for removing a substitute from the active substitute list in AESOP. At the AESOP Administrator's discretion, the substitute will be notified that his/her job performance has been questioned by the principal. The AESOP Administrator may arrange a meeting with the substitute to discuss his/her job performance. After three removal requests, a substitute will be removed completely from substituting in Pearland ISD.

Should the action or job performance of a substitute during the school day cause concern for the safety of students or severely inhibit their education, the principal may dismiss the substitute prior to the end of the job assignment or school day. (The principal is required to notify human resource services on the same day a substitute is dismissed.)
The substitute will be paid half the daily rate for services that are greater than one hour and will be paid for the full-day pay if worked more than four and one-half hours.

If the substitute is involved in one of the reasons listed under the "Dismissal of Substitutes" section above or any circumstance that places students in danger, the substitute may be removed from the AESOP system and will no longer be able to substitute for Pearland ISD. That determination will be made by the AESOP Administrator or Executive Director of HRS in the Human Resource Services office and the substitute will be notified of the decision.

All substitute concerns must be directed to the AESOP Administrator, not the campus principal or campus designee.

CAMPUS DIRECTORY INFORMATION

SCHOOL/ADDRESS/PHONE	PRINCIPAL	SECRETARY
C.J. Harris Elementary (PK – 4) **2314 Schleider Dr 281-485-4024**	**Brenda Keimig**	**Yvette Bertrand**
Carleston Elementary(PK- 4) **3010 Harkey Rd 281-412-1412**	**Amy Beverly**	**Cecilia Plancarte**
Challenger Elementary (PK – 4) **9434 Hughes Ranch Rd 281-485-7912**	**Lisa Nelson**	**Linda Gomez**
Barbara Cockrell Elementary (PK-4) **3500 McHard Road 832-736-6600**	**Kathy Behrendsen**	**Sharleen Escobar**
E.A. Lawhon Elementary (PK – 4) **5810 Brookside Rd 281-412-1445**	**Jennifer Walker**	**Pat Cromwell**
Magnolia Elementary(PK-4) **5350 Magnolia 281-727-1750**	**Sharon Gifford**	**Sherry Schluntz**
Massey Ranch Elementary (PK-4) **3900 Manvel Rd 281-727-1700**	**Heather Block**	**Opal Hill**
Rustic Oak Elementary (PK- 4) **1302 Rustic Lane 281-482-5400**	**Beth West**	**Maria Guerrettaz**
Shadycrest Elementary (PK – 4) **2405 Shadybend 281-412-1404**	**Michelle Kiefer**	**Kim Phillips**
Silvercrest Elementary (PK –4) **3003 Southwyck Parkway 832-736-6000**	**Lori Campbell**	**Michelle Trevino**
Silverlake Elementary (PK – 4) **2550 County Road 90 713-436-8000**	**Shayla McGrew**	**Kelly Stevenson**
Alexander Middle School (5-6) **3001 Old Alvin Rd 832-736-6700**	**Jimmy Nowell**	**Christine Coleman**
Sam Jamison Middle School (5–6) **2506 Woody Rd 281-412-1440**	**Sharon Bradley**	**Darla Lemons**
Rogers Middle School (5-6) **3121 Manvel Rd 832-736-6400**	**Lakeisha Vaughn**	**Patti Eckler**
Sablatura Middle School (5–6) **2201 N. Galveston Ave. 281-412-1500**	**Verna Tipton**	**Geraldine Whaley**
Berry Miller Jr. High (7-8) **3301 Manvel Rd 281-997-3900**	**Kim Brooks**	**Annette Chapa**

SCHOOL/ADDRESS/PHONE		PRINCIPAL	SECRETARY
Pearland Jr. High East (7- 8)		**Annette Chambliss**	**Melinda Bazan**
2315 Old Alvin Rd	**281-485-2481**		
Pearland Jr. High South (7-8)		**Jason Frerking**	**Tina Gilstrap**
4719 Bailey Rd	**281-727-1500**		
Pearland Jr. High West (7–8)		**Dana Miles**	**Jamie Dies**
2337 N. Galveston Ave.	**281-412-1222**		
Glenda Dawson High School (9-12)		**Kelly Holt**	**Carla Breaux**
2050 Cullen Blvd.	**281-727-1600**		
Pearland High School (10-12)		**John Palombo**	**Darla Lemon**
3775 South Main	**281-997-7445**		
Tuner College & Career High School (9-12)		**Jennifer Morrow**	**Joan Rigsby**
4717 Bailey Road	**281-727-1600**		
PACE Center		**Kimberly Darden**	**Debbie Novak**
2314 Old Alvin Rd	**281-412-1599**		

SCHOOL HOURS

The established teacher workday is eight (8) hours.

Regular school hours for the 2016–2017 school year are:		**Student dismissal time for <u>early dismissal days</u> for the current school year are:**	
8:00 – 11:05	Pre-Kindergarten	8:00 – 10:00	Pre-Kindergarten
12:00 – 3:05		11:00 - 1:00	
8:00 – 3:10	Carleston	8:00 - 1:00	Carleston
	Challenger		Challenger
	Cockrell		Cockrell
	Harris		Harris
	Lawhon		Lawhon
	Magnolia		Magnolia
	Massey Ranch		Massey Ranch
	Rustic Oak		Rustic Oak
	Shadycrest		Shadycrest
	Silvercrest		Silvercrest
	Silverlake		Silverlake
8:35 - 3:45	Alexander Middle	8:35 - 1:45	Alexander Middle
	Berry Miller Middle		Berry Miller Middle
	Jamison Middle		Jamison Middle
	Rogers Middle		Rogers Middle
	Sablatura Middle		Sablatura Middle
8:35 - 3:45	Pearland JH East	8:35 - 1:45	Pearland JH East
	Pearland JH South		Pearland JH South
	Pearland JH West		Pearland JH West
7:15 – 2:25	Dawson High	7:15 – 11:20	Dawson High
7:15 – 2:25	Pearland High	7:15 – 11:20	Pearland High
7:15 – 2:25	Turner High	7:15 – 11:20	Turner High
8:35 – 3:45	PACE Center	8:35 – 1:45	PACE Center

The teacher work schedule for the current school year is:

6:45 - 2:45	Dawson, Pearland, and Turner High School
7:45 - 3:45	All Elementary Schools
8:00 - 4:00	All Middle Schools
8:00 – 4:00	All Junior High Schools
8:00 - 4:00	PACE Center

PAYROLL CALENDAR
2016-2017

Pay Date	Begin Date	End Date
7/14/2016	6/12/2016	6/30/2016
7/28/2016	7/1/2016	7/16/2016
8/15/2016	7/17/2016	7/30/2016
8/30/2016	7/31/2016	8/13/2016
9/15/2016	8/14/2016	8/27/2016
9/30/2016	8/28/2016	9/10/2016
10/14/2016	9/11/2016	9/24/2016
10/28/2016	9/25/2016	10/8/2016
11/15/2016	10/9/2016	10/22/2016
11/30/2016	10/23/2016	11/5/2016
12/8/2016	11/6/2016	11/19/2016
12/15/2016	11/20/2016	12/3/2016
1/13/2017	12/4/2016	12/24/2016
1/30/2017	12/25/2016	1/14/2017
2/15/2017	1/15/2017	1/28/2017
2/28/2017	1/29/2017	2/11/2017
3/9/2017	2/12/2017	2/25/2017
3/30/2017	2/26/2017	3/18/2017
4/12/2017	3/19/2017	4/1/2017
4/28/2017	4/2/2017	4/15/2017
5/15/2017	4/16/2017	4/29/2017
5/30/2017	4/30/2017	5/13/2017
6/15/2017	5/14/2017	5/27/2017
6/29/2017	5/28/2017	6/10/2017
7/13/2017	6/11/2017	6/30/2017
7/27/2017	7/1/2017	7/15/2017
8/15/2017	7/16/2016	7/29/2017
8/30/2017	7/30/2017	8/12/2017

DEFINITIONS OF PEARLAND ISD ASSIGNMENTS

PACE Center
These students may be reluctant learners, at-risk of dropping out or have committed serious violations of the student code of conduct. The PACE Center provides instruction for grades 7-12.

ISS—In School Suspension
This is for 5-12 grade students who have committed a violation of the student code of conduct and are assigned to ISS through the campus administration.

SPECIAL EDUCATION CLASSES:

CONTENT MASTERY
This Special Education class is for students in general education classes who need some additional help or modifications, small group, or quiet setting for a short period of time. Content Mastery classes are at all campus levels.

INCLUSION TEACHER
This is a Special Education teacher that services students with a handicap in a general education class. There are many different models of this program. The teacher may be co-teaching or may assist students in small groups in a general education setting.

INCLUSION Classes
Inclusion support is offered in designated academic areas. Inclusion support consists of a special education teacher and/or paraprofessional consulting with the general education teacher to assist in the implementation of individual educational plans and/or modifications within the general education classroom. Based on the needs of the student, this support may be indirect, through consultation with the general education teacher, and/or direct, with the teacher or paraprofessional working directly with the student in the classroom.

LIFE SKILLS Classes
Life Skills are for students who are two or more levels below grade level and have multiple handicap conditions. Life Skill classes are at all campus levels.

BSI Classes-[Behavior Support Intervention]
This Special Education behavior class supports students of all ages and students may receive instruction on a full-day or part-day basis. Students in this class are in a more restrictive learning environment and have serious emotional or behavior disorders.

PPCD Classes—[Preschool Program for Children with Disabilities]
This Special Education program is for students aged 3-5 years old that are mildly to severely developmentally delayed. This program is located only at elementary campuses.

RESOURCE Classes
This Special Education class is for students who are working on specific individualized educational goals and objectives developed by the admission, review, and dismissal (ARD) committee. They are taught the core subjects they qualify for in Resource and are in a general education home room for all other subjects. Resource classes are at all campus levels. Resource classes allow students to progress through the curriculum at their own level and pace.

SECTION II

. Hints and suggestions to assist the substitute teacher

HINTS AND SUGGESTIONS TO ASSIST THE SUBSTITUTE TEACHER

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or materials for the class.

2. When students need to go to the restroom or the library, send only one student at a time. When the first child returns, then send another student.

3. 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 and not just refer to him as "the boy in the blue shirt".

4. If a student doesn't respond when you call him by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong student doesn't get in trouble and written about to the regular teacher.

5. Do not let students start any name calling or being rude to other students. It is much easier to stop a disagreement by talking before it gets to pushing or fighting.

6. 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. If the students see a teacher, they are less likely to have difficulties.

7. Have a couple of extra pens or pencils with you for those who have "forgotten" their materials.

8. Try to have the names of one or two trustworthy students who will be able to help out in the class.

9. Never dismiss a class early to lunch or to the next class unless the teacher or the next door teacher approves. Some schools have very strict rules about the number of students in the cafeteria at a time.

10. Make your rules and expectations very clear at the beginning of the day.

11. Do not discuss the teacher's class with other people, especially out of school. You are a professional and should not discuss individual students or problems. If you need to talk to someone about a problem, talk to the principal.

12. Keep your opinions about students or the teacher's class to yourself.

13. Be neat and professional in your appearance.

14. Follow the lesson plans the teacher has left. Incorporate your own ideas if there is extra time.

15. Organize the students' work for the day to assist the teacher when she/he returns. Do not grade students' work.

16. Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful; leave the teacher positive notes about the class and individual students as well as any concerns that occurred.

17. Most students will acquiesce to your leadership, but there will be some who 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*.

18. If you are not sure how the teacher wants an assignment completed, ask another teacher for assistance. If that is not possible, develop your own plan. If you do change the assignment, leave a note for the regular teacher explaining the task.

19. Be assertive (but not aggressive or punitive) so the students do not feel they can manipulate your decisions and authority. You can use statements such as:

    I need you to start reading now.

    I want everyone to pass their papers forward

    I don't need……

    I don't want……

20. Do not let the students manipulate you by protesting or saying "We never do that!" Just tell them, "*I know it can be hard to have a sub, but for today we will read aloud instead of silently*."

21. Walk around the room. Do not sit at the desk, especially during seatwork or when students are taking a test. The students will stay on task when you are close by them.

22. Do not try to catch a student by pulling his arm or his clothes. He could fall, and you could accidentally twist his arm or rip his clothes.

23. Do not touch the blood of a bleeding child. Use a napkin, towel, or a cloth to cover the cut. Have the student put his hand on the cut until you can get to water or the nurse.

24. If a teacher has “classroom sets” of books, packets, and/or worksheets that are used by the students, be sure to have all materials returned to their appropriate location before the entire class can leave. This will help you keep track of a missing book, etc.

25. Do not make statements lightly. Students remember!

MANAGING THE CLASSROOM

Starting the Day and Setting the Tone

Tradition has it that substitute teachers should arrive wearing sturdy armor, a helmet, and combat boots to meet the rigors of the day. However, having a successful experience as a substitute teacher does not depend on your choice of war gear, but rather on how well the students respond to your leadership of the class.

Here we address, in detail, some key principles of successful classroom management, as well as providing specific tips to help in making the tough decisions that substitutes are faced with daily. There is not one "true" recipe that guarantees a good day, but these guiding principles are beneficial. With experience you will devise your own strategies for gaining students' cooperation.

Getting Started

- Arrive at your assigned school at least 20-30 minutes before class begins.
- Check in at the office, ask if there are any special instructions, "special needs" students, or special events for the day.
- Meet the grade leader and/or the teacher next door. A “buddy” will prove to be invaluable as the day progresses. *Possible questions for your fellow teachers may include:*

    1. *Do I need to supervise outside at recess or do you share supervision?*
    2. *How does the lunch procedure work?*
    3. *Does the teacher I am substituting for have any ongoing programs in their room that I should be aware of? (reading contest, super spellers, etc.)*

- Review the teacher's plans for the day.
- Find the materials needed for the day including schedules, class rosters, books, worksheets, etc. (Should you have any questions regarding the teacher's plans or necessary materials, be sure to ask the grade leader or the teacher next door).
- **Print your name on the board** so students have a visual reference.
- Check to see if classroom rules/expectations are posted. Familiarize yourself with the rules, and reinforce them consistently. (*If rules are not posted, have 3-4 rules you expect students to follow ready. Print the rules on the board for students to see.*)
- **When the bell rings, it is helpful and reassuring to students to be standing at the door greeting them as they enter the classroom.**
- Spend the first 5-10 minutes of class reviewing the class rules. (The established rules or those you’ve written on the board.)
- If you arrive late, which can happen if you are called at the last minute, do the best you can to glance at the teacher's plans and get the lay-of-the-land before the students arrive. Don't be fumbling through papers while the students are entering the class.
- **Look ready for the day to start, because it has!**

WELCOME THE STUDENTS

- Introduce yourself as the teacher
- Present procedures for the day
- Establish incentives for the day
- Take roll
- Check or make a seating chart
- No candy allowed
- Set up reward system

Observe the students as they enter the classroom. Most teachers will have a previously established morning routine with their students, and you may see this routine begin as the students start their day. The students will probably find their seats and wait for you to give them directions. Occasionally, you may encounter a classroom filled with excitement, energy, and possibly even chaos. Whatever the situation, it' is time for you to get their attention and introduce yourself.

First…don't begin speaking unit you have everyone's attention. Introduce yourself as their teacher for the day and explain, if you so choose, the reason for the teacher's absence. Establish your credibility as a teacher with the class. Give them a brief resumé of your experience: "*I am a teacher, and I have taught every grade from kindergarten to grade six and even in junior high and high school.*"

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*."

Describe your plan and schedule of activities for the day to the class. It does not matter what the plan is; but once you state it, stick with it . Firmness, fairness, and consistency are the keys!

As your first activity, you might choose name tags. It's a good idea to buy large quantities of stick-on name tags and carry them with you to your various substitute teaching assignments. Masking tape is another inexpensive option. You can also use 5" by 8" cards that students write their names on, fold in half, and keep on their desks. Let the students know that you are excited about having the opportunity to teach them today and want to learn each person's name. This will help you tremendously throughout the day. Also, calling students by name helps them to pay attention to your directions and lets them know that you want to get to know them on a first-name basis.

Many experienced substitutes will interject a fun activity early on in the morning or outline a reward system to be used throughout the day. You can bring stickers, a bag of candy, or a gift wrapped box with a game or book inside that can be used as rewards.

Procedures for taking roll and obtaining a lunch count may differ from school to school and classroom to classroom. Follow their procedures if instructions have been provided. Otherwise, it is best to give the students a quiet seat work assignment such as "*List 10 things you saw on the way to school today*," while you take roll and lunch count.

It is critical that you always know where the students are and what they are doing. Some teachers have classroom passes that students use to leave the room for the office or rest room. Since you cannot always count on the teacher or school to have passes, you might

- Make your own classroom passes

- Laminate them bringing them with you to each assignment
- Write your name on them: Mr. Brown's Pass
- Have passes for the rest room (2 passes only), office (for injured students), phone, hall, and library.

Students may say, "*We don't do it that way*." Politely tell them, "*Thank you, but for today we will do it this way*." If a seating chart has been provided, you will be able to see who is in their seats and who is absent. Generally, elementary students don't try to "*fake out a sub*" by changing seats, since all of their belongings are in their own desks. However, in junior high, seat changing is a typical ploy used with substitute teachers.

It is important to continually reinforce the behavior standards for the day. Many teachers will have classroom rules posted. If you are unable to find any, be sure to have your own rules prepared and ready to put into action. A key factor in having students behave in accordance with the rules is to have them prominently displayed. You may want to list the rules on a large poster or on the chalkboard.

Classroom rules should be specific and operational so the students can easily understand what they mean. Phrases such as "*be cooperative*," "*respect others," be polite and helpful*" are too general and take too much time to explain. "*Follow directions the first time they are given*" is direct and clear.

Positive reinforcement is another key aspect of achieving appropriate student behavior. You can continually reinforce the students in a positive way each time they follow the directions by saying, "*Thank you for following my directions the first time they were given*," or "*Thank you for raising your hand*."

It is equally important that you do not reinforce negative behavior. You can continually reinforce the students in a positive way each time they follow the directions by says, "*Thank you for following my directions the first time they were given*," or "*Thank you for raising your hand*." Respectfully correct students who talk without raising their hands. If you let students speak out of turn or answer a question without raising their hands, you are not going to get the type of behavior you want.

Generally speaking, reinforce the behavior you want and do not condone behaviors that are inappropriate. When you see appropriate behavior, be sure to respond with specific praise by using the student's name. You can also give out points, tickets, or use any other reward system you or the teacher has established.

Effective "permanent" teachers have clean, concise procedures for daily routines. They also have clear, specific rules with consequences that students can understand. Effective teachers continually give genuine, positive reinforcement to students for following the rules. Paying close attention to the steps previously described will provide both you and the students with a rewarding experience. Remember, prevention is 80% of your success for the day. Be confident, firm, assertive, and positive, eliciting the behaviors you want from the students. Now that you have established the day's plan for the class, you are better prepared to deal with those few difficult situations that may emerge.

CHALLENGING SITUATIONS

Here are a few situations you might encounter with some suggestions on how to respond to them in a calm, positive manner in order to gain student compliance. You may wish to discuss these or other scenarios with a group of fellow teachers or even write down your own ideas in the margins. To plan ahead and have a course of action decided and ready to implement is the best way to prepare yourself for these types of situation.

Situation 1: The Interrupter

When asking a question of the class, a student responds without raising his hand for permission to speak or speaks out of turn when a student response is not called for.

- **Step 1**: Do not respond to the disruptive student. Look positively at those who are raising their hands, calling on one of them saying, "*Thank you for raising your hand*," as the student proceeds to answer the question.

- **Step 2**: If the student continues to speak without raising his hand when you ask the next question, continue to reinforce the students who are behaving appropriately and move closer to the student who is not cooperating. Do not acknowledge the student who is speaking out of turn. If you give in and let that student answer, you are actually reinforcing the inappropriate behavior.

Generally after Step 1 and Step 2, the non-compliant student will cooperate and raise his hand. It is important that you call on him as soon as he raises his hand, reinforcing him verbally for the appropriate behavior.

Situation 2: Refusal To Do Work

After giving an assignment, a student refuses to do his work. When you encourage him to complete the assignment, he makes a statement such as, "*You can't make me*."

Strategy: Agree and disarm

- Disarm the student by agreeing that he is correct and then restate your expectations and consequences if they are not met.

Example: "*You' re right. I can't make you complete this assignment, but I can expect you to have it completed before recess. If it is not finished by then, you will stay in and work on it. I also expect you to remain quiet and not disrupt the other students who are choosing to complete the assignment at this time*."

- NOTE: Many times refusal to do work is an indication that the student doesn't know how to complete the assignment. They would rather appear "bad" than stupid. If you suspect this may be the case, you may need to reteach the concept before expecting them to complete the work.

Situation 3: Not Following Instructions

You have instructed the class to get their math books and open to page 24. Two students are talking and laughing, not following your directions.

Strategy: Reinforce the behaviors that 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." You can also give stickers, points or tickets to students who are following directions.

Strategy: Proximity.

- It is a good idea to use proximity. In other words, "*move toward the problem*" while you are talking. Move closely to the non-compliant student(s) while repeating the instructions for the whole class. Your change in proximity to the non-compliant student(s) will generally elicit compliance.

Situation 4: The Class That Won't Be Quiet

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

Strategy: Reevaluate the situation

- Step back and take a look at why the students are talking. Perhaps they do not understand the assignment and are trying to figure it out together. Maybe something has happened at lunch that needs to be dealt with. If you find that this is the case, you may need to deal with the disruptive event, reteach the objective, or perhaps even restructure the assignment to be completed as a class or in groups.

Strategy: Restate the expected behavior, motivators, and consequences

- You may not have been clear in communicating your behavior expectations for the activity. It may be necessary to gain the attention of the entire class and restate these expectations.

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

Having restated your expectations, it is often helpful to then call on students and have them restate the expectations, motivators, and consequences. In addition, you may want to develop a noise level chart so students can see how they are doing.

Situation 5: Transitions

You find that it is taking more than one or two minutes to make the transition from one activity to the next.

Strategy: Make it a step-by-step process

- Students often waste a lot of time going from one activity to another. This is often because instructions that seem simple such as, "*Get ready for math*," are in reality quite ambiguous. Students need to know five specific things to make a quick transition from one activity to the next.

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

Example: "*Please stop reading and put your reading book away. Get out your math book and paper. Open the book to page 112. You have one minute to do this. Please begin."*

Situation 6: Assemblies

The principal informs you when you arrive at the school that there will be an assembly that day.

Strategy: Have a plan

- This seemingly pleasant break in the school day can turn into a nightmare for a substitute teacher who does not have a plan for managing the students during this activity. Here are some suggestions to help you survive the event with nerves still intact.

    1. Find out the time, location, and whether students need to bring anything from the classroom.
    2. Talk to permanent teachers. Many schools have specific procedures for going to and returning from an assembly, as well as assigned seating for each class
    3. If such procedures exist, familiarize yourself with them and do your best to follow them.
    4. If there are no established procedures, devise your own (i.e., walk in a single file line down the hall to the assembly, sit together as a class, return in a single file line, etc.)
    5. Determine the specific behaviors you expect during the assembly with consequences and rewards dependent on how these expectations are met. Beware of punishing the whole class for the misdeeds of a few. This can create a hostile environment with the students acting out against each other as well as you.
    6. Teach or review with the students the procedures, expected behavior, and consequences or rewards associated with the activity.

Situation 7: Refocusing The Class

The class is not paying attention or resuming their studies after an assembly, fire drill, or other disruptive event.

Strategy: Incorporate and redirect

- A common experience is a great foundation for a learning activity. Regardless of how unwelcome the disruption may have been, it is an experience the entire class is familiar with. Use the experience as the basis for the next lesson. For example, if it was a fire drill and you are about to study science, talk about which parts of the school would burn the fastest. If you are about to study math, have students calculate the approximate number of people in each room that would need to be evacuated and the number of transportation vehicles that would be needed for taking everyone home. If you were preparing a writing lesson, have the students write about what would happen if the school really did burn down.

Strategy: Captivate and redirect

- Sometimes the best way to deal with a disruption is to minimize the event by capturing and redirecting their attention. For example, after an exciting assembly, complete a fun activity that requires them to do something. Involving students in a fun learning activity will help them settle back down to the routine of the day.

Situation 8: Getting Their Attention

If the class is in the middle of or just finishing an activity, you need to get their attention to either give further instructions or close the activity.

Strategy: Lights out

- If you want the attention of the entire class in a hurry, simply walk to the light switch and flip the lights off and then on again. Be prepared to begin speaking the moment of silence when you have everyone's undivided attention. If you wait too long to start talking, the class will begin discussing the lights going out, and the event itself will become a real distraction.

Strategy: Whisper

- Your first instinct in this situation may be to raise your voice above the noise level of the room and demand attention. This however can incur some unwelcome side effects. Hearing you speak loudly, the students will assume that it is O.K. for them to raise their voices as well. A better strategy is to do the opposite of your instincts. Move to the front of the room and begin talking and giving instructions very quietly. As students hear you, they will become quiet and focus their attention on understanding what you are saying, The quieter the room becomes, the quieter your voice should become. Soon, students who are still talking and interacting will instinctively begin to feel awkward about making noise in such a quiet atmosphere and will become silent also. When you have the attention of the entire class, you can then give the instructions they need to hear with regard to what they are working on.

Example (to be spoken in a very quiet voice): *"If you can hear what I am saying, please put your pencil down and turn around to face the front of the room. Place your hands on your desk and look to see if the person sitting next to you is listening and doing the same. Now use your finger to trace your name on top of your desk.."* Continue with these simple silent activities until you have the attention of the entire class.

Situation 9: Wrong Names/Wrong Seats

You are using a seating chart to call on students by name. You notice that several students are not responding to their name, and you suspect they have switched seats.

Strategy: State the facts

- Make a statement to the effect that it is better for everyone involved if you know the students' correct names. This information would be vital in the case of an emergency and will also help to insure that the wrong student doesn't get in trouble when you write your report to the permanent teacher at the end of the day.

Situation 10: The "You vs. Them" Class

You get the feeling that the whole class, or at least several of the students, have banded together to make the day as difficult as possible for you, the substitute teacher.

Strategy: Work together

- Most "You against Them" scenarios turn out to be a lose-lose situation for everyone involved. Take the initiative early in the day to do a teacher and student interactive activity. Interact with the students. Let them see that you have a sense of humor. Chances are that once you break the ice the rest of the day will go much more smoothly. Making the classroom a battleground for control will usually only make things worse.

Situation 11: 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, *"Susan, 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 said (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. Keep your cool. Concentrate on dealing professionally with the behavior and not letting your feelings towards the student cause you to behave inappropriately. Then dismiss the incident and resume class work as quickly as possible.

Strategy: Remove and reprimand

- In some situations, it is best to remove the student from the classroom before dealing with the behavior. Calmly ask the class to resume their work and go into the hall yourself. Stay calm and in control of the situation. State the rule that was broken or explain that his behavior was unacceptable in your classroom. State the consequences and go on to explain the consequence if the rule is broken a second time. Express your confidence in the student's ability to behave appropriately, then both of you return to the classroom.

Situation 12: A Fight

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

Permanent teachers understand the difficulty of substitute teaching and will be ready to assist you in extreme circumstances. Respond quickly and decisively, not hesitating to get help from another teacher on the playground with you, if needed.

Strategy: Quickly 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 quiet seats*", or "*Stop this right now and take a quiet seat against the wall*." Your voice and the authority it represents conveys 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. Do not attempt to place yourself between the students. This could escalate the already physical situation. 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.

Situation 13: 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 thing you, as the teacher, must do is to stay calm and emotionally detached so you can realistically evaluate and professionally deal with the situation.

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

- A threat is often the result 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. Once the student has calmed down you can then direct his actions to something constructive. If you feel the student needs to discuss the situation, it is often wise to wait until after class, later in the day, or refer him to a school counselor so that he can gain some emotional distance and perspective on the situation.

PROCEDURES and ROUTINES

Emergency Procedures

In addition to managing the classroom, there are a few additional procedures to consider as a substitute teacher.

- Since every building and classroom is different, it is important for you to know how to evacuate the class in the event of a drill or other emergency.

- Know where the nearest exit is and have a class list available to grab when you evacuate the building.

    - If you hear the fire alarm or a message over the intercom, instruct the students to quickly and quietly leave the room in single file directing them to the exit door.

    - Some classrooms now have an emergency "backpack" hanging by the door that can be grabbed upon exiting with the class.

    - If you see an emergency "backpack" take it with you when you evacuate.

    - Handle most classroom accidents with common sense. Students who are injured can be taken to the office where a secretary or school nurse can administer first aid. Do not fall into the "band-aide" or "ice" trap, where students are continually asking to go to the office for ice or band-aides for fake injuries. Be sure you know how to handle a situation involving blood either in the classroom or on the playground.

    - *DO NOT TOUCH A STUDENT WHO IS BLEEDING EVEN IF YOU USE GLOVES*. For example: If a student has a bloody nose or cut knee, hand them the box of tissues or paper towel and instruct them to hold it on the wound. Take the student to the office or clinic for further care.

Supervising Students

- Never leave your students alone or unsupervised in the classroom.

- If it is absolutely necessary for you to leave the classroom, notify the teacher next door or across the hall, or press the intercom button in your classroom and notify the front office of the necessity.

Conclusion

Your efforts to be early, organized, and to communicate clearly with a discipline plan in place will pay off! Your goal as a substitute teacher is to provide continuity to the students while the teacher is absent. By minimizing the time spent on procedural matters such as taking roll, you can maximize the time spent on learning.

REMEMBER…

- ✓ Require students to pay attention and to stay on task.
- ✓ Have students repeat your directions after you give them.
- ✓ Move about the room continually while students are completing seatwork and during group activities to ensure that all the students are participating and completing assignments.
- ✓ Provide students with specific feedback regarding their work. Feedback tells them how well they are doing and reinforces the importance of each lesson.
- ✓ Allow time to review any independent work completed, checking to see if anyone is having any difficulty. Collect all the work at the end of each lesson/period.
- ✓ At the end of each day, provide closure for the learning activities by reminding the students to complete necessary homework and hand in work that is due that day.
- ✓ Have students clean up their work space and get ready to go home. Leaving the room in neat condition is a must, so allow time at the end of the day for proper closure and cleanup.
- ✓ Compliment the students on their academic achievements for the day. Let them know how much you enjoyed teaching them.
- ✓ Clip all notes and messages together for the teacher to read and respond to upon his/her return.
- ✓ Finally, outline the day in a note to the teacher. (You may wish to use the form provided). Include a list of work completed, problems you may encountered with students or parents, significant incidences, and successes. Teachers really appreciate hearing from you regarding the day and are more likely to ask you back if they feel you are competent in handling any difficult situations and using effective strategies to solve any problems that may arise.

HOW SHOULD I DO THAT?

When substituting, you are expected to present the material outlined in the permanent teacher's lesson plan. However, sometimes the lesson plan instructions are general and very nonspecific with regard to lesson presentation. Here are several techniques for presenting lesson plans that can lead the way to covering the material in a positive and creative manner.

Lesson Plan: ***Have students read Chapter XX and answer questions.***

1. Pretest and posttest. Ask students to guess what will be covered before they start reading. Share ideas aloud and write down five facts or ideas as predictions.

2. Togetherness. Read the assignment orally with the students to find the answers. By making the assignment a class activity, you promote classroom cooperation.

3. Group effort. Divide the class into groups and ask each one to report on part of the reading later. This method is best used with material that does not require continuity to be meaningful.

4. Quiz Board. Give the assignment and tell the students that you will stop 15 minutes before the end of the period and establish a quiz board. Appoint three to five students or select volunteers to be members of the board. Ask them to come to the front of the room. The rest of the students pose questions to these students about the day's reading. After a certain number of questions have been answered, a new board may be selected. This technique works well for review. An added advantage is that you need not know the subject well in order to handle it.

Lesson Plan: ***Have the class write a composition about XYZ.***

To begin, make the start interesting, challenging, and fun.

1. To make any topic more meaningful, encourage students to relate to it personally. One way is to write sentence starters that use the students' natural speech pattern, such as "I wish," "I like," "I'm glad I'm allowed to…"

2. If the students are assigned to write a story, suggest that they first decide on a cast of characters, a setting, a time, etc. as a class. By doing the groundwork together, the students will be "into" the story before they lift a pencil.

3. If the assignment is an essay, consider using the "buzz group" technique. Ask students to say whatever comes to mind about the topic and write their ideas on the board in some quick, abbreviated form. When everyone has had a chance to study the list, students can begin to write using whatever "buzzing" ideas they wish.

4. Whatever the topic, propose that the students write free association word lists about it. Tell them to start with the given word, such as "freedom", "pets" or "winter" and then add up to ten other words that immediately come to mind about the key word. Now the students can write their own compositions.

5. Before students start to write, initiate a values clarification exercise that will help students relate an abstract subject to their own lives. For example, if the topic is "conservation of electricity," have the students start by listing five electrical gadgets or appliances they use that they could do without. Record their answers on the board. From this specific exercise the students can move on to the broader issue.

Lesson Plan: ***The class has a test tomorrow. Have them study and review.***

This may sound easy, but it often doesn't work out that way. Although you may not know the material the class has been studying, you can conduct a review session in several ways.

1. Try a game format for drill material, such as spelling, number facts, state capitols, and vocabulary. Use familiar games like tic-tac-toe, categories, etc.

2. Have pairs or small groups of students make up model tests. Assign one group true and false questions, another multiple choice question, etc. Spend the last part of the period going over the questions. Ask each group to read their test while the rest of the class ponders the answers.

Lesson Plan: ***Discuss topics ABC with class.***

This can be most challenging! The students have been dealing with the topic and you have not. The following methods show how you can lead the discussion constructively.

1. Have a student lead the discussion, or call on two or three students.

2. Have the class brainstorm all sorts of ideas related to the discussion topic. Do not judge the ideas--anything goes! Just encourage the students to speak their minds. After about five minutes, start the discussion again, this time arranging their ideas in a more orderly fashion.

3. If the topic is controversial, divide the class into sections, each representing a special-interest group. During the discussion, each group will give its point of view on the subject.

Lesson Plan***: Show the film or filmstrip, then discuss.***

Once the lights are off, this kind of assignment can turn into a disaster; but you can develop it into a delight.

1. To heighten student interest in the audiovisual material, use the pretest and posttest technique. Introduce the exercise with a comment such as, "*If you were making a movie about tooth brushing, or earthquakes, or China, what would you include?*" As they watch, have students check their lists against the film. How does the film compare to the students' expectations?

2. As students watch, have them write down three questions that are answered in the film or video, then exchange questions with another student after the presentation.

Keep in mind that with audiovisual materials it is crucial to get the students to be active, not passive, viewers.

ELEMENTARY SPONGE ACTIVITIES

There are many times during the day that time is lost in the classroom. When reading groups change as students are waiting for uses, before and after recess or lunch, or whenever there is a transition, valuable moments are gone. What can be done to prevent this escape of precious learning time? The answer to the problem is evident when a substitute becomes familiar with “Sponges”.

Sometimes “Sponges” are called warm-ups, board work, mind stretchers or drill activities. Whatever they are called, they provide a short practice on previously learned lessons with few or no required materials. They are easy for all students and will decrease the likelihood of classroom problems while students are waiting.

“Sponges” can become a part of all subjects. They can be put on 3X5 cards and laminated and used again and again, or they can be written on the board. Wherever and whenever they are used, Sponges absorb time and turn it into productive learning.

“Sponges” have characteristics such as:

- They are short they provide practice, review, application, transfer and a chance to use and think about learning.
- They allow everyone to participate , are open-ended and easy for the teacher (few materials, no grading).
- Sponges are self explanatory (clear, easily-understood directions), can be written or oral, can be used with individuals or groups, teacher-led or student-led.

Examples of Sponges

- Play "Missing Factors" Example 6 X _____ = 36
- Tell one playground rule
- List five good health habits
- Put spelling words in alphabetical order
- Tell the names of the girls in your class
- Tell the name of the boys in your class
- Name as many animals as you can
- Name as many states as you can
- Name as many countries as you can
- Name as many teachers in your school as you can
- List five school rules
- List the days of the week
- List the months of the year
- List seven holidays
- List as many breakfast cereals as you can
- List as many kinds of transportation as you can
- List as many kinds of ice cream as you can
- Name as many fruits as you can
- Name as many vegetables as you can
- Count to 100 by 2's, 4's, 10's
- List all the things you can smell
- List as many adjectives as you can think of

- List as many verbs as you can think of
- Play "Word of Fortune"-place only lines on the board and see if students can figure out the words by following the rules of "Wheel of Fortune"
- Cut up comic strips and have students put in the correct order
- Remove headlines from news stories and have students find the correct story and its headline
- Have students create a story on the chalkboard by each student adding one sentence
- Draw a nursery rhyme character
- Design a new costume for Halloween
- Write what you would do if you were invisible
- List as many tools as you can
- Write a word on the board and have students find rhyming words
- Name an object that begins with A, B, C, etc.
- Have students find things in the room that are certain shapes
- Have students measure classroom objects using different items i.e. erasers, pencils, or sticks of chalk
- Put number patterns on the board and have students name the next three numbers
- Write ordinal numbers on the board and have students add to the list, i.e. tenth, twenty-first, third
- List five things you do after school
- Scramble five spelling words and trade with someone, then unscramble them
- List clothing you would wear in the winter
- Draw a map of the way you come to your room from the door you come in

SECONDARY SPONGE ACTIVITIES

"SPONGE" activities can be beneficial to secondary students and their teachers. They provide review and practice for students and free the teacher to complete her/his tasks.

Each subject area has a variety of skills that should be reviewed. For instance, mathematics contains steps that build on each other. Therefore, the review and practice of skills will help the student move forward in a planned program. In science, we realize that vocabulary and the ability to locate information become important skills to review. History contains specific facts and overall general ideas which also relate to geography. Therefore, review and practice should include these aspects of the topic being covered. English and literature review should cover fundamental rules as well as personal feelings related to the topic.

"SPONGES" can be organized into several methods of delivery. They can be written on the chalkboard, put on 3X5 cards and laminated (to be used again and again), put on small papers and picked up by students as they walk in the door, stapled to a bulletin board, taped to desks, written on charts, put on overhead transparencies, or given orally.

Whatever method is used, the activity needs to fulfill all the requirements of a "SPONGE" which include

- participation from all students
- open minded
- easy for the teacher to use (few materials, no grading)
- self-explanatory (clear, easily-understood directions)
- written or oral
- individual or group
- teacher-led or student-led
- short (5-10 minutes)
- provide relevant practice, review, application, and a chance to use and think about learning.

English and Literature Sponges

- Name ten American authors
- Name ten American plays
- List seven items of punctuation and how they are used
- Write: an abbreviation, a Roman numeral, a trademark, a proper name (biographical), a proper name (geographical)
- List as many nouns in the room as you can
- List a proper noun for each letter of the alphabet
- Make a list of twenty prepositions
- Name as many parts of speech as you can
- List as many conjunctions as you can
- List as many of Shakespeare's plays as you can
- Name as many personal pronouns as you can
- Write a skit about yesterday's class
- List as many adjectives as you can
- Write a description of a famous rock singer and see if others can guess who it is
- Write as many homonyms as you can (example: past-passed
- Name all the words you can think of that begin with the prefix "un"

History

- List as many states as you can
- Name as many U.S. Presidents as you can
- Name as many Vice-Presidents as you can
- List the wars the United States has been involved in
- List the thirteen colonies and their capitals
- Name as many U.S. rivers as you can
- Draw a map of your state and list as many cities as possible
- List as many inventors as you can
- Name as many countries of the world as you can
- Name the seven wonders of the ancient world
- Name as many Kings of England as you can
- Name the rivers of Europe, or Asia, or Africa
- Draw a map of your community
- Name as many signers of the Declaration of Independence as possible
- List the first ten amendments to the Constitution and describe each
- Describe the climate of each region of the United States
- List as many inventions as you can that changed the world
- Name the states of the Confederacy
- List the battles of the Revolutionary War
- Name the allies of the U.S. during WWI
- Name the allies of the U.S. during WWII
- Name the mountain ranges of the United States
- Make a timeline of ten major events in U.S. history
- Why were these dates important: 1492, 1606, 1776, 1813?

Science

- Name as many kinds of windstorms as you can
- Name ten reference books
- Classify twelve items in your classroom
- Name the steps of the scientific method
- Make a graph of the different colors present in your classroom
- Write directions for an experiment that you want to do
- Name as many species of plants as you can
- Draw the parts of a flower
- Name as many kinds of trees as you can
- Name the tools used in a laboratory
- List as many elements and their formulas as you can
- List the names of the bones in your body
- Write one food for each letter of the alphabet
- Give examples of the food chain
- Name methods of protective coloring
- List as many kinds of insects as you can
- List as many mammals as you can
- List animals that lay eggs
- Name as many species of fish as you can
- Classify animals

- Discuss how you organize facts in 50 words or less
- List ten facts about a dictionary
- List ten facts about an encyclopedia

Mathematics

- Estimate the length of 5 classroom objects and then measure the objects to see how close your estimates were

- Is this year a leap year? When was the last leap year? The next? List all the leap years from 1900 to 2000

- List the things you would buy with a $50.00 gift certificate

- List twenty objects that can be identified by shape

- How many seconds in a month?

- How many hours in a year?

- If a drop from 25 to 5 is a loss of 80%, what is the percent gain from 5 to 15? (400%)

- If it takes one minute to make each cut, how long will it take to cut a ten foot pole into ten equal pieces? (9 cuts-9 minutes)

- Multiply the number of days in a week, times the number of months in a year, times the years in a decade

- Add the number of hours in a day plus the number of days in a year plus the number of years in a score

- Convert 70 Fahrenheit to its equivalent Celsius temperature

- A loaf of bread weights 27 1/2 ounces and contains 20 slices. How much does each slice weight? (1 3/8)

- You order 28 miles of guardrail to be constructed along a roadway. How many feet of guardrail do you need? (147,840)

SECTION III

- Student Dress Code
- Code of Ethics & Standard Practices for Texas Educators
- Standard of Conduct Policy
- Letter of Reasonable Assurance
- PISD Acknowledgement Form

Pearland Independent School District
2016-2017 STUDENT DRESS CODE

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which students respond to each other, to staff, to their own success and has a great deal to do with the learning atmosphere of the school. Because of this, the Pearland Independent School District has established the following standardized dress code for students.

3-22-06

Revised 5-15-13

PK-6th GRADE -- CAPRI PANTS, SLACKS, JEANS, SHORTS, SKORTS, AND SKIRTS

Shall be solid color tan, beige, brown, black, gray or navy. Decorations only permitted on pockets. Shall be appropriately sized, not tight fitting, not loose fitting

Slacks/jeans must fit securely at the waist and be properly hemmed or cuffed at or below ankle, but not dragging the ground ("slicing", "ragging", or "holes" not allowed) Belts are recommended but not required

May not be worn in any way that reflects gang affiliation, conceals contraband or creates a distraction ("sagging" not allowed).

No stretch slacks, sweatpants, jogging pants, wind suits, warm-ups or coveralls allowed

No leather, suede, vinyl or sheer fabric

Length of shorts, skorts, and skirts, must be no more than three (3) inches above the knee. The top of any side, back or front slit must also clearly be no more than three (3) inches above the knee.

No outside (sewn on) oversized expandable pockets on slacks, jeans or shorts, such as those commonly referred to as "cargo" pockets or "safari" pockets allowed

7TH-12TH GRADE -- SLACKS, JEANS, SKIRTS, (NO SHORTS, SKORTS, CAPRI PANTS, OR GAUCHO PANTS ALLOWED)

Same requirements as slacks, jeans, skirts, above.

PK-12th GRADE -- DRESSES, JUMPERS, BLOUSES OR SHIRTS

Shall be any solid color (no multicolor) dress, jumper, blouse or appropriate campus/district spirit shirt.

A single logo is allowed on shirts/blouses. The size of the logo is to be no larger than a U.S. quarter coin. Spirit shirts must be campus/district specific and may include college shirts as approved by administration. Shall be appropriately sized

Must be appropriately buttoned above the chest area at all times. This is the responsibility of the student. Inappropriately exposed skin is a violation of the dress code.

Shirt tails may be out as long as no part of the shirt tail extends past fingertip length. Shirts or blouses must have a standard collar

Shirts or blouses must be a golf style, polo style with buttons, a dress shirt with buttons or turtleneck

May not be leather, suede, vinyl or sheer fabric

May not be sleeveless

May not be worn in any way that reflects gang affiliation, conceals contraband or creates a distraction

If a t-shirt or turtleneck shirt is worn underneath the dress shirt, it shall be a solid color.

Length of dresses or jumpers must be no more than three (3) inches above the knee. The top of any side, back or front slit must also clearly be no more than three (3) inches above the knee.

PK-12th -- SWEATSHIRTS, VESTS, SWEATERS, WINDBREAKERS, SPORTS COATS AND BLAZERS (may be worn inside)

May be worn only over a dress code approved shirt. Shall be any solid color.
Must be appropriately sized.
May not be worn in any way that reflects gang affiliation, conceals contraband or creates a distraction.

A single logo is allowed. The size of the logo is to be no larger than a U.S. quarter coin.

ADMINISTRATORS HAVE THE RESPONSIBILITY AND RIGHT TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING FOR THE SCHOOL SETTING

STANDARDS OF CONDUCT

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

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

All employees are expected to perform their duties in accordance with state and federal law, District policies and procedures, and ethical standards. Violations of policies, regulations, or guidelines may result in disciplinary action, including termination. Allege incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day the superintendent first learns of the incident.

All employees, as public servants, must follow the *Code of Ethics and Standard Practices for Texas Educators*, which is reprinted below:

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Statement of Purpose

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.

Professional Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not knowingly engage in deceptive practices regarding official policies of the school District or educational institution.
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, or other persons or organizations in recognition or appreciation of service.
Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.
Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other applicable 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.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.
Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
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 under this chapter.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
Standard 3.2 The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.
Standard 3.3 The educator shall not deliberately or knowingly misrepresent facts regarding a student.
Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
Standard 3.5 The educator shall not engage in physical mistreatment of a student.
Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

This letter will be sent in May by email to all current/active substitutes.

TO: Pearland ISD Substitute

DATE: May 2, 2017

SUBJECT: **Status for the 2017-2018 School Year**

The District would like to take this opportunity to express appreciation to you for the valuable services you have provided on behalf of the students of Pearland Independent School District during the 2014-2015 school year. Please accept this letter as our means of informing you of reasonable assurance of continued employment in Pearland Independent School District for the 2015-2016 school year, in accordance with provisions of the Unemployment Compensation Act. 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 summer, Christmas, and spring break.

Nothing contained herein construes an employment contract. Your continued employment is on an at-will basis.
At-will employers may terminate employees at any time for any reason or for no reason, except for legally impermissible reasons. At-will employees are free to resign at any time for any reason or for no reason.
If you do not return this letter of reasonable assurance to the HRS office before June 4, 2017, you will have to attend a substitute orientation class prior to returning as a substitute for PISD.

Sincerely,

David Moody
Executive Director of Human Resource Services

Please complete the following information and return the original to Human Resource Services by June 6, 2014.
Failure to sign and return by this date will be viewed as a resignation. You may return this form via walk-in, fax, email, or mail. Our fax number is 281-412-1303. Our physical mailing address is 1928 N. Main Street,
Pearland, Texas 77581.

I **(plan)** **(do not plan)** to return to my present position as a substitute for the 2014-2015 school year.
(Circle One)

I understand that my employment is at-will and that it may be terminated at any time by me or by the school District.

_____ _____
Date Signature

Employees not planning to return should complete the section below:

REASON FOR TERMINATING EMPLOYMENT:

_____

_____ _____
Date Signature

Example

Pearland ISD

I understand that I am not a permanent, full-time employee of Pearland Independent School District, nor am I on contract with the District. I understand I am an at-will employee of Pearland Independent School District. I also understand that as a substitute I am on an "as needed" basis. It has been clearly presented to me that I must register with the AESOP system. Substitutes can use AESOP to search for available assignments by calling a toll-free number or logging onto the website. I acknowledge that I must receive the confirmation number of an assignment before the system recognizes that the assignment has been filled. It is my understanding that this confirmation number is important for payroll purposes and for securing the campus assignment.

Substitutes have the ability to establish their call times in AESOP where they can define the days and times that the AESOP system will contact them for assignments.

My signature below acknowledges that I understand that I agree to view the website and be available to accept any AESOP assignments offered to me. I understand and accept all conditions and agree to follow the policies, procedures, and guidelines associated with being a substitute for the Pearland Independent School District.

I understand that, as a substitute, I am not eligible for unemployment compensation benefits drawn on school District wages during any scheduled school breaks including, but not limited to, the summer, Thanksgiving, winter break, Easter, spring break. I also understand that I am not eligible for these benefits in the period between the last day of instruction in the current school year and the first day of instruction in the following school year.

I acknowledge that I have been told that the substitute handbook is available online at www.pearlandisd.org. It is my responsibility to access this handbook and understand the topics/procedures addressed within this handbook.

_____ _____

Print Name Date

_____

Signature