



BROWNSVILLE INDEPENDENT SCHOOL Classified Human Resource Department

1900 Price Road Ste. #106 • (956) 548-8051 • (956) 504-5636 • www.bisd.us



*“One important key to success is self confidence.
An important key to self confidence is preparation.”*

Substitute Teacher Handbook



Substitute Help Desk ▪ (956) 698-1225 ▪ (956) 698-1226

BISD, an equal opportunity employer, does not discriminate on basis of race, color, national origin, gender, religion, age or disability in employment or provision of services, programs or activities.

Brownsville Independent School District

Substitute's Handbook Receipt Form

Substitute's Legal Name: _____

Employee ID No.: _____

D.O.B. _____

I have received the BISD Substitute's Handbook and understand that I am responsible for complying with the policies and procedures outlined in it.

This handbook contains information on "Employment Policies," including the policy regarding "Sexual Harassment," as well as the sections pertaining to "Professional Ethics" and "Student Discipline."

AGREEMENT FOR AN ELECTRONIC COMMUNICATIONS SYSTEM ACCOUNT I have read the District's electronic communications system policy and administrative regulations and agree to abide by their provisions. In consideration for the privilege of using the District's electronic communications system and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the District's policy and administrative regulations. Ref. pg 41

I understand that all substitutes shall be held accountable upon violating any of the policies and procedures outlined in this substitute's handbook.

As such, I also understand that any substitute who violates the policies and procedures outlined in this substitute's handbook will be subject to disciplinary action as stated in the Brownsville Independent School District's Board Policies, and may also be subject to arrest by law enforcement officials and/or face legal action. This handbook is only a summary of the policies and should not be interpreted as a contract.

Substitute's Signature

Date

BISD, an equal opportunity employer, does not discriminate on basis of race, color, national origin, gender, religion, age or disability in employment or provision of services, programs or activities.

(6/10/11)

Brownsville Independent School District

Human Resources – Classified Personnel Department
1900 East Price Road, Suite 106; Brownsville, Texas 78521-2417
(956) 548-8051 Fax: (956) 504-5636



Brett Springston
Superintendent of Schools

June 10, 2011

Brownsville ISD Substitute Teacher:

On behalf of the Board of Trustees and the Administration for the Brownsville Independent School District, I would like to welcome all of you to our great district. The purpose of this handbook is to familiarize you with our policies and guidelines and to provide you with the information needed to help you carry out your duties and responsibilities. This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of employees in any way. Rather, it should be viewed as a guide. You may also visit our Substitute Teacher webpage which provides you with additional information. You can find this at:

[http://www.bisd.us/employment/newclassified/HR-CLASSIFIED_WEB/classified_substitutes_\(3\).htm](http://www.bisd.us/employment/newclassified/HR-CLASSIFIED_WEB/classified_substitutes_(3).htm)

You have agreed to take on the role of a Substitute Teacher. This is not to be taken lightly. You play a vital role in the continued success of our students. The professional substitute teacher ensures that the time spent in the classroom is productive and furthers the student's learning and we are pleased that you have chosen to take on this role. We are here to serve your needs, so please do not hesitate to contact us. Thank you for your dedication and may you have a wonderful school year!

Sincerely,

*Judy Cuellar
Administrator for Classified Human Resource Department*

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SFE Phone Number

550-1030

SmartFind Express

www.bisd.us

<http://sems.bisd.us>

HELP DESK

698-1225 / 698-1226

PAYROLL DEPARTMENT

548-8391

INSURANCE DEPARTMENT

548-8061

Help Desk Schedule: 7:00 a.m. – 10:00 a.m.
3:00 p.m. – 5:00 p.m.
MONDAY THRU FRIDAY

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A Special Reminder

<u>School Schedule</u>		<u>Substitute Reporting Time</u>
High School	8:50 a.m. - 4:00 p.m.	8:35 a.m. - 4:00 p.m.
Middle School	7:40 a.m. - 2:50 p.m.	7:25 a.m. - 2:50 p.m.
Elementary	8:15 a.m. - 3:15 p.m.	8:00 a.m. - 3:15 p.m.
All Day Pre-K:	8:15 a.m. - 3:15 p.m.	8:00 a.m. - 3:15 p.m.
Pre-K: AM	8:15 a.m. - 11:15 p.m.	8:00 a.m. - 11:15 a.m.
PM	12:15 a.m. - 3:15 p.m.	12:00 p.m. - 3:15 p.m.
Half Day Pre-K Lunch	11:15 a.m. - 12:15 p.m.	

I. General Information

Introduction

This handbook has been prepared to provide information and clarify established procedures for all Brownsville Independent School District substitute employees. In addition, it will familiarize you with the policies and guidelines that apply to all substitute employees at BISD. *Please note: One of your first responsibilities is to be familiar with its contents. This handbook is only a summary of our policies and should not be interpreted as a contract between BISD and its substitute employees. Please contact Classified Human Resource Department if you have any questions.*

Change of Policy

The information herein is subject to change. Changes in district policies may supersede, modify, or eliminate the information summarized in this handbook. A copy of the BISD Board Policy Manual is updated and kept current as changes are made. The updated policies are kept in the office of your administrator/campus principal and may be found on-line at <http://www.bisd.us> on the homepage under "Policy On-Line".

Mission Statement

The mission of the Brownsville Independent School District, an international community respected for its rich cultural heritage, is to produce responsible, well-rounded graduates with the ability to pursue a post-secondary education; a capability for independent thinking and possessing a competitive edge in a multicultural, multilingual world by identifying and maximizing physical, financial, and human resources and by unifying community and school commitment to excellence in education and equal educational opportunity.

At-Will Status

This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of employees in any way. Rather, it should be viewed as a guide.

Administrative Authority

Substitute teaching services are administered centrally under the direction of the Classified Human Resource Administrator. As your supervisor, you are to report any questions or concerns to her attention or to her designee.

II. Employment Policies

Qualifications

1. Must be available for substituting five (5) days per week or for designated day available.
2. Must have access to a touch-tone telephone and adequate transportation.
3. Completion of two years of study at an institution of higher education, or an Associate's Degree or higher and forty-eight (48) college credited hours; may be substituted for ten (10) years of BISD service as a teacher aide. Vocational, non-core and remedial hours are not considered.
4. Must complete the Substitute Teacher On-line Training Program.

Credentials and Records Needed for Substitute Teaching

1. Application, references and preference sheet.
2. Copy of High School Diploma, Transcript or G.E.D. Certificate in English.
3. Official College Transcripts.
4. A tuberculosis or chest X-ray report within 120 days prior to the first day of substituting. Doctor's report must be on file at the Classified Personnel Department once the applicant has been approved.
5. Employment Eligibility Verification Form (I-9) and Social Security Card.
6. Copy of Teaching Certificate (if applicable).

Procedures to Follow to be Placed on the Substitute List

A. New Substitutes

1. Submit a complete online application to the Classified Personnel Department.
2. Must complete the Substitute Teacher On-Line Training Program by the required deadline.
3. Participate in an interview with a designated District employee.
4. Finalize any necessary paperwork.
5. Register with *SmartFind Express*.

B. Returning Substitutes

Letter of Assurance forms are mailed to all authorized, active substitutes prior to the end of the school year. Substitutes wishing to remain on the cleared list must return the letter of assurance form by the due date. Returning substitutes are also required to participate in the Substitute Teacher On-line Training Program.

C. Substitute Teacher Training

Before beginning their duties for the new school year, all substitutes **must** complete an on-line training program provided by the Human Resources Department. This training provides information on the *SmartFind Express System*, information regarding the role of the substitute, a review of District Policies including Sexual Harassment Training, safety training and most frequently asked questions.

Employment after Retirement

If you are considering returning to employment in the Texas public education field and are unsure of the effect such employment may have upon your status as a retiree, please contact the Teacher Retirement System at 1-800-223-8778. The Brownsville Independent School District does not allow for retirees to substitute in a vacant position as doing so would be an additional cost to the District and could affect the substitute's retirement as well.

Educational Aide Exemption

Through this tuition exemption program, eligible employees are exempted from tuition and fees while enrolled in courses leading to a teacher certification from a Texas public college or university. The Educational Aide Exemption was formerly available only to instructional aides; however it is now available to substitute teachers who have worked a total of 180 days in the last five years. For more information, call 1-800-242-3062, or visit the Texas Higher Education Coordinating Board's website at www.CollegeForTexans.com

Criminal Records Check

BISD conducts a criminal history background check on all applicants when they apply to be a substitute teacher; however, as per Texas Senate Bill 9, all certified educators holding an educator certification issued by the State Board for Educator Certification (SBEC), all classroom aides, and substitute teachers, whether certified or not and all non-certified employed by the District on or after January 1, 2008 are required to submit fingerprint information to the Texas Department of Public Safety. SB 9 requires that fingerprints be obtained in such a way that their national criminal histories can be reported and updated through the DPS Clearinghouse. All substitute teachers will be required to pay for their fingerprints and may schedule them at an L-1 vendor location or with the Human Resource Department. Please contact the Substitute Help Desk before paying for your fingerprints to be assured that you have been recommended.

III. Employment Requirements & Guidelines

SmartFind Express System (SFE)

The Brownsville Independent School District uses the *SmartFindExpress* System, which is a voice response, computer-based software used to contact eligible substitute teachers. The system reports the location, the absent teacher's name, the subject and/or assignment, the dates and times of the job and any special instructions. In order to hear or receive an assignment the substitute must be cleared for employment and be registered with *SFE*. To review available jobs, to cancel a job, to select the "do not disturb" option or review or modify your daily availability, please

call (956) 550-1030, *Smart Find Express* at www.bisd.us or the Help Desk at (956) 698-1225. The Help Desk is available Monday through Friday from 7:00a.m. to 10:00a.m. and 3:00 p.m. to 5:00 p.m.

Change of Status

Notification of change in name, address, telephone number or removal from the list either permanently or temporarily, must be given IN WRITING to the Classified Human Resource Department. Changes made to *SFE* are considered temporary only. Notification must be made in writing on the proper BISSD Change of Personal Information form. Failure to notify the District in writing of the substitute's current telephone number will constitute abandonment of duties and will result in removal from the substitute call list.

Duty Hours

SEMS has two call-out periods:	<u>Today's Jobs</u>	<u>Future Jobs</u>
	Weekdays	6:00 a.m. 4:30 p.m.-10:00 p.m.
	Saturday	None None
	Sunday	None 6:00 p.m.-10:00 p.m.
	Holidays	None 6:00 p.m.-10:00 p.m.

Please note: the substitute teacher should answer the phone personally, accept the assignment, and note the following information:

1. Name of the school
1. Name of the absent teacher
2. The grade or subject he/she will teach
3. The time he/she should report to that school
4. Job Order Number

Upon arrival, the substitute teacher will report to the principal's office for the day's assignment, instructions, keys, etc. Only the substitute reporting with a job order number will be paid for their services. **The job order number must be received by utilizing the *SFE* system; not through the teacher requesting a substitute's service.**

Punctuality

- Substitutes are expected to report to their assignments on time and are to remain on duty the same length of time as the employee they are replacing. The exact beginning and ending times may vary so be certain to verify with the *SFE* system. When in doubt, call the school to verify times and dates and to obtain directions to the school, if necessary.

Availability

- A substitute teacher is expected to be available for work on a regular basis. The district recognizes that there may be times when a substitute teacher may need to make themselves unavailable because of medical emergencies, family emergencies, etc. However, a substitute teacher may not make himself/herself unavailable for more than fifteen (15) consecutive days without prior approval from the Classified Human Resource Administrator or designee. Failure to secure prior approval may result in removal from the substitute call list.

Refusals

- Refusal of three (3) or more jobs in a thirty day period will result in disciplinary action up to and including removal from the substitute call list.

Assignments

- If the *SFE* system has not contacted you during any given five (5) day period, you **must** contact the Help Desk for an assignment. Failure to contact the Help Desk for a job assignment will constitute refusal of a job assignment. (Three or more refusals in a thirty day period will result in disciplinary action up to and including removal from the substitute call list.)

Release/Change from Assignment

When a substitute is on duty, he/she must continue in the assignment until officially released by the principal. It is the responsibility of the principal or his/her designated representative to release the substitute or to have him/her continue in the assignment.

Before leaving school, the substitute teacher must report to the principal's office for instruction.

A substitute teacher accepting a position through *SFE* will not be authorized to cancel the assignment in order to accept another assignment at a different campus.

A substitute teacher may be asked to change their assignment after they arrive at the designated campus or at any time during the day as the need arises. The substitute teacher is there at the will of the campus administrator and may be assigned, reassigned or removed at any time for any reason or for no reason as per the at will doctrine. The at-will employment doctrine applies to both short term and long term assignments. No written recommendation is required by the campus administrator. The principal shall be the instructional and administrative leader of the school. The principal shall: approve all teacher and staff appointments for the campus and assume administrative responsibility and instructional leadership.

As such, the substitute is expected to demonstrate flexibility and cooperation with the school administration in its attempts to meet the instructional and safety needs of the students under their care. If the substitute refuses to work an alternate assignment made by the administrator, and they choose instead to leave the campus, they will be subject to disciplinary action up to and including removal from the substitute teacher list. Also, if a substitute teacher is asked to work during the teacher's conference period for a teacher other than the one assigned they are expected to accept this assignment at no additional pay.

Duties & Responsibilities

The following guidelines are applicable to all substitute assignments:

1. Introduce yourself to the class; write your name on the board.
2. Establish your authority as their teacher for the day. Let students know your expectations. A positive, but firm attitude will help make your day successful.
3. Start class promptly; this helps reduce discipline problems.
4. A substitute teacher is expected to be on duty the entire day and to perform the duties, both curricular and extracurricular, of the regular teacher.
5. A substitute teacher must endeavor to preserve the regular routine of the class and to perform duties of the regular teacher. He/she must follow the lesson plans left by the teacher unless otherwise instructed by the principal.
6. A substitute teacher placed in an assignment of long duration may call upon the appropriate persons for assistance.
7. A substitute teacher must not leave the building/campus during the day without the permission of the principal. Substitute teachers must not leave the campus at the end of the day unless they have signed out through the school office.
8. No visitors or guests may come to school with a substitute.
9. A substitute teacher will give the students their undivided attention while on duty.
10. A substitute teacher must not receive money from students unless otherwise instructed. If money is collected, it must be deposited with the secretary before leaving the building.
11. A substitute teacher must not lend money to students for any purpose.
12. Cellular phones and pagers are allowed on the school campus as long as they are turned off and out of sight during the entire school day. No personal calls should be made or received during the instructional day or during school meetings. This applies to texting as well.
13. A substitute teacher must not use the class computer unless it is part of the planned instruction. The computers are not for personal use. A substitute teacher must abide by District policies pertaining to the use of computers if necessary. A substitute teacher using the computer for personal use will be subject to disciplinary action up to and including removal from the District's substitute list.
14. The classroom must never be left unattended.

15. If the occasion arises that an item of value is taken from a student, this item must either be returned to the student or given to the principal before leaving campus.
16. A teacher's materials and supplies should not be used unless the lesson plans authorized their use. Any materials and equipment borrowed should be returned to the proper person before a substitute leaves campus. At the end of the day, the teacher's room and equipment should be left the way it was found. The teacher's desk, files and other storage areas should be regarded with respect.
17. The substitute is to refrain at all times from using corporal punishment.
18. The substitute is expected to report any unusual incidents.
19. A substitute teacher is not entitled to a planning period.
20. Any suspected child abuse must be reported immediately to Child Protective Services at (800) 252-5400 by the substitute teacher. In any case, the suspected abuse must be reported to Child Protective Services within 48 hours of the time the substitute teacher first becomes aware of the suspected abuse. The responsibility to make the report to Child Protective Service may not be delegated to another person. Additionally, the substitute teacher must notify the principal of the report.

General Instructions

Make notes for the regular classroom teacher about your day. Include information about problems during the day and any other information that you feel the teacher may want to know. If you were unable to follow lesson plans, if an assignment could not be completed or if you had to rearrange schedules, leave a note explaining why and complete the Substitute Report.

The substitute should be familiar with the guidelines and procedures used in each school. This information should be provided to substitutes when they check in at the school office each morning. The school should provide substitutes with the following: a general map of the school; emergency information; the schools general guidelines and procedures; and the school's crisis plan. If questions arise throughout the day, you should contact the school office or the principal.

Class attendance must be checked carefully and accurately at the beginning of the day and sent to the school office. Familiarize yourself with your surroundings so that you know how to evacuate the class in the event of a fire drill or other emergency. Know where the nearest exits are located and have a class roster with you as you evacuate the building.

Dress Code

The substitute teacher, as an employee of the district, must use good taste and dress appropriately to the needs of the assignment. A substitute should refrain from wearing blue jeans to an assignment unless the occasion warrants it. T-shirt, jeans and tennis shoes are not to be worn in the classroom, except in physical education.

On The Job Injuries

If you are injured while on the job as a substitute, you must report the injury to the principal immediately. This report must be completed no matter how small or insignificant your injury may be.

Confidentiality of Records and Information

A substitute teacher is expected to observe the privacy rights of pupils and ethical codes of the teaching profession. The records and information to which the substitute has access must be handled with complete confidentiality. Federal law prohibits the release of any student information by school personnel to anyone other than the parent/guardian.

Professional Ethics

Professional substitutes have a responsibility to conduct themselves in an acceptable, appropriate manner for a professional setting at all times. You are to treat everyone with common courtesy and respect. Watch the tone of voice used when communicating with others. Under the Code of Ethics and Standard Practices for Texas Educators (see District Policy DH Exhibit):

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.

1. The substitute teacher has a professional obligation even though he/she is not a regular teacher. *The substitute teacher must use extreme caution in expressing personal opinions and reactions* about what is seen and heard in the classrooms of various schools in which assigned.
2. *Under no circumstances should a substitute criticize a regular teacher* or the students in the presence of other teachers or students. If deficiencies are found, discuss them with the principal.
3. The substitute teacher must avoid discussing school matters with outsiders and avoid comparing one school to another.
4. The chain of command must be followed.
5. The substitute teacher must refrain from promoting personal business for monetary or personal gain and must not conduct personal business during working hours.
6. See policy attachments: Employee Standards of Conduct DH (Legal), DH (Local), DH (Exhibit), Employee Welfare DIA (Legal), DIA (Local), DI (Legal), DI (Local), Student Welfare FFH (Legal), FFH (Local), Electronic Communications CQ (Legal), CQ (Local), CQ (Regulation).
7. The inclusion of religion in the study of history, culture, literature, music, drama, and art is essential to a full and fair presentation of the curriculum. Other than texts used in an appropriate course of study, the District shall not distribute religious texts or materials to students. Substitute teachers are not to pray, lead prayer, or discuss their religious beliefs with students at any time. Additionally, religious texts or materials shall not be distributed to students. (District Policy EMI)

Sexual Harassment

The Brownsville Independent School District takes its commitment to stopping sexual harassment in the workplace very seriously. Engaging in conduct which could be perceived as sexual harassment is strictly prohibited and is grounds for immediate removal for the substitute teacher calling list. Sexual harassment of an employee is defined as unwelcome sexual advances, requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature. Examples of sexual harassment include, but are not limited to sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication or contact.

Harassment of a District employee on the basis of the employee's race, color, gender, national origin, disability, religion, or age includes physical, verbal, or nonverbal conduct when this conduct is so severe, persistent, or pervasive that this conduct has the purpose or effect of unreasonably interfering with the employee's work performance; creates an intimidating, threatening, hostile, or offensive work environment; or otherwise adversely affects the employee's employment opportunities.

If an employee has complaint or concern, the employee should immediately report such behavior to their campus administrator or to the Classified Human Resource Administrator.

Sexual Harassment of a Student

Sexual harassment of students includes such activities as sexually oriented conversations, telephone students at home or elsewhere to solicit social relationships, and physical contact that would reasonably be construed as sexual in nature. It is imperative that as a substitute teacher you avoid all physical contact that may be construed as sexual in nature. Romantic or inappropriate social relationships between students and substitute teachers or other District

employees are prohibited. Any sexual behavior or sexual harassment between a student and District employee is always prohibited, even if consensual.

Classroom Instruction

The successful substitute teacher is actively involved with instruction. This includes moving around the classroom often, checking student work and assisting with assignments. Many discipline problems can be avoided by the substitute's use of proximity to the students. It is a good idea to have some plans and activities of your own that can be used if there are no lesson plans, or if the class covers the planned material before the end of the period. Always use clear, consistent instructions in directing every activity.

The substitute teacher...

1. Is responsible for pupils, equipment, and materials assigned to his/her care.
2. Must not think that he/she is merely "filling in" or holding things together; rather, the substitute should do the work of the regular classroom teacher for the days assigned.
3. Must arrange for parent conferences only after consultation with the principal and the regular teacher.
4. Must keep in close contact with the regular teacher. If the assignment is to be for more than one day, the substitute should contact the principal concerning the advisability of contacting the regular teacher.
5. Is obligated to complete one classroom assignment before accepting another.
6. Must not assign written work and leave it to be graded, except by request of the regular teacher. Any written work assigned, which is beyond the lesson plans of the regular teacher, must be graded and left for him/her to examine.
7. In addition to the general information given above, the substitute teacher **must comply** with all instructions given to him/her by the principal. **This includes change of assignment.**

Extra Duties

The substitute teacher is expected to fulfill all extra duties that have been assigned to the regular classroom teacher/teacher aide. These duties may include lunch and hall duty or other special duties assigned by the school principal.

Student Discipline

Substitutes are expected to model and reinforce appropriate behavior in the classroom. Classroom rules are often posted and all students should know what the rules of behavior are and the consequences. Sometimes the most effective classroom management strategies will fail and individuals need to modify their behavior in order to resume effective teaching. Sarcasm is ineffective in the classroom and should not be used with students. Shouting at the students or calling them derogatory names may constitute verbal abuse and is strictly forbidden. In order to be successful in the treatment of students a substitute needs to be firm, fair, and consistent. Fairness and consistency are key issues with students, especially in the middle school.

Discipline problems tend to be minimized in a classroom where the substitute is prepared, organized, adaptable and demonstrates understanding. Encourage students to think of alternative solutions to the conflict. Help the student see the consequences of his/her actions. Do not get into a power struggle with the student. Attempt to give the student (s) options, which will allow him/her to maintain their dignity.

1. Under no circumstances is a substitute teacher to administer corporal punishment to any student. The striking of a student or use of improper language will result in the substitute being taken off of the substitute list until an investigation is conducted. If it is found that the substitute committed such an infraction, then the substitute's name will be removed indefinitely from the list.
2. The substitute teacher is expected to maintain a level of discipline in the classroom that is favorable to good learning.
3. The substitute teacher is required to leave a written report (see page #83-88) for the regular classroom teacher any time it is necessary to discipline a student or if the student has been a disruptive factor in the classroom during the day.
4. If a student causes behavioral problems that are disruptive to the learning environment and when all efforts to maintain order have failed, the substitute teacher may refer student to the school office with a discipline slip or

note explaining the circumstances. However, the substitute should never leave the students in the classroom unattended.

5. If a student runs out of the classroom, the substitute should not chase the student. Seek help from a nearby teacher or contact the office immediately for assistance.

Web-based Support and Information

The Substitute Teacher Handbook and other resources intended to enable substitutes to be more successful in their jobs are located on the District website at www.bisd.us and click on Employment.

Evaluation of Substitute Teachers

The campus principal or his designee will be responsible for evaluating the performance of the substitute teachers. In the event that a principal has a complaint about a substitute, he/she should contact the Classified Human Resource Department, submit the form entitled “Administrator’s Report of Substitute’s Performance,” and conduct an investigation of the complaint, if possible. Once the investigation is concluded, a complete report must be submitted to the Classified Human Resource Department.

If an unfavorable report on a substitute teacher is received, the Classified Human Resource Administrator may further investigate, and the substitute may be asked to report to the Classified Human Resource Department for a conference. Following the conference, the substitute may be placed on probation, suspension for the remainder of the school year or removed indefinitely. Any unfavorable report will result in the removal of the substitute from the substitute teacher-calling list.

Substitute teachers may be removed from service to the District at any time it is deemed necessary and appropriate to do so. Removal from the system or deactivation may also result from not accepting jobs as directed through this Handbook, declining too many jobs, not keeping up with the daily availability/unavailability, not keeping personal information current, or for other reasons deemed necessary and appropriate. Examples of behaviors which may result in immediate removal from the Active Substitute List includes but are not limited to: use of profanity, leaving students unattended, falling asleep in the classroom, making sexually or racially inappropriate oral or written comments or displaying inappropriate, graphic information, any inappropriate physical conduct, or subjecting students to racial or sexual harassment; using or being under the influence of alcohol or unlawful drugs on school premises; insubordination; willful violation of school rules or regulations; refusal to follow instructions and/or lesson plans left by the classroom teacher; or any other inappropriate behavior.

If circumstances warrant it, the substitute may be restricted immediately from service to the District, pending the outcome of any investigation. Substitutes may also be excluded from working at particular campuses if the school administration and the Classified Human Resources Administrator conclude it is in the best interest of the District to do so. Each campus maintains its own exclusion list of substitutes. Campus Administration is required to but should submit the Administrator’s Report of Substitute Performance for review. ***Please note: Substituting is not a contractual position. Therefore, the laws of property rights and due process do not protect substitutes.***

IV. Payroll Issues

Special Notes

1. Substitutes reporting for 4 hours a day will be paid for half (1/2) day.
2. Substitutes accepting positions (1) one hour after school starts will be paid an hourly rate.
3. In order to be paid a full day or half day salary the substitute must report by the Scheduled time as per the SEMS system.
4. The number of working days for each substitute is reported to the payroll department and checks will be direct deposited into your account upon completion of the reporting period. Pay for days worked after the close of any payroll reporting period will be included in the following month’s payroll.
5. Long-term pay takes effect on the 11th day of the assignment. Long-term pay will only be paid when working a long-term assignment for a teacher. Long-term pay is not for paraprofessional positions. Only certified substitutes

qualify for long term pay. (See page 59 for pay schedule). While completing a long-term assignment, if you are absent 3 days or more, the 10-day count will start again, and the long-term pay rate will resume on the 11th day.

6. Pay rate change will be effective as of the day Classified Personnel receives proper documentation (i.e. Bachelors Degree, Teachers Certification).
7. BISD will not provide extra compensation for substitute teachers who cover classes during the conference/planning periods.

Early Release Days

If a substitute works on an early release day, he/she will be paid according to the following schedule:

A. Elementary Schools:

The substitute will be paid for a half (1/2) day only. On these days we do not go by the hours worked.

B. Secondary Schools:

The substitute will be paid according to the schedule at each campus. If a school runs a full day (i.e. all class periods), then the substitute will be paid for a full day. If the campus runs a shortened schedule, then the substitute will be paid for a half (1/2) day.

APPENDICES

CLASSROOM MANAGEMENT PRACTICE

Tips for Substitute Teachers

1. Always, ALWAYS, follow the classroom teacher's lesson plans (or whatever substitute instructions they have left. The top complaint I have heard from teachers, about substitutes, is that they do not follow the lesson plans.
2. Take time before school to review material that is unfamiliar. If this still does not help, try to find another teacher who will explain it to you. (The second most complaint I have heard from teachers, about substitutes, is that they did not know anything about the subject, and confused the students. Make every attempt to understand the lessons.)
3. Bring some fun extra things the students can do when, and only when, their work is done. At the elementary levels bring "fun sheets" for the students. Fun sheets can be pictures to color, dot-to-dots, word searches, mazes, or something else along that line. At the upper levels bring word puzzles and magazines.
4. Leave a note for the teacher at the end of the day. Let the classroom teacher know how the day went. Did the students struggle with a lesson? If so, let the teacher know. Did the students have fun with an activity? Again, let the teacher know. Remember to include the positives of the day as well as the negatives.
5. Make sure the room is in order before leaving. Another common complaint is that the teacher can never find books and papers when they return. Make an effort to stack handed-in assignments in a neat and organized manner where the teacher can easily find them. Put all books away where they were at the start of the day. Be sure the room in general looks orderly.

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EDUCATOR ETHICS	<p>Educators 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.</p> <p>The State Board for Educator Certification (SBEC) shall provide for the adoption, amendment, and enforcement of an educator's code of ethics [see DH(EXHIBIT)]. SBEC is solely responsible for enforcing the ethics code for purposes related to certification disciplinary proceedings.</p> <p><i>Education Code 21.041(8); 19 TAC 247.1, 247.2</i></p>
REPORT TO SBEC OF EDUCATOR MISCONDUCT	<p>The Superintendent shall promptly notify SBEC in writing by filing a report with SBEC not later than the seventh day after the Superintendent first learns about a criminal record or an alleged incident of misconduct, as described at DF, involving a certified educator.</p> <p>The Superintendent shall include the name of a student or minor who is the victim of abuse or unlawful conduct by an educator, but the name of the student or minor is not public information under Government Code, Chapter 552. [See GBAA]</p> <p><i>Education Code 21.006; 19 TAC 249.14</i></p>
PUBLIC SERVANTS	<p>All District employees are "public servants" and therefore subject to Title VIII of the Penal Code, regarding offenses against public administration, including restrictions on the acceptance of illegal gifts, honoraria and expenses, and abuse of office. <i>Penal Code 1.07(a)(41), Title VIII</i> [See DBD and BBFA]</p>
TOBACCO USE PROHIBITED	<p>The Board shall prohibit smoking or using tobacco products at a school-related or school-sanctioned activity on or off school property.</p>
ENFORCEMENT	<p>The Board shall ensure that District personnel enforce the policies on school property.</p> <p><i>Education Code 38.006(1)(3)</i> [See also FNCD and GKA]</p>
DRUG AND ALCOHOL ABUSE PROGRAM	<p>The Board shall prohibit the use of alcoholic beverages at school-related or school-sanctioned activities on or off school property.</p> <p><i>Education Code 38.007(a)</i></p>
FEDERAL DRUG-FREE WORKPLACE ACT	<p>A district that receives a direct federal grant must agree to provide a drug-free workplace by:</p> <ol style="list-style-type: none">1. Publishing a statement notifying employees of the requirements of the federal Drug-Free Workplace Act (DFWA) and requiring that each employee be given a copy of the statement [see DI(EXHIBIT)];

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2. Establishing a drug-free awareness program for employees pursuant to the DFWA;
3. Notifying the granting agency within ten days after receiving notice that an employee has been convicted under a criminal drug statute;
4. Imposing a sanction on an employee who is convicted of such a violation, or requiring the employee's satisfactory participation in a drug abuse or rehabilitation program; and
5. Making a good faith effort to continue to maintain a drug-free workplace.

41 U.S.C. 702(a)(1)

DIETARY
SUPPLEMENTS

Except as provided at Education Code 38.011(b), a District employee may not:

1. Knowingly sell, market, or distribute a dietary supplement that contains performance-enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's duties; or
2. Knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance-enhancing compounds by a primary or secondary student with whom the employee has contact as part of the employee's duties.

An employee who violates items 1 or 2, above, commits a Class C misdemeanor offense.

Education Code 38.011

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All District employees shall perform their duties in accordance with state and federal law, District policy, and ethical standards. [See DH(EXHIBIT)]

All District employees shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

Employees wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

VIOLATIONS OF
STANDARDS OF
CONDUCT

Employees shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as District employees. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

ELECTRONIC MEDIA

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

USE WITH
STUDENTS

In accordance with administrative regulations, a certified or licensed employee, or any other employee designated in writing by the Superintendent or a campus principal, may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. All other employees are prohibited from using electronic media to communicate directly with students who are currently enrolled in the District. The regulations shall address:

1. Exceptions for family and social relationships;
2. The circumstances under which employees may use text messaging to communicate with students; and
3. Other matters deemed appropriate by the Superintendent or designee.

An employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic media. [See CPC]

PERSONAL USE

Employees shall be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media violates state or

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federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

PERSONAL
TELECOMMUNICATIONS
DEVICES

DEFINITION

A personal, non-District, or unauthorized telecommunications device is a piece of equipment that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor and is not issued or authorized by the District as required for the normal discharge of the employee's duties.

USE

Employees shall not interrupt the performance of their duties, or leave the classroom or other work site, to answer, respond to, or use a personal, non-District, or unauthorized telecommunications device. The use of personal telecommunications devices shall not interfere with the employee's fulfillment of assigned duties. In the interest of safety, no District employee shall use a personal, non-District, or unauthorized telecommunications device while driving a District vehicle or a personal vehicle while on District business. [See CNB and CNC]

OUTSIDE ACTIVITIES

Employees shall conduct their outside activities and affairs in such a manner that they do not adversely affect their professional status or the daily performance of their instructional duties.

PROFANITY

When dealing with staff and students, employees shall not use profane language nor engage in obscene conversations on the job.

DISRUPTIVE ACTIVITY

A staff member who instigates or otherwise incites disruptive activity involving staff or students on school property or at a school event shall be subject to disciplinary action by the Superintendent and the Board.

SAFETY
REQUIREMENTS

All employees shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

HARASSMENT OR
ABUSE

Employees shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect]

While acting in the course of their employment, employees shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

EMPLOYEE STANDARDS OF CONDUCT

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RELATIONSHIPS WITH STUDENTS	Employees shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]
TOBACCO USE	Employees shall not use tobacco products on District premises, in District vehicles, or at school or school-related activities. [See also GKA]
ALCOHOL AND DRUGS	<p>Employees shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:</p> <ol style="list-style-type: none">1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.2. Alcohol or any alcoholic beverage.3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs. <p>An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.</p>
EXCEPTIONS	An employee who manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities, or who uses a drug authorized by a licensed physician prescribed for the employee's personal use shall not be considered to have violated this policy.
NOTICE	<p>Each employee shall be given a copy of the District's notice regarding drug-free schools. [See DI(EXHIBIT)]</p> <p>A copy of this policy, a purpose of which is to eliminate drug abuse from the workplace, shall be provided to each employee at the beginning of each year or upon employment.</p>
ARRESTS, INDICTMENTS, CONVICTIONS, AND OTHER ADJUDICATIONS	<p>An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:</p> <ol style="list-style-type: none">1. Crimes involving school property or funds;

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2. 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;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession, transfer, sale, distribution, or conspiracy to possess, transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Acts constituting public intoxication, operating a motor vehicle while under the influence of alcohol, or disorderly conduct, if any two or more acts are committed within any 12-month period; or
 - Acts constituting abuse under the Texas Family Code.

DRESS AND
GROOMING

District employees shall dress and be groomed in a clean and neat manner appropriate for their assignments and shall adhere to the following standards of dress and hygiene:

1. Employees shall dress in neat clean clothing in good state of repair and appropriate for the assignment and safety of the job.
2. Good personal hygiene is expected of all employees, including well-groomed, neatly trimmed hair. Men are allowed to wear a neatly trimmed mustache or beard.

Additional standards shall be established by supervisors and approved by the Superintendent.

CODE OF ETHICS AND STANDARD PRACTICES
FOR TEXAS EDUCATORS

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.

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.

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(EXHIBIT)

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.

19 TAC 247.2

Note: This policy addresses harassment of District employees. For legally referenced material relating to discrimination and retaliation, see DAA(LEGAL). For harassment of students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

OFFICIAL
OPPRESSION

A public official commits a Class A misdemeanor if, while acting in his or her official or employment capacity, the official intentionally subjects another to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, submission to which is made a term or condition of a person's exercise or enjoyment of any right, privilege, power, or immunity, either explicitly or implicitly. *Penal Code 39.03*

HARASSMENT OF
EMPLOYEES

Harassment on the basis of a protected characteristic is a violation of the federal anti-discrimination laws. The District has an affirmative duty, under Title VII, to maintain a working environment free of harassment on the basis of sex, race, color, religion, and national origin. *42 U.S.C. 2000e, et seq.; 29 CFR 1606.8(a), 1604.11*

Harassment violates Title VII if it is sufficiently severe and pervasive to alter the conditions of employment. *Pennsylvania State Police v. Suders, 542 U.S. 129 (2004)*

Title VII does not prohibit all verbal and physical harassment in the workplace. For example, harassment between men and women is not automatically unlawful sexual harassment merely because the words used have sexual content or connotations. *Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)*

HOSTILE
ENVIRONMENT

Verbal or physical conduct based on a person's sex, race, color, religion, or national origin constitutes unlawful harassment when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
2. Has the purpose or effect of unreasonably interfering with an individual's work performance; or
3. Otherwise adversely affects an individual's employment opportunities.

Pennsylvania State Police v. Suders, 542 U.S. 129 (2004); Nat'l Railroad Passenger Corp. v. Morgan, 536 U.S. 101 (2002); Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986); 29 CFR 1604.11, 1606.8

QUID PRO QUO

Conduct of a sexual nature also constitutes harassment when:

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1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual.

29 CFR 1604.11(a)

SAME-SEX SEXUAL
HARASSMENT

Same-sex sexual harassment constitutes sexual harassment. *Oncale v. Sundowner Offshore Services, Inc.*, 523 U.S. 75 (1998)

HARASSMENT POLICY

The District should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate penalties, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned. *29 CFR 1604.11(f)*

CORRECTIVE ACTION

The District is responsible for acts of unlawful harassment by fellow employees and by nonemployees if the District, its agents, or its supervisory employees knew or should have known of the conduct, unless the District takes immediate and appropriate corrective action. *29 CFR 1604.11(d), (e), 1606.8(d), (e)*

When no tangible employment action is taken, the District may raise the following affirmative defense:

1. That the District exercised reasonable care to prevent and promptly correct any harassing behavior; and
2. That the employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise.

Burlington Industries, Inc. v. Ellerth, 524 U.S. 742 (1998); *Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)

Note: This policy addresses discrimination, harassment and retaliation involving District employees. In this policy, the term “employees” includes former employees and applicants for employment. For discrimination, harassment, and retaliation involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

HARASSMENT

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment or employment opportunities.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

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1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

EXAMPLES

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

RETALIATION

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding harassment or discrimination is subject to appropriate discipline.

EXAMPLES

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.

PROHIBITED
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING
PROCEDURES

An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

DEFINITION OF
DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District de-

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signates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Susan Fox
Position: Assistant Superintendent for Human Resources
Address: 1900 Price Road, Brownsville, TX 78521
Telephone: (956) 548-8000

ADA / SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Susan Fox
Position: Assistant Superintendent for Human Resources
Address: 1900 Price Road, Brownsville, TX 78521
Telephone: (956) 548-8000

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

INVESTIGATION OF
THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

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Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, the investigation should be completed as soon as possible; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

APPEAL

A complainant who is dissatisfied with the outcome of the investigation or with the disciplinary action based on the results of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

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The complainant may have a right to file a complaint with appropriate state or federal agencies.

RECORDS RETENTION Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]

ACCESS TO POLICY This policy shall be distributed annually to District employees. Copies of the policy shall be readily available at each campus, the District Web site, and the District administrative offices.

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DI
(LEGAL)

HAZARD COMMUNICATION ACT	The District shall perform the following duties in compliance with the Hazard Communication Act:
NOTICE	1. Post and maintain the notice promulgated by the Texas Department of State Health Services (TDSHS) in the workplace. <i>Health and Safety Code 502.017(a)</i>
EDUCATION AND TRAINING	2. Provide an education and training program for employees using or handling hazardous chemicals. "Employee" means any person who may be or may have been exposed to hazardous chemicals in the person's workplace under normal operating conditions or foreseeable emergencies. Workers such as office workers or accountants who encounter hazardous chemicals only in nonroutine, isolated instances are not employees for purposes of these requirements. <i>Health and Safety Code 502.003(10), .009</i>
	3. Maintain the written hazard communication program and a record of each training session to employees, including the date, a roster of the employees who attend, the subjects covered in the training session, and the names of the instructors. Records shall be maintained for at least five years. <i>Health and Safety Code 502.009(g)</i>
WORKPLACE CHEMICAL LIST	4. Compile and maintain a workplace chemical list that includes required information for each hazardous chemical normally present in the workplace or temporary workplace in excess of 55 gallons or 500 pounds, or as determined by the TDSHS for certain highly toxic or dangerous hazardous chemicals. The list shall be readily available to employees and their representatives. <i>Health and Safety Code 502.005(a), (c)</i>
	5. Update the list as necessary, but at least by December 31 each year, and maintain at least 30 years. Each workplace chemical list shall be dated and signed by the person responsible for compiling the information. <i>Health and Safety Code 502.005(b), (d)</i>
LABELING	6. As required by law, label new or existing stocks of hazardous chemicals with the identity of the chemical and appropriate hazard warnings, if such stocks are not already appropriately labeled. <i>Health and Safety Code 502.007</i>
MATERIAL SAFETY DATA SHEETS	7. Maintain a legible copy of the most current manufacturer's material safety data sheets (MSDS) for each hazardous chemical; request such sheets from the manufacturer if not already provided or otherwise obtain a current MSDS; make such sheets readily available to employees or their representatives on request. <i>Health and Safety Code 502.006</i>

EMPLOYEE WELFARE

DI
(LEGAL)

PROTECTIVE
EQUIPMENT

8. Provide employees with appropriate personal protective equipment. *Health and Safety Code 502.017(b)*

PEST CONTROL
TREATMENT NOTICE

The chief administrator or building manager shall notify persons who work in a District building or facility of a planned pest control treatment by both of the following methods:

1. Posting the sign provided by the certified applicator or technician in an area of common access the employees are likely to check on a regular basis at least 48 hours before each planned treatment.
2. Providing the official Structural Pest Control Service Consumer Information Sheet to any individual working in the building, on request.

Occupations Code 1951.455; 4 TAC 7.146

EMPLOYEE WELFARE

DI
(LOCAL)

DRUG-FREE
AWARENESS
PROGRAM

The District shall maintain a drug-free environment and shall establish, as needed, a drug-free awareness program complying with federal requirements. [See DH] The program shall provide applicable information to employees in the following areas:

1. The dangers of drug use and abuse in the workplace.
2. The District's policy of maintaining a drug-free environment. [See DH(LOCAL)]
3. Drug counseling, rehabilitation, and employee assistance programs that are available in the community, if any.
4. The penalties that may be imposed on employees for violation of drug use and abuse prohibitions. [See DI(EXHIBIT)]

EMPLOYEE
RESPONSIBILITY

All fees or charges associated with drug/alcohol abuse counseling or rehabilitation shall be the responsibility of the employee.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF
SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT
SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT
SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. For provisions regarding bullying, see FFI.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sex-

ual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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DATING VIOLENCE Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.

EXAMPLES Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

RETALIATION The District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, is subject to appropriate discipline.

EXAMPLES Examples of retaliation include threats, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances, such as negative comments that are justified by a student's performance in the classroom.

PROHIBITED CONDUCT In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING PROCEDURES Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced

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prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Alternatively, a student may report prohibited conduct directly to one of the District officials below:

DEFINITION OF
DISTRICT
OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Susan Fox

Position: Assistant Superintendent/Human Resources/Title IX/504

Address: 1900 Price Road, Brownsville, TX 78521

Telephone: (956) 548-8000

ADA / SECTION
504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Susan Fox

Position: Assistant Superintendent/Human Resources/Title IX/504

Address: 1900 Price Road, Brownsville, TX 78521

Telephone: (956) 548-8000

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

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TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE OF REPORT	Any District employee who receives notice that a student has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	<p>The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.</p> <p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.</p> <p>If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.</p> <p>The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.</p>

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DISTRICT ACTION	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.</p> <p>The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.</p>
CONFIDENTIALITY	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
APPEAL	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.</p>
RECORDS RETENTION	<p>Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).</p>
ACCESS TO POLICY	<p>Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.</p>

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PEIMS	<p>The District shall participate in the Public Education Information Management System (PEIMS) and through that system shall provide information required for the administration of the Foundation School Program and of other appropriate provisions of the Education Code. The PEIMS data standards, established by the Commissioner, shall be used by the District to submit information. <i>Education Code 42.006; 19 TAC 61.1025</i></p>
CHILDREN'S INTERNET PROTECTION ACT	<p>Under the Children's Internet Protection Act (CIPA), the District must, as a prerequisite to receiving universal service discount rates, implement certain Internet safety measures and submit certification to the Federal Communications Commission (FCC). <i>47 U.S.C. 254</i> [See UNIVERSAL SERVICE DISCOUNTS, below, for details]</p> <p>Districts that do not receive universal service discounts but do receive certain federal funds under the Elementary and Secondary Education Act (ESEA) must, as a prerequisite to receiving these funds, implement certain Internet safety measures and submit certification to the Department of Education (DOE). <i>20 U.S.C. 6777</i> [See ESEA FUNDING, below, for details]</p>
DEFINITIONS	<p>"Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:</p> <ol style="list-style-type: none">1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. <p><i>47 U.S.C. 254(h)(7)(G); 20 U.S.C. 6777(e)(6)</i></p> <p>"Technology protection measure" means a specific technology that blocks or filters Internet access. <i>47 U.S.C. 254(h)(7)(I)</i></p>
UNIVERSAL SERVICE DISCOUNTS	<p>An elementary or secondary school having computers with Internet access may not receive universal service discount rates unless the District implements an Internet safety policy, submits certifications to the FCC, and ensures the use of computers with Internet access in accordance with the certifications. <i>47 U.S.C. 254(h)(5)(A); 47 CFR 54.520</i></p>

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“Universal service” means telecommunications services including Internet access, Internet services, and internal connection services and other services that are identified by the FCC as eligible for federal universal service support mechanisms. *47 U.S.C. 254(c), (h)(5)(A)(iii)*

INTERNET SAFETY
POLICY

The District shall adopt and implement an Internet safety policy that addresses:

1. Access by minors to inappropriate matter on the Internet and the World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Unauthorized access, including “hacking,” and other unlawful activities by minors on-line;
4. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
5. Measures designed to restrict minors’ access to materials harmful to minors.

47 U.S.C. 254(l)

As part of its Internet safety policy, the District must educate minors about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response. *47 U.S.C. 254(h)(5)(B)(iii)*

PUBLIC HEARING

The District shall provide reasonable public notice and hold at least one public hearing or meeting to address the proposed Internet safety policy. *47 U.S.C. 254(h)(5)(A), (l)(1)*

“INAPPROPRIATE
FOR MINORS”

A determination regarding what matter is inappropriate for minors shall be made by the Board or designee. *47 U.S.C. 254(l)(2)*

TECHNOLOGY
PROTECTION
MEASURE

In accordance with the appropriate certification, the District shall operate a technology protection measure that protects minors against access to visual depictions that are obscene, child pornography, or harmful to minors; and protects adults against access to visual depictions that are obscene or child pornography. *47 U.S.C. 254(h)(5)(B), (C)*

MONITORED USE

In accordance with the appropriate certification, the District shall monitor the on-line activities of minors. *47 U.S.C. 254(h)(5)(B)*

CERTIFICATIONS TO
THE FCC

To be eligible for universal service discount rates, the District shall certify to the FCC, in the manner prescribed at 47 CFR 54.520, that:

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1. An Internet safety policy has been adopted and implemented.
2. With respect to use by minors, the District is enforcing the Internet safety policy, educating minors about appropriate on-line behavior as part of its Internet safety policy, and operating a technology protection measure during any use of the computers.
3. With respect to use by adults, the District is enforcing an Internet safety policy and operating a technology protection measure during any use of the computers, except that an administrator, supervisor, or other person authorized by the District may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose.

47 U.S.C. 254(h)(5); 47 CFR 54.520

ESEA FUNDING

Federal funds made available under Title II, Part D of the ESEA for an elementary or secondary school that does not receive universal service discount rates may not be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet unless the District:

1. Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and enforces the operation of the technology protection measure during any use by minors of its computers with Internet access; and
2. Has in place a policy of Internet safety that includes the operation of a technology protection measure that protects against access to visual depictions that are obscene or child pornography; and enforces the operation of the technology protection measure during any use of its computers with Internet access.

The District may disable the technology protection measure to enable access to bona fide research or for another lawful purpose.

CERTIFICATION TO
DOE

The District shall certify its compliance with these requirements to the DOE as part of the annual application process for each program funding year under the ESEA.

20 U.S.C. 6777

TRANSFER OF
EQUIPMENT TO
STUDENTS

The District may transfer to a student enrolled in the District:

1. Any data processing equipment donated to the District, including equipment donated by a private donor, a state elee-

mosynary institution, or a state agency under Government Code 2175.128;

2. Any equipment purchased by the District; and
3. Any surplus or salvage equipment owned by the District.

Education Code 32.102(a)

Before transferring data processing equipment to a student, the District must:

1. Adopt rules governing transfers, including provisions for technical assistance to the student by the District;
2. Determine that the transfer serves a public purpose and benefits the District; and
3. Remove from the equipment any offensive, confidential, or proprietary information, as determined by the District.

Education Code 32.104

DONATIONS

The District may accept:

1. Donations of data processing equipment for transfer to students; and
2. Gifts, grants, or donations of money or services to purchase, refurbish, or repair data processing equipment.

Education Code 32.102(b)

USE OF PUBLIC FUNDS

The District may spend public funds to:

1. Purchase, refurbish, or repair any data processing equipment transferred to a student; and
2. Store, transport, or transfer data processing equipment under this policy.

Education Code 32.105

ELIGIBILITY

A student is eligible to receive data processing equipment under this policy only if the student does not otherwise have home access to data processing equipment, as determined by the District. The District shall give preference to educationally disadvantaged students. *Education Code 32.103*

RETURN OF EQUIPMENT

Except as provided below, a student who receives data processing equipment from the District under this policy shall return the equipment to the District not later than the earliest of:

1. Five years after the date the student receives the equipment;

2. The date the student graduates;
3. The date the student transfers to another district; or
4. The date the student withdraws from school.

If, at the time the student is required to return the equipment, the District determines that the equipment has no marketable value, the student is not required to return the equipment.

Education Code 32.106

UNIFORM
ELECTRONIC
TRANSACTIONS ACT

The District may agree with other parties to conduct transactions by electronic means. Any such agreement or transaction must be done in accordance with the Uniform Electronic Transactions Act. *Business and Commerce Code Chapter 322*

SECURITY BREACH
NOTIFICATION
TO STATE
RESIDENTS

A district that owns or licenses computerized data that includes sensitive personal information shall disclose, in accordance with the notice provisions at Business and Commerce Code 521.053(e), any breach of system security, after discovering or receiving notification of the breach, to any resident of this state whose sensitive personal information was, or is reasonably believed to have been, acquired by an unauthorized person. The disclosure shall be made as quickly as possible, except as provided at CRIMINAL INVESTIGATION EXCEPTION, below, or as necessary to determine the scope of the breach and restore the reasonable integrity of the data system.

TO THE OWNER OR
LICENSE HOLDER

A district that maintains computerized data that includes sensitive personal information not owned by the District shall notify the owner or license holder, in accordance with Business and Commerce Code 521.053(e), of the information of any breach of system security immediately after discovering the breach, if the sensitive personal information was, or is reasonably believed to have been, acquired by an unauthorized person.

TO A CONSUMER
REPORTING
AGENCY

If the District is required to notify at one time more than 10,000 persons of a breach of system security, the District shall also notify each consumer reporting agency, as defined by 15 U.S.C. 1681a, that maintains files on consumers on a nationwide basis, of the timing, distribution, and content of the notices. The District shall provide the notice without unreasonable delay.

CRIMINAL
INVESTIGATION
EXCEPTION

The District may delay providing the required notice to state residents or the owner or license holder at the request of a law enforcement agency that determines that the notification will impede a criminal investigation. The notification shall be made as soon as the law enforcement agency determines that the notification will not compromise the investigation.

INFORMATION
SECURITY POLICY

A district that maintains its own notification procedures as part of an information security policy for the treatment of sensitive personal information that complies with the timing requirements for notice described above complies with Business and Commerce Code 521.053 if the District notifies affected persons in accordance with that policy.

Business and Commerce Code 521.053; Local Gov't Code 205.010

DEFINITIONS

“Breach of system security” means unauthorized acquisition of computerized data that compromises the security, confidentiality, or integrity of sensitive personal information maintained by a person, including data that is encrypted if the person accessing the data has the key required to decrypt the data. Good faith acquisition of sensitive personal information by an employee or agent of the person for the purposes of the person is not a breach of system security unless the person uses or discloses the sensitive personal information in an unauthorized manner. *Business and Commerce Code 521.053(a)*

“Sensitive personal information” means:

1. An individual's first name or first initial and last name in combination with any one or more of the following items, if the name and the items are not encrypted:
 - a. Social security number;
 - b. Driver's license number or government-issued identification number; or
 - c. Account number or credit or debit card number in combination with any required security code, access code, or password that would permit access to an individual's financial account; or
2. Information that identifies an individual and relates to:
 - a. The physical or mental health or condition of the individual;
 - b. The provision of health care to the individual; or
 - c. Payment for the provision of health care to the individual.

“Sensitive personal information” does not include publicly available information that is lawfully made available to the public from the federal government or a state or local government.

Business and Commerce Code 521.002(a)(2), (b)

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The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes.

AVAILABILITY OF
ACCESS

LIMITED PERSONAL
USE

Access to the District's electronic communications system, including the Internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District's computer or network resources; and
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

ACCEPTABLE USE

The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

INTERNET SAFETY

The Superintendent or designee shall develop and implement an Internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including inter-

ELECTRONIC COMMUNICATION AND DATA MANAGEMENT

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acting with other individuals on social networking Web sites and in chat rooms.

FILTERING

Each District computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

The Superintendent or designee shall enforce the use of such filtering devices. Upon approval from the Superintendent or designee, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

MONITORED USE

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered private. Designated District staff shall be authorized to monitor such communication at any time to ensure appropriate use.

INTELLECTUAL
PROPERTY RIGHTS

Students shall retain all rights to work they create using the District's electronic communications system.

As agents of the District, employees shall have limited rights to work they create using the District's electronic communications system. The District shall retain the right to use any product created in the scope of a person's employment even when the author is no longer an employee of the District.

DISCLAIMER OF
LIABILITY

The District shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet.

This regulation addresses the use of computers, networks, and related services on the District campuses and administrative areas. Users of these resources are responsible for reading and understanding this regulation and the accompanying policy. Computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Such access is a privilege and requires that individual users act responsibly. Users must respect the rights of others, respect the integrity of the computers, networks, and related services, and observe all relevant laws, regulations, contractual obligations, and District policies and procedures.

DISTRICT COMPUTER
SYSTEM

The District computer system includes: computers, communications networks, computer accounts, Web pages, network access, central computing and telecommunications facilities, and related services. The District computer system is maintained by the office of Instructional Technology located at 1900 Price Road.

The office of Instructional Technology will provide training in various operating systems, software, and hardware utilizations throughout the school year.

Access to and use of the District computer system is a privilege granted to currently enrolled students, faculty, and staff. All users must act responsibly and maintain the integrity of the computer system. The District reserves the right to deny, limit, revoke, or extend computing privileges and access to the computer system. In addition, alleged violations of this regulation or violation of other District policies in the course of using the computer system may result in an immediate loss of computing privileges and may also result in the referral of the matter to the District judicial system or other appropriate authority.

All messages, data files, and programs stored in or transmitted via the computer system ("Electronic Communications") are District records. The District reserves the right to access and disclose all messages, data files, and programs sent over or stored in its computer system for any purpose.

It is the responsibility of all users to notify the office of Instructional Technology about violations of laws and District policies, as well as about potential loopholes in the security of the computer system. The District provides a safe connection (hard wire and wireless) to the Internet. This Internet connection is filtered in accordance with Children's Internet Protection Act (CIPA), a federal law. Any attempt to circumvent (i.e. dialing out using a modem to a third party provider) the integrity of the District provided network is viewed upon as a blatant violation of the security of the network and the guilty party will be punished to the fullest extent of the law. The

user community is expected to cooperate with the office of Instructional Technology in its operation of the computer system, as well as in the investigation of misuse or abuse. Any concerns, complaints, or reports of misconduct with regard to the computer system should be reported to the Administrator of Instructional Technology at 956-548-8241.

ACCEPTABLE USE
POLICY

It is the responsibility of every employee to review the latest Acceptable Use Policy for compliance. The English version can be found at:

http://www.bisd.us/Instructional_Technology/instructional%20tech/downloads/aup%20english.pdf. The Spanish version can be found at http://www.bisd.us/Instructional_Technology/instructional%20tech/downloads/aup%20spanish.pdf

COMPUTER
ACCOUNTS

Computer accounts are issued to District faculty, staff, and students, and other individuals at the discretion of the Office of Instructional Technology, for District purposes. These accounts must not be used for commercial purposes.

Every computer account issued by the District is the responsibility of the person in whose name it is issued. That individual must keep the account secure from unauthorized access by keeping the password secret, by changing the password often, and by reporting to when anyone else is using the account without permission. Passwords are intended to help prevent unauthorized access and may not be shared. The contents of all accounts are subject to access and disclosure by the District as set forth in this policy.

ELECTRONIC
COMMUNICATIONS

The District has established e-mail as a primary vehicle for official communication with faculty and staff. Emergency notifications, educational dialogue, research, and general business correspondence are all consistently enhanced in institutions of higher learning where e-mail policies exist and are supported by procedures, practice and culture.

An official e-mail address (bisd.us) is established and assigned by the office of Instructional Technology for all current faculty and staff members. All District communications sent via e-mail will be sent to this address. Faculty members will use the official District e-mail address to communicate with one another. Each registered student is provided a filtered e-mail through the current third party vendor, contracted by the District.

The District expects that all faculty, staff, and students will receive and read e-mail in a timely manner. All faculty, staff, and students are expected to maintain their accounts and check their e-mail daily so that new mail will be properly received and read.

Faculty, staff and students are not allowed to redirect e-mail from their official District e-mail address to another address (e.g. @hotmail.com, @aol.com). The District is not responsible for the handling of e-mail by other service providers. Having e-mail redirected does not absolve students from knowing and complying with the content of the communication sent to their official District e-mail address.

WEB SERVER
(BISD.US)

The District will maintain a Web site for the purpose of informing employees, students, parents, and members of the community of programs, policies, and practices.

Electronic communications also include the District's Web server. The District's Web server houses <http://www.bisd.us> which is the district's main page (homepage). It is the duty and responsibility of all departments and campuses to update and maintain their individual Web sites related to the homepage.

Requests for publication of information on the District Web site must be directed to the district's Public Information Administrator. It is also the duty of the office of Public Information to successfully maintain the portion of the main page that directly relates to the news, announcements, current events, and information and to change the pictures and captions.

It is the duty and responsibility of all departments and campuses to update and maintain their individual Web sites. It is imperative that department or campuses administration be responsible for the content provided to make sure that it meets the guidelines set forth in the Acceptable Use Policy and Improper Use of the Computer System.

It is the duty of the District Web master to establish guidelines for the development and format of Web pages controlled by the District.

SCHOOL OR CLASS
WEB PAGES

Schools or classes may publish and link to the District's site Web pages that present information about the school or class activities, subject to approval from the Web master. The campus principal will designate the staff member responsible for managing the campus's Web page under the supervision of the District's Web master. Teachers will be responsible for compliance with District rules in maintaining their class Web pages. Any links from a school or class Web page to sites outside the District's computer system must receive approval from the District Web master.

STUDENT WEB PAGES

With the approval of the District technology coordinator, students may establish individual Web pages linked to a campus or District Web site; however, all material presented on a student's Web page

must be related to the student's educational activities. Student Web pages must include the following notice: "This is a Student Web page. Opinions expressed on this page shall not be attributed to the District." Any links from a student's Web page to sites outside the District's computer system must receive approval from the District Web master.

EXTRACURRICULAR
ORGANIZATION WEB
PAGES

With the approval of the District Web master, extracurricular organizations may establish Web pages linked to a campus or District Web site; however, all material presented must relate specifically to organization activities and include only student-produced material. The sponsor of the organization will be responsible for compliance with District rules for maintaining the Web page. Web pages of extracurricular organizations must include the following notice: "This is a student extracurricular organization Web page. Opinions expressed on this page shall not be attributed to the District." Any links from the Web page of an extracurricular organization to sites outside the District's computer system must receive approval from the District Web master.

PERSONAL WEB
PAGES

District employees, Trustees, and members of the public will not be permitted to publish personal Web pages using District resources.

IMPROPER USE

No commercial advertising will be permitted on a Web site controlled by the District.

NETWORK ETIQUETTE

System users are expected to observe the following network etiquette:

1. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
2. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited.
3. Pretending to be someone else when sending or receiving messages is considered inappropriate.
4. Transmitting obscene messages or pictures is prohibited.
5. Be considerate when sending attachments with e-mail by considering whether a file may be too large to be accommodated by the recipient's system or may be in a format unreadable by the recipient.
6. Using the network in such a way that would disrupt the use of the network by other users is prohibited.

PROHIBITED
BEHAVIOR

Storing, transmitting, or printing any of the following types of electronic communications on the computer system is prohibited: material that infringes upon the rights of another person; is obscene;

	consists of any advertisements for commercial enterprises; material or behaviors that violate the District's Student Code of Conduct or other District policies; or material that may injure someone else or lead to a lawsuit or criminal charges.
HARASSMENT	Harassing others by sending annoying, abusive, profane, threatening, defamatory, or offensive messages is prohibited. Some examples include: obscene, threatening, or repeated unnecessary messages; sexually, ethnically, racially, or religiously offensive messages; continuing to send messages after a request to stop; and procedures that hinder a computer session.
DESTRUCTION, SABOTAGE	Intentionally destroying anything stored on the computer system, including anything stored in primary or random access memory is prohibited. Deliberately performing any act that will seriously impact the operation of the computer system is prohibited. This includes, but is not limited to, tampering with components of a local area network (LAN) or the high-speed backbone network, otherwise blocking communication lines, or interfering with the operational readiness of a computer or peripheral.
EVASIVE TECHNIQUES	Attempts to avoid detection of improper or illegal behavior by encrypting electronic messages and computer files are prohibited.
UNAUTHORIZED USE/ACCESS	Using the computer system to gain or attempt to gain unauthorized access to remote computers is prohibited. Other prohibited behaviors include actions that give simulated sign off messages, public announcements, or other fraudulent system responses. Possessing or changing system control information (e.g., program status, protection codes, and accounting information) is prohibited, especially when used to defraud others, obtain passwords, gain access to or copy other user's electronic communications, or otherwise interfere with or destroy the work of other users.
E-MAIL FORGERY	Forging e-mail, including concealment of the sender's identity, is prohibited.
THEFT OR UNAUTHORIZED USE OF DATA	Data created and maintained by the District, or acquired from outside sources, are vital assets of the District and may be subject to a variety of use restrictions. Theft of or unauthorized access to data is prohibited
PROGRAM THEFT	Unless specifically authorized, copying computer programs from the Computer System is prohibited.
SECURITY	Attempting to circumvent data protection schemes or uncover security loopholes is prohibited.

TERMINATION OF
SYSTEM USER
ACCOUNT

Termination of an employee's or a student's access for violation of District policies or regulations will be effective on the date the principal or District coordinator receives notice of student withdrawal or of revocation of system privileges, or on a future date if so specified in the notice.

DISCLAIMER

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

THE CHILDREN'S
INTERNET
PROTECTION ACT
(CIPA)

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access in schools and libraries to the Internet and other information. CIPA imposes certain requirements for any school or library that receives discounts for Internet access or internal connections. In early 2001, the Federal Communications Commission (FCC) issued rules to ensure that CIPA is carried out.

1. Under CIPA, schools and libraries subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools and libraries) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful to minors when computers with Internet access are used by minors;
2. Schools subject to CIPA are required to adopt a policy to monitor online activities of minors; and
3. Schools and libraries subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms,

and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them. CIPA does not require the tracking of Internet use by minors or adults.

The categories of material considered inappropriate and to which access will be blocked will include, but not be limited to: nudity/pornography; images or descriptions of sexual acts; promotion of violence, illegal use of weapons, drug use, discrimination, or participation in hate groups; instructions for performing criminal acts (e.g., bomb making); and online gambling.

TECHNOLOGY
ADMINISTRATOR
RESPONSIBILITIES

The technology administrator for the District's electronic communications system will:

1. Be responsible for enforcing applicable District policies and acceptable use guidelines for the District's system.
2. Ensure that employees supervising students who use the District's system provide training emphasizing the appropriate use of this resource.
3. Ensure that all software loaded on computers in the District is consistent with District standards.
4. Be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure student safety online and proper use of the system.
5. Be authorized to disable a filtering device on the system for bona fide research or another lawful purpose, with approval from the Superintendent.
6. Be authorized to establish a retention schedule for messages on any electronic bulletin board and to remove messages posted locally that are deemed to be inappropriate.
7. Set limits for data storage within the District's system, as needed.

INDIVIDUAL USER
RESPONSIBILITIES

The following standards will apply to all users of the District's electronic information and communications systems:

1. The individual in whose name a system account is issued will be responsible at all times for its proper use.

2. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District policy or guidelines.
3. System users may not disable, or attempt to disable, a filtering device on the District's electronic communications system.
4. Communications may not be encrypted so as to avoid security review by system administrators.
5. System users may not use another person's system account without written permission from the campus administrator or District coordinator, as appropriate.
6. Students may not distribute personal information about themselves or others by means of the electronic communications system; this includes, but is not limited to, personal addresses and telephone numbers.
7. Students should never make appointments to meet people whom they meet online and should report to a teacher or administrator if they receive any request for such a meeting.
8. System users must purge electronic mail in accordance with established retention guidelines.
9. System users may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, District policy, and administrative regulations.
10. System users should avoid actions that are likely to increase the risk of introducing viruses to the system, such as opening e-mail messages from unknown senders and loading data from unprotected computers.
11. System users may upload public domain programs to the system. System users may also download public domain programs for their own use or may noncommercially redistribute a public domain program. System users are responsible for determining whether a program is in the public domain.
12. System users may not send or post messages that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
13. System users may not purposefully access materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

14. System users should be mindful that use of school-related electronic mail addresses might cause some recipients or other readers of that mail to assume they represent the District or school, whether or not that was the user's intention.
15. System users may not waste District resources related to the electronic communications system.
16. System users may not gain unauthorized access to resources or information.

BACKUP COPIES

Data on the computer systems are subject to backup at the discretion of the District.

DELETING
ELECTRONIC
COMMUNICATIONS

Users of the computer system should be aware that electronic Communications are not necessarily erased from the computer system when the user "deletes" the file or message. Deleting an electronic communication causes the computer system to "forget" where the message or file is stored on the computer system. In addition, electronic communication may continue to be stored on a backup copy long after it is "deleted" by the user. As a result, deleted messages often can be retrieved or recovered after they have been deleted.

COMPUTER LAW AND
COPYRIGHT
INFRINGEMENT

Under Chapter 33 and 33A of the Texas State Penal Code, criminal sanctions are imposed for offenses involving computers, software, and computer data. The offenses include unauthorized use of the computer, computer trespass, computer tampering, and unlawful duplication or possession of computer related material. Improper or unauthorized access to, or release or manipulation of, any student record in such form is included in such offenses.

All computers, software, data, business records, and student records of the District in any form, including electronic or paper, belong to the institution. Any person committing an offense with respect to them may be subject personally to criminal sanctions and other liability. Federal laws may also apply to some circumstances.

COPYRIGHT
INFRINGEMENT

The federal copyright laws prohibit unauthorized copying. Violators may be subject to criminal prosecution and be liable for monetary damages.

In general, you may not copy, download, install, or use software on the computer system without acquiring a license from the publisher. (For example, you may not copy it from a friend or other source.) Furthermore, you may not copy the District's software, unless such copying is specifically permitted by the license agreement.

The ability to download documents from the Internet, and to attach files to e-mail messages, increases the opportunity for and risk of copyright infringement. A user can be liable for the unauthorized copying and distribution of copyrighted material through the use of download programs and e-mail. Accordingly, you may not copy or distribute any materials of a third party (including software, database files, documentation, articles, graphic files, audio or video files) unless you have the written permission of the copyright holder to do so. Any questions regarding copying or downloading should be directed to the Office of Instructional Technology at (956) 548-8241.



BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT

1900 Price Road • Brownsville, Texas 78521 • (956) 548-8000 • www.bisd.us

2011

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

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

First Class DayAugust 22

Last Class DayJune 1

Make-up Days..... February 24, May 28

PEIMS SnapshotOctober 28

Early Dismissal.....February 23

Early Dismissal Schedule

High Schools 1:00
 Middle Schools 11:45
 Elementaries 12:15

New Teacher Inservice August 11-12
 January 7, 14

Teacher Preparation Days August 18-19
 January 16, June 2

High School Graduation Dates 7:30 PM
 Lopez June 3
 Porter June 4
 Rivera June 5
 Hanna June 6
 Pace June 7

Staff Development Days

Campus August 15, 16
 District..... August 17

Six Weeks Grading Periods

Period	Total Days	Last Day
1st 6 Wks.....	29 Days	Sept.30
2nd 6 Wks.....	30 Days	Nov. 11
3rd 6 Wks.....	30 Days	Jan. 13
1st Sem.	89 Days.....	Jan. 13
4th 6 Wks.....	33 Days	Mar. 2
5th 6 Wks.....	29 Days	Apr. 20
6th 6 Wks.....	29 Days	June 1
2nd Sem.....	91 Days.....	June 1
TOTAL Instructional Days 180		

2012

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

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

School Schedule

High Schools 8:50-4:00
 Middle Schools 7:40-2:50
 Elementaries 8:15-3:15

Holidays and Vacations

Independence Day July 4
 Labor Day September 5
 Thanksgiving..... November 21-25
 Christmas December 19-30
 Charro Days February 24
 Spring Break March 12-16
 Easter..... April 6
 Memorial Day May 28

Board Approved: February 1, 2011

24	Holiday	★	Teacher Preparation
24	End of Six Weeks	24	Staff Dev. Campus
24	Make-Up Day	24	Staff Dev. District
24	Early Dismissal (All Schools)	★	New Teacher Inservice

SUBSTITUTE PAYROLL DUE DATES
2011-2012

REPORT WEEK		REPORTING DAYS	DUE IN PAYROLL	PAY DATE
Week #1	8/1/2011 - 8/5/2011	August 1, 2011 - August 31, 2011	9/8/2011	9/23/2011
Week #2	8/8/2011 - 8/12/2011			
Week #3	8/15/2011 - 8/19/2011			
Week #4	8/22/2011 - 8/26/2011			
Week #5	8/29/2011 - 8/31/2011			
8 Reporting Days				
Week #1	9/1/2011 - 9/2/2011	September 1, 2011 - September 30, 2011	10/10/2011	10/25/2011
Week #2	9/5/2011 - 9/9/2011			
Week #3	9/12/2011 - 9/16/2011			
Week #4	9/19/2011 - 9/23/2011			
Week #5	9/26/2011 - 9/30/2011			
21 Reporting Days				
Week #1	10/3/2011 - 10/7/2011	October 3, 2011 - October 31, 2011	11/7/2011	11/18/2011
Week #2	10/10/2011 - 10/14/2011			
Week #3	10/17/2011 - 10/21/2011			
Week #4	10/24/2011 - 10/28/2011			
Week #5	10/31/2011 -			
21 Reporting Days				
Week #1	11/1/2011 - 11/4/2011	November 1, 2011 - November 30, 2011	12/6/2011	12/16/2011
Week #2	11/7/2011 - 11/11/2011			
Week #3	11/14/2011 - 11/18/2011			
Week #4	11/21/2011 - 11/25/2011			
Week #5	11/28/2011 - 11/30/2011			
17 Reporting Days				
Week #1	12/1/2011 - 12/2/2011	December 1, 2011 - December 30, 2011	1/9/2012	1/25/2012
Week #2	12/5/2011 - 12/9/2011			
Week #3	12/12/2011 - 12/16/2011			
Week #4	12/19/2011 - 12/23/2011			
Week #5	12/26/2011 - 12/30/2011			
12 Reporting Days				
Week #1	1/2/2012 - 1/6/2012	January 2, 2012 - January 31, 2012	2/8/2012	2/23/2012
Week #2	1/9/2012 - 1/13/2012			
Week #3	1/16/2012 - 1/20/2012			
Week #4	1/23/2012 - 1/27/2012			
Week #5	1/31/2012 -			
22 Reporting Days				
Week #1	2/1/2012 - 2/3/2012	February 1, 2012 - February 29, 2012	3/5/2012	3/23/2012
Week #2	2/6/2012 - 2/10/2012			
Week #3	2/13/2012 - 2/17/2012			
Week #4	2/20/2012 - 2/24/2012			
Week #5	2/27/2012 - 2/29/2012			
20 Reporting Days				
Week #1	3/1/2012 - 3/2/2012	March 1, 2012 - March 30, 2012	4/10/2012	4/25/2012
Week #2	3/5/2012 - 3/9/2012			
Week #3	3/12/2012 - 3/16/2012			
Week #4	3/19/2012 - 3/23/2012			
Week #5	3/26/2012 - 3/30/2012			
17 Reporting Days				
Week #1	4/2/2012 - 4/6/2012	April 2, 2012 - April 30, 2012	5/8/2012	5/25/2012
Week #2	4/9/2012 - 4/13/2012			
Week #3	4/16/2012 - 4/20/2012			
Week #4	4/23/2012 - 4/27/2012			
Week #5	4/30/2012 -			
20 Reporting Days				
Week #1	5/1/2012 - 5/4/2012	May 1, 2012 - May 31, 2012	6/8/2012	6/25/2012
Week #2	5/7/2012 - 5/11/2012			
Week #3	5/14/2012 - 5/18/2012			
Week #4	5/21/2012 - 5/25/2012			
Week #5	5/28/2012 - 5/31/2012			
22 Reporting Days				
Week #1	6/1/2012 - 6/1/2012	June 1, 2012 - June 29, 2012	7/9/2012	7/25/2012
Week #2	6/4/2012 - 6/8/2012			
Week #3	6/11/2012 - 6/15/2012			
Week #4	6/18/2012 - 6/22/2012			
Week #5	6/25/2012 - 6/29/2012			
1 Reporting Days				
Week #1	7/2/2012 - 7/6/2012	July 2, 2012 - July 31, 2012	8/7/2012	8/24/2012
Week #2	7/9/2012 - 7/13/2012			
Week #3	7/16/2012 - 7/20/2012			
Week #4	7/23/2012 - 7/27/2012			
Week #5	7/30/2012 - 7/31/2012			
0 Reporting Days				

*** TIME SHEETS ARE TURNED IN ON A WEEKLY BASIS*

* Due dates are subject to change.

(FRIDAY BEFORE 4:45 p.m.)



YOUR RIGHTS UNDER USERRA THE UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS ACT

USERRA protects the job rights of individuals who voluntarily or involuntarily leave employment positions to undertake military service or certain types of service in the National Disaster Medical System. USERRA also prohibits employers from discriminating against past and present members of the uniformed services, and applicants to the uniformed services.

REEMPLOYMENT RIGHTS

You have the right to be reemployed in your civilian job if you leave that job to perform service in the uniformed service and:

- ☆ you ensure that your employer receives advance written or verbal notice of your service;
- ☆ you have five years or less of cumulative service in the uniformed services while with that particular employer;
- ☆ you return to work or apply for reemployment in a timely manner after conclusion of service; and
- ☆ you have not been separated from service with a disqualifying discharge or under other than honorable conditions.

If you are eligible to be reemployed, you must be restored to the job and benefits you would have attained if you had not been absent due to military service or, in some cases, a comparable job.

RIGHT TO BE FREE FROM DISCRIMINATION AND RETALIATION

If you:

- ☆ are a past or present member of the uniformed service;
- ☆ have applied for membership in the uniformed service; or
- ☆ are obligated to serve in the uniformed service;

then an employer may not deny you:

- ☆ initial employment;
- ☆ reemployment;
- ☆ retention in employment;
- ☆ promotion; or
- ☆ any benefit of employment

because of this status.

In addition, an employer may not retaliate against anyone assisting in the enforcement of USERRA rights, including testifying or making a statement in connection with a proceeding under USERRA, even if that person has no service connection.

HEALTH INSURANCE PROTECTION

- ☆ If you leave your job to perform military service, you have the right to elect to continue your existing employer-based health plan coverage for you and your dependents for up to 24 months while in the military.
- ☆ Even if you don't elect to continue coverage during your military service, you have the right to be reinstated in your employer's health plan when you are reemployed, generally without any waiting periods or exclusions (e.g., pre-existing condition exclusions) except for service-connected illnesses or injuries.

ENFORCEMENT

- ☆ The U.S. Department of Labor, Veterans Employment and Training Service (VETS) is authorized to investigate and resolve complaints of USERRA violations.
- ☆ For assistance in filing a complaint, or for any other information on USERRA, contact VETS at **1-866-4-USA-DOL** or visit its **website at <http://www.dol.gov/vets>**. An interactive online USERRA Advisor can be viewed at **<http://www.dol.gov/elaws/userra.htm>**.
- ☆ If you file a complaint with VETS and VETS is unable to resolve it, you may request that your case be referred to the Department of Justice or the Office of Special Counsel, as applicable, for representation.
- ☆ You may also bypass the VETS process and bring a civil action against an employer for violations of USERRA.

The rights listed here may vary depending on the circumstances. The text of this notice was prepared by VETS, and may be viewed on the internet at this address: <http://www.dol.gov/vets/programs/userra/poster.htm>. Federal law requires employers to notify employees of their rights under USERRA, and employers may meet this requirement by displaying the text of this notice where they customarily place notices for employees.



U.S. Department of Labor
1-866-487-2365



U.S. Department of Justice



Office of Special Counsel



1-800-336-4590

Publication Date—July 2008

CAMPUS DIRECTORY

High Schools

	Address		Principal
Hanna High School	2615 Price Road	(956) 548-7600	Teri Alarcon
Lopez High School	3205 S. Dakota Avenue	(956) 982-7400	Dawn E. Hall
Pace High School	314 W. Los Ebanos Blvd.	(956) 548-7700	Sylvia Senteno
Porter High School	3500 International Blvd.	(956) 548-7800	Dora E. Saucedo
Rivera High School	6955 FM 802 Rivera	(956) 831-8700	Tim Snyder
Veterans Memorial High School	4550 U.S. Military Hwy 281	(956) 574-5600	Acacia Ameal
Early College High School	733 Palm Blvd.	(956) 698-1476	Roni Rentfro

Alternative Schools

Brownsville Academic Center	4350 Morrison Road	(956) 504-6305	Dahlia Aguilar
Brownsville Learning Academy	1351 E. Polk Street	(956) 982-2860	Jill Williams
Lincoln Park School	7 Orange Street	(956) 548-7880	Hector Hernandez

Middle Schools

Besteiro Middle School	6280 Southmost Road	(956) 544-3900	Alma Cardenas-Rubio
Cummings Middle School	1800 Cummings Place	(956) 548-8630	Karin Trevino
Faulk Middle School	2000 Roosevelt Street	(956) 548-8500	Mario Rodriguez
Garcia Middle School	5701 FM 802	(956) 832-6300	Aimee Garza-Ortiz
Lucio Middle School	300 N. Vermillion Road	(956) 831-4550	Rose E. Longoria
Manzano Middle School	2580 W. Alton Gloor Blvd.	(956) 548-9800	Norma J. Torres
Oliveira Middle School	444 Land O' Lakes	(956) 548-8530	Jennifer Gonzales
Perkins Middle School	4750 Austin Road	(956) 831-8770	Blanca Lambarri
Stell Middle School	1105 Los Ebanos Blvd	(956) 548-8560	Luis G. Segura
Stillman Middle School	2977 West Tandy Road	(956) 698-1000	Mary Solis
Vela Middle School	4905 Paredes Road	(956) 548-7770	Robert Gonzalez

Elementary Schools

Aiken Elementary	6290 Southmost Road	(956) 986-5200	E.J. Martinez
Benavides Elementary	3101 McAllen Road	(956) 350-3250	Sherry L. Stout
Brite Elementary	450 S. Browne Ave	(956) 698-3000	Frank Ortiz
Burns Elementary	1974 Alton Gloor Blvd	(956) 548-8490	Mario Fajardo
Canales Elementary	1811 International Blvd	(956) 548-8900	Oscar Cantu Jr.
Castañeda Elementary	3201 Lima Street	(956) 548-8800	Nora Camargo
Champion Elementary	4750 Bowie Road	(956) 832-6200	Bertha Presas
Cromack Elementary	3200 E. 30th Street	(956) 548-8820	Carmelita Rodriguez
Del Castillo Elementary	105 Morningside Road	(956) 982-2600	José Luis Poy
Egly Elementary	445 Land O'Lakes	(956) 548-8850	Christina Bridgwater
El Jardin Elementary	6911 Boca Chica Blvd.	(956) 831-6000	Esmeralda G. Tamez
Gallegos Elementary	2700 Avenida Rancho Viejo	(956) 547-4230	Dr. Norma Linda Gallegos
Garden Park Elementary	855 Military Highway	(956) 982-2630	Victor M. Caballero
Garza Elementary	200 Esperanza Road	(956) 982-2660	Richard Torres
Gonzalez Elementary	4350 Coffee Port Road	(956) 831-6030	Yolanda Kruger
Hudson Elementary	2980 FM 802	(956) 574-6400	Loretta Dickinson
Keller Elementary	2540 W. Alton Gloor Blvd.	(956) 547-4400	Carlos Garza
Longoria Elementary	2400 E. Van Buren St.	(956) 982-2700	Marina Flores
Martin Elementary	1701 Stanford Avenue	(956) 982-2730	Gilda Jo Peña
Morningside Elementary	1025 Morningside Road	(956) 982-2760	Dolores C. Emerson
Ortiz Elementary	2500 West Alton Gloor Blvd.	(956) 698-1100	Sandra Lopez
Palm Grove Elementary	7942 Southmost Road	(956) 982-3850	Lily S. Cazares
Paredes Elementary	3700 Heritage Trail	(956) 574-5582	Julie Treviño
Peña Elementary	4975 Salida de la Luna Rd.	(956) 547-7100	Ernestina Treviño
Perez Elementary	2514 Shidler Drive	(956) 982-2800	Ruben Martinez
Pullam Elementary	3200 Madrid Avenue	(956) 547-3700	Celia De Los Santos
Putegnat Elementary	730 E. 8th Street	(956) 548-8930	Carla Pereira
Resaca Elementary	901 Filmore Street	(956) 982-2900	Teresa Villafuerte
Russell Elementary	800 Lakeside Blvd.	(956) 548-8960	Bill Gutierrez
Sharp Elementary	1439 Palm Blvd.	(956) 982-2930	Sandra Cortez
Skinner Elementary	411 W. St. Charles St.	(956) 982-2830	Kim Moore
Southmost Elementary	5245 Southmost Road	(956) 548-8870	Jimmy Haynes
Vermillion Elementary	6895 FM 802	(956) 831-6060	Socorro Houghtaling
Victoria Heights Elementary	2801 E. 13th Street	(956) 982-2960	Michael Moreno
Villa Nueva Elementary	7455 Old Military Road	(956) 542-3957	Jose H. Martinez
Yturria Elementary	2955 West Tandy Road	(956) 698-0870	Nicole Clint
Regional School for the Deaf	2467 Price Road	(956) 548-8421	Janice Metsker-Galarza

SmartFindExpress®

Substitute User Guide



STATEMENT OF CONFIDENTIALITY

This information has been prepared for the express purpose of providing your organization with information about the functions and use of the eSchool Solutions SmartFindExpress system. This material contains proprietary product information and may not be reproduced, used by, or disclosed to persons not in the employ of the recipient without the prior written consent of eSchool Solutions. **Company Confidential/Do Not Distribute – Do Not Post on Unsecured Web Sites (such as your district web site).**

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Chapter 1 Introduction

Welcome to SmartFindExpress!

The Substitute module of the SmartFindExpress system allows quick and easy access to the information you need to review your profile, search for jobs, and review or cancel assignments. This guide provides instructions for performing these tasks using an Internet browser or over the telephone.

System Overview

SmartFindExpress is a technology solution that integrates database records with telephone Interactive Voice Response (IVR) and browser-based technology. SmartFindExpress automates the absence entry process and the substitute search and job assignment.

Telephone IVR and computer browser software (such as Internet Explorer or Netscape), both communicate with SmartFindExpress to update information in the SmartFindExpress database.

SmartFindExpress automates, prioritizes, assigns, and dispatches the most appropriate substitutes for the job. You have the ability to decline jobs, upon which the system repeats the process for the next selected substitute in sequence. SmartFindExpress records the assignment and tracks the status through completion for record keeping and management reports.

SmartFindExpress selects substitutes to fill absences and places calls to those substitutes during the specified call-out times. Substitutes can also call into the system or use their computer to search for available jobs. SmartFindExpress can be accessed 24 hours a day, 7 days a week by administrators, employees, and substitutes.

About this Guide

This guide contains the following chapters:

Chapter 1, Introduction, provides an overview of the SmartFindExpress system and describes the organization of this guide and the conventions used.

Chapter 2, Internet Browser Access, describes browser access features and provides instructions for displaying and modifying information on your profile and on job and assignment lists.

Chapter 3, Telephone Access, contains the procedures for accessing and registering with SmartFindExpress over the telephone.

In addition to this guide, you may receive a Quick Reference card during implementation of the system or upon being hired.

Conventions Used in this Guide

To help you effectively use your documentation, this guide follows the conventions described in the following topics.

Guide Identification

The top of every page displays a header that contains the title of the guide and the current chapter name and section name.

The bottom of every page displays the publication month and year of the document.

Information Alerts

This guide uses “Notes” with the following format:

Note: This is a sample of a note. Notes provide information that will help you with the current task.

Typographical formats

The following text format identifies special information:

Italics Words in italics indicate action buttons such as Save, Continue, Return to List, NEXT, and PREV.

Bold The name of commands and options are shown in **bold**. References to links also appear in **bold**, for example, “and click the **Start Date** link.”

Chapter 2 Internet Browser Access

This chapter includes information on Internet browser access features and provides instructions for performing the functions on the Substitute menu.

Getting Started

This section describes browser access requirements and system features.

System Requirements

The minimum Internet Web Browser versions supported are:

Microsoft Internet Explorer version 5.5 or later

Netscape Communicator version 6.2 or later

Mozilla/Firefox 1.0 or later

Safari 1.0 or later

Signing In

Open your Internet browser and access the SmartFindExpress site. Your site can be found at: www._____. The SmartFindExpress Welcome screen displays the welcome message and any “all users” announcements. Two identifiers are required to log on to the system: Access ID and Personal Identification Number (PIN). Only numeric information is allowed in these fields (no dashes). Once both fields are entered, the Submit button must be pressed to access the system.



Language Selection

If multiple languages are present, the language choice is offered on the Sign In page. Selecting the language choice on the Sign In page will immediately refresh the page and all screens are displayed in that selected language after you successfully log into the system. The language choice must be made before clicking the Submit button.

PIN Reminder

A “Forgot your PIN?” link is located on the Sign In page to support users who want to log into SmartFindExpress, but have forgotten their PIN. When this link is selected, the system displays the PIN Reminder Request page.

Note: You must be registered with the system to use this option.



Forgot your PIN?

Please enter your Access ID and the security code shown below.
Your PIN will be sent to the email address on your profile.

*Access ID:

V9FHTE

*For security, please enter
the code shown above:

The substitute’s Access ID and the security code being displayed must be entered on this page. The Back button is used to exit from this page.

If the submitted information is valid, the system sends the substitute an email containing their PIN. This information will enable the substitute to successfully log into SmartFindExpress. The email is sent to the email address in the substitute’s profile.

If the submitted information is invalid, the system will return an error message and allow new information to be entered.

Privacy and Terms of Use Statements (ASP Service Customers only)

If your district uses SmartFindExpress as a service from eSchool Solutions, the system will require all existing and new users to view and acknowledge acceptance of the legal “Terms of Use” policy. This action is only required the first time a user accesses the system, or if any revisions are made to the policy. The Terms of Use may be viewed from any page in the system.

The Privacy policy explains the data collection and use practices of eSchool Solutions. It can be viewed from any page in the system. Users will be alerted if any revisions are made to this policy.

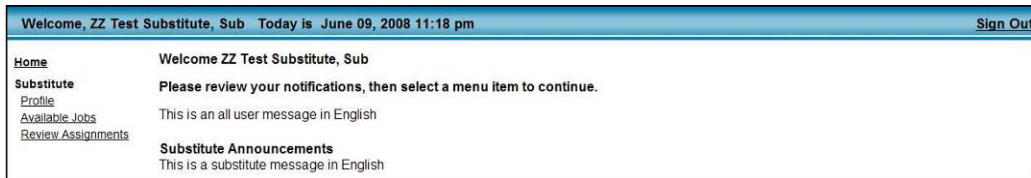
Signing Out

At any time during the session, the **Sign Out** command can be pressed to end the session and disconnect. Pressing the browser's Back button or going to another site on the Internet does not disconnect the session. To ensure security and privacy of information, sign out and disconnect, or close the browser when finished with your session.

Note: Do not use the browser's Back button to navigate to a previous screen. There are buttons provided within the program to return you to previously viewed information. For example, the Return to List button, or use the tabs at the top of a screen.


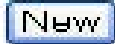



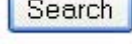

Substitute Home Page

After a successful login, the home page is displayed. It displays your name, any substitute-only announcements and notifications of expiration dates.



Navigation Tools

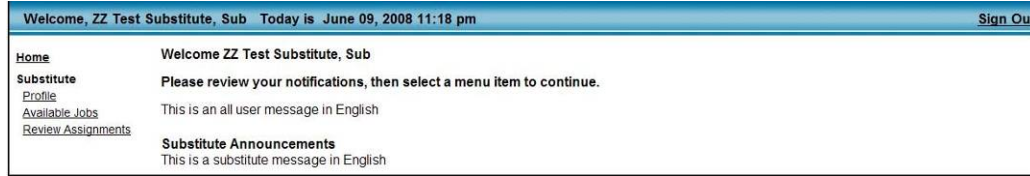
SmartFindExpress uses links to display user screens and various action buttons to perform specific functions or to navigate to other screens. Links are indicated by underlined text. All menu items are underlined. When you click on a menu item, the corresponding page is displayed. Navigation tools in SmartFindExpress consist of buttons and icons. The following table describes the common navigation tools.

Button/Icon	Function
	After clicking in a deletion box, clicking Delete removes the record(s) from the database.
	Displays a new screen for entering data for that specific option.
	Returns you to the primary listing for that feature.
	Returns you to the primary listing for that feature.
	Updates the database after data entry.
	Searches the database based on the criteria entered on the screen.
	Date icon. Clicking this button displays a calendar. Select a date or use the arrows on the calendar to scroll to the next or previous months and years. Selecting a day closes the calendar and places the date in the Date field.

Note: Fields on the screen that are marked with an asterisk (*) denote required information.

Using the Substitute Menu

This section provides detailed instructions for using each of the options on the Substitute menu.



- Profile** Allows you to review and modify profile information.
- Available Jobs** Allows you to search for and accept available jobs.
- Review Assignments** Allows you to manage your search for assignments and cancel assignments if the job has not yet started.

Profile

Select the Profile function to review, set up, modify, or delete profile information.



Multiple screens are available on your profile:

Profile – allows you to change your call back number and set a temporary “Do Not Call” time.

Schedule – allows you to review, add, or delete your permanent daily availability and Do Not Call information.

Classifications – displays the classifications that you have indicated you will work.

Locations – displays the list of locations that you have indicated that you will work. You will not receive any job offers for any other locations unless you are specified.

Unavailable Dates – allows you to view, modify, add, and delete unavailability dates. These dates are temporary periods for when you are not available for work.

Email – allows you to enter or change your email address.

Profiles

The Profile screen allows you to add or update your call back number and temporary “Do Not Call” time. After making updates to this screen, click Save to update the profile information.

Profile

Status: Active/Registered

Address:

Call Back #:

Do Not Call Until: (hh:mm am)

Note: Enter a time that is up to 24 hours from now. If a time is not entered, you will be called during regular calling periods.

Field	Description
Call Back Number	The number can include () - , * # characters. It should include the long distance indicator and area code (if required) for the system to call from the location where the system is located.
Do Not Call Until	The current date and time setting for Do Not Call will display if this feature is enabled. Deleting the time will remove the setting. A Temporary Do Not Call time setting applies to a maximum of 24-hours from the current date and time. The period could be less than 24 hours based on the system setup. The allowable length of time will be indicated in the note below this field.

Schedule

The Schedule tab displays your permanent daily availability schedule and may be modified. Daily availability includes the days of the week and times that you are available to work. You can receive job offers (for future jobs) during calling periods on days that you have no availability unless the days/times are set up as “Do Not Call.”

You can view, add, or delete daily availability information. After making updates to this screen, click Save to update your work schedule.

Schedule

Schedule List

Delete ?	Day	Available	All Day
<input type="checkbox"/>	Monday	Available	All Day
<input type="checkbox"/>	Tuesday	Available	All Day
<input type="checkbox"/>	Wednesday	Available	All Day
<input type="checkbox"/>	Thursday	Available	All Day
<input type="checkbox"/>	Friday	Available	All Day

To delete a schedule from the list, click the deletion box next to the schedule you want to remove and click Delete.

Adding a New Schedule

Click New to display the New Schedule screen. Enter the daily availability and/or “Do Not Call” settings and then click Save to update your availability.

Schedule

New Schedule

* Sun Mon Tue Wed Thu Fri Sat

* Start Time * End Time

All Day **(hh:mm am) (hh:mm am)**

Available for assignments: Or

Field Name	Description
Days of the week	Indicate the days of the week that you are available to work or not available to be called. Each day of the week can have a different availability time or “Do Not Call” time.
Available for Assignments	Enter the times that you are available for assignments. Each day can have multiple time periods. Click the All Day option to indicate that you are available all day for any job, or enter a start and end time for each day of the job.
The System will NOT Call	Times that you do not want to be called can be modified if this feature is enabled. You may want to set the specific hours you do not want to be called during regular calling hours for every day of the week. To set a time, enter the start, and end times. Checking “All Day” will ensure that you are never called during the days specified.

Classifications

If allowed, the Classification screen displays the list of classifications that you have indicated you will work.

You may receive job offers for other classifications (regardless of this list) when a substitute cannot be found for a job.

Classifications	
Classification List	
Code	Name
999	ZZ Test Classification

Locations

If allowed, the Locations screen displays the locations where you indicated you would work. You will not receive any job offers for any other locations unless you have been specified for the job.

Locations	
Location List	
Code	Name
999999	ZZ TEST LOCATION

Unavailable Dates

These dates identify the temporary periods when you are not available for work. You can have unlimited periods of unavailability. Unavailability affects telephone call-out only. You can call or sign into the system and accept jobs that occur during these dates at any time.

Note: Administrator-assigned unavailable dates cannot be modified or deleted.

The Unavailable Dates screen allows you to view, modify, add, and delete unavailability dates.

Unavailable Dates

Unavailable Date List

Delete?	Start Date	End Date	Start/End Time
<input type="checkbox"/>	<u>11/30/2005</u>	12/06/2005	All Day
<input type="checkbox"/>	<u>12/12/2005</u>	12/16/2005	08:00 AM - 03:30 PM

To delete an unavailability date, click the deletion box next to the date you want to remove and click Delete.

Adding Unavailability Dates

Click New to display the New Unavailable Date screen. Complete the screen information and click Save to add the new unavailability date to your profile.

Unavailable Dates

New Unavailable Date

Note: Times apply to every unavailable day in the date range.

* Date Range: (mm/dd/yyyy) * Time: All Day (hh:mm am)

Start: - Or -

End:

Call for future assignments

Field Name

Description

Date Range

Enter a date in the correct format or click the Date icon and then select a date from the calendar. The format is mm/dd/yyyy.

Time	Check “All Day” or enter a time range that applies to every day of the unavailability period. The format is hhmm am/pm.
Call for Future Assignments	Check this box if you want to receive calls for future assignments during the date/time specified.


Modifying Unavailability Dates


On the Unavailable Dates list, click the **Start Date** link of the date you want to modify. The Modify Unavailable Date screen is displayed. After modifying the date information, click Save. Refer to the previous section for field descriptions.

Modify Unavailable Date

Note: Times apply to every unavailable day in the date range.

* Date Range: (mm/dd/yyyy) * Time: All Day (hh:mm am)

Start: 11/30/2005  - Or -

End: 12/06/2005 

Call for future assignments

Email

Use this function to enter or change your email address.

Email

Email:

New email:

Re-enter email:

Email Notices from SmartFindExpress

The system will automatically send you emails (if your district has chosen to use this feature) for:

- Job Assignment notice
- Job Reminder notice
- Job Assignment Cancellation notice

Available Jobs

Use this function to search, review, and accept open jobs. The list of available jobs can change at any time as other substitutes are accepting assignments and jobs are being created. You can accept open jobs if any of the following conditions exist:

- This option is allowed
- You are available to work all days and times of the job

You are specified for the job
 You meet the criteria that the telephone (IVR) is currently calling.

Using the Available Jobs Screen

This screen allows you to display the list of all available jobs in the database, review job and callout details, and accept jobs.

Job listings are preceded by either a Details link or an In Callout link. (These links are described in the following section.) The job list also displays the job's start date and time, end date and time, location, classification, and employee name. It also indicates if instructions are available and if you are the requested substitute. If instructions are available, either verbal or written, you will be able to access them from the Details screen.

Click Search to display the list of all jobs, or enter a date range and then click Search to display search results based on the date range.

Action	Start Date/Time End Date/Time	Location Classification	Employee in for Work Days	Instructions Is Requested
Details	08/13/2007 08:00 AM 08/17/2007 03:30 PM	ALAMO HIGH SCHOOL SPANISH	EMP FRENCH 959595 , DENISE Mon Tue Thu Fri	None No
Details	08/13/2007 08:00 AM 08/13/2007 03:30 PM	ALAMO HIGH SCHOOL SPANISH	Vacancy Mon	None No
In Callout	08/13/2007 08:00 AM 08/13/2007 03:30 PM	ALAMO HIGH SCHOOL SPANISH	Vacancy Mon	None No
Details	08/13/2007 08:00 AM 08/13/2007 03:30 PM	ALAMO HIGH SCHOOL SPANISH	Vacancy Mon	None No
Details	08/13/2007 02:00 PM 08/14/2007 03:00 PM	ALAMO HIGH SCHOOL SPANISH	EMPLOYEE 501, DENISE Mon Tue	None No

Selecting the Details Link

Select this link to review the details of an available job. From this screen, you can accept or decline the job, or return to the Available Jobs list.

Available Jobs Detail

Job Status: Open/Open
 Employee in for: Vacancy
 Location: K114 PS 114 RYDER ELEMENTARY
 Classification: UNKNOWN
 Voice Instructions: None
 Text Instructions: None
 Date: 01/10/2006 - 01/11/2006
 Weekly Schedule: Tuesday 07:00 AM - 05:00 PM
 Wednesday 07:00 AM - 05:00 PM
 Location Announcement: Telephone: 718-257-4428 Address: 1077 REMSEN AVENUE, BROOKLYN 11236

Select a reason for Declining before pressing Decline Job

Decline Reason:

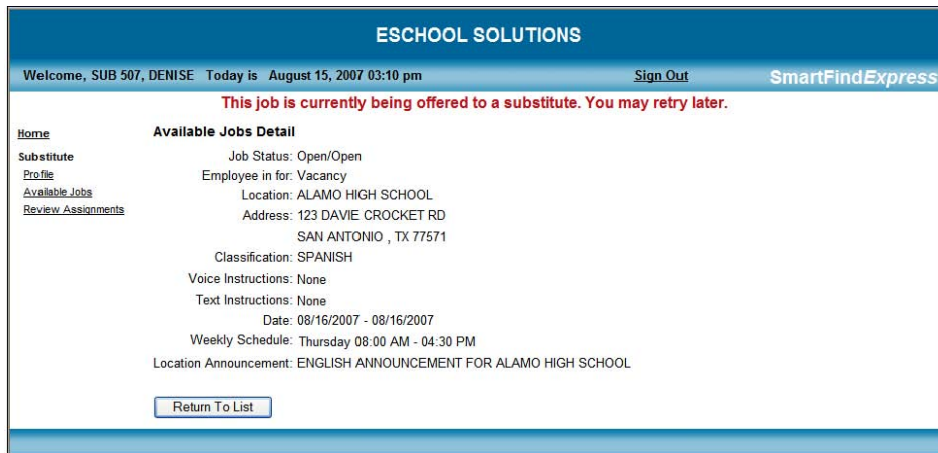
Upon returning to your Available Jobs list, the following updates may have occurred:

- “Details” links may now show as “In Callout” for those jobs that are now available and in callout.

- “In Callout” links may now show as “Details” links for those jobs still available, but no longer in callout.
- Additional jobs may have become available and now display on the list.
- Jobs that are no longer available have been removed from the list.

Selecting the In Callout Link

When an ‘In Callout’ link is shown next to a job listing, this indicates that the job is currently being called on by the IVR. Selecting this link displays the job details for the job being called out on. The following message displays at the top of the screen, “This job is currently being offered to a substitute. You may retry later.” The Accept/ Decline Job buttons are not displayed on this screen because the job is in callout. Click the Return to List button to return to the Jobs list.



Upon returning to your Available Jobs list, the following updates may have occurred:

- “Details” links may now show as “In Callout” for those jobs that are now available and in callout.
- “In Callout” links may now show as “Details” links for those jobs still available, but no longer in callout.
- Additional jobs may have become available and now display on the list.
- Jobs that are no longer available have been removed from the list.

Accepting a Job

To accept a job, click the Accept Job button. The Available Jobs Confirmation screen is displayed. The system makes a final check to verify that the job was not assigned while you were online. If it determines that a substitute is in the process of accepting the job on the IVR, the job will not be assigned. A system message will display the reason that the job cannot be assigned. If the job assignment is successful, a job number is displayed. The job number is the official notification that the job was successfully assigned.

Available Jobs Confirmation

Job Number: **494**

Employee in for: Vacancy

Location: K114 PS 114 RYDER ELEMENTARY

Classification: UNKNOWN

Voice Instructions: None

Text Instructions: None

Date: 01/10/2006 - 01/11/2006

Weekly Schedule: Tuesday 07:00 AM - 05:00 PM
Wednesday 07:00 AM - 05:00 PM

Location Announcement: Telephone: 718-257-4428 Address: 1077 REMSEN AVENUE, BROOKLYN 11236

[Return To List](#)

Declining a Job

To decline the job, you may be required to select the reason for the decline before you click the Decline Job button. A message indicating that the “decline” was successful is displayed on the Available Jobs screen.

Assignment declined successfully.

Available Jobs

(mm/dd/yyyy) (mm/dd/yyyy)

* Search From: * To:

Reviewing Assignments

Use this function to list all your assignments, search for assignments past, present and future by date range, and search for assignments by job number. Job assignments can be displayed in List or Calendar format.

Once the list of assignments is displayed, you can view the job details. Assignments can be cancelled from the Review Assignment Detail screen, if allowed.

Using the Review Assignments Screen

Click Search to display all of your assignments, or enter a job number or date range for a more specific search. The current date is the default date.

Dates for the search can be any date in the past, present, or future; however, the data is limited to the number of days the data has been saved. Cancelled jobs are optionally displayed. Click Search after entering your search criteria to display the list of assignments. The list is displayed in descending date order.

Review Assignments

Display Format: List Calendar

(mm/dd/yyyy) (mm/dd/yyyy)

Search From: To:

Job Number: Note: Search by job number will not use the date range

Job #	Start Date/Time End Date/Time	Location Classification	Employee in for Work Days
394166	09/26/2006 09:15 AM 09/26/2006 11:35 AM	CHILD DEVELOPMENT CL-CC AIDE II	Vacancy Tue
394166	09/27/2006 09:15 AM 09/27/2006 11:35 AM	CHILD DEVELOPMENT CL-CC AIDE II	Vacancy Wed
395421	10/03/2006 09:15 AM 10/03/2006 11:35 AM	CHILD DEVELOPMENT CL-CC AIDE II	Vacancy Tue

Displaying Jobs in Calendar Format

The calendar format displays assignments and availability/unavailability information starting at the “Search From” month. One month is displayed at a time. The job number and start time display. Pressing the **job number** link displays the job details. If there are multiple absences for the same day, they will be listed. Cancelled jobs do not display in the calendar format. Non-workdays (based on daily availability) are shaded in light gray.

November 2007						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Avail 12:00 AM	2 Avail 12:00 AM	3
4	5 Avail 12:00 AM	6 Avail 12:00 AM	7 Avail 12:00 AM	8 Avail 12:00 AM	9 Avail 12:00 AM	10
11	12 Avail 12:00 AM	13 Avail 12:00 AM	14 Avail 12:00 AM	15 Avail 12:00 AM	16 Avail 12:00 AM	17
18	19 Avail 12:00 AM	20 Avail 12:00 AM	21 Avail 12:00 AM	22 Avail 12:00 AM	23 Avail 12:00 AM	24
25	26 Avail 12:00 AM	27 Avail 12:00 AM	28 Avail 12:00 AM	29 Avail 12:00 AM	30 Avail 12:00 AM	

Reviewing Job Details

Clicking the **Job #** link displays the assignment details. Assignments can be viewed or cancelled from this screen.

File Attachments

An assignment may contain file attachments. An attachment can be any file needed by the substitute, such as lesson plans, slides or spreadsheets. To view or download a file attachment, click on the filename.

Home	Review Assignment Detail
Substitute	Job Number: 412388
Profile	Job Status: Active/Web Sub Search
Available Jobs	Employee in for: ZZ, TEST EMPLOYEE
Review Assignments	Location: TSSI TEST LOCATION
	Address: DO NOT REMOVE OR CHANGE USED BY TSSI FOR SUPPORT ORLANDO, FL 32804 Telephone: 18007768774
	Classification: TSSI TEST CLASS
	Voice Instructions: None
	Text Instructions: None
	Lesson Plan 2.doc
	File Attachments: Lesson Plan1.doc
	Date: 12/12/2007 - 12/14/2007
	Weekly Schedule: Wednesday 08:00 AM - 03:00 PM Thursday 08:00 AM - 03:00 PM Friday 08:00 AM - 03:00 PM
	A Cancellation Reason is required to cancel this assignment
	Cancellation Reason: <input type="text"/>
	<input type="button" value="Cancel Assignment"/> <input type="button" value="Return To List"/>

Canceling Assignments

An assignment can be cancelled if the time window for allowing cancellation has not been exceeded. The reason for canceling (if visible) must be selected from the pull-down list before clicking the Cancel Assignment button. Once this button is pressed, the assignment is cancelled.

The Job was cancelled successfully.

Review Assignments	
Display Format:	<input type="radio"/> List <input checked="" type="radio"/> Calendar
	(mm/dd/yyyy) (mm/dd/yyyy)
Search From:	<input type="text"/> <input type="button" value="P3"/> To: <input type="text"/> <input type="button" value="P3"/>
Job Number:	<input type="text"/> Note: Search by job number will not use the date range
<input type="button" value="Search"/>	

Chapter 3 Telephone Access

This chapter provides information and procedures for accessing SmartFindExpress using a telephone (Interactive Voice Response).

Registration

Before any features are available, you must register with the system and create a PIN. The Access ID and PIN are used for all interactions with the system and should never be used by anyone else. If you are not registered, you will not be called and offered or assigned to any jobs.

To register, follow these steps:

1. Call the main system number.
2. Enter your Access ID, followed by the star (*) key.
3. Enter your PIN, followed by the star (*) key.
4. If your Access ID and PIN are the same number, you will be asked to enter a new PIN before you can continue using the system. PIN numbers must meet the minimum length that has been setup in the parameters and can only contain numeric information.
5. If there has been no voice recording of your name, you are asked to record your name. Record your name and when you have finished recording, press the star (*) key.
6. Finally, you will hear the telephone number that the system will call you. You can modify this number.

Call-in

Substitutes can call the system and enter their Access ID and PIN, both followed by the star (*) key. From the main menu, select one of the following choices.

1. Review or Cancel Assignments

Information played about the job includes the absent employee's name, location, classification, dates, and times of the job and special instructions. Current and future jobs are played in job number order. There is no option to hear past assignments. After each job is played, you may be allowed to cancel the job. If this option is not played, then contact the system operator for assistance. When canceling a job, you may be asked to enter a reason for canceling the assignment from a list of decline/cancellation reasons. Canceling an assignment on the day of the job may result in being disqualified from being offered other jobs for today.

2. Hear Available Jobs

If this feature is enabled, you can listen to available jobs. The number of jobs played depends on how many are available to hear at that time. During morning callout times only jobs for today are played.

3. Review or Modify Callback (telephone) number

The number currently in your profile is played. Enter all digits that will be required to call you from the location of the system. Include the long distance code and/or area code.

4. Review or modify Temporary Do not Call Time

If this feature is enabled, enter a time that the system can resume calling you.

5. Review or Modify Unavailability dates

Your current and future unavailability dates are played in start date order. You are not offered jobs that occur during this period. The unavailability period does not restrict you from calling the system and hearing jobs for any date.

6. Review or Modify Daily Availability

Your menu choices are:

To review or delete time periods you are available to work

To enter a new time period you are available to work

To review or delete a time period you do not want to receive calls

To enter a new time period that you do not want to receive calls.

When entering a time period, you will be asked to choose the days of the week and the times.

7. Change PIN or name recording.

Call-out

Substitutes are the only users who are called and offered jobs. The system will only call a substitute after the substitute has called the system to register and create a PIN. The system may also call to inform a substitute of an assignment cancellation.

When called, the substitute can:

- **Press the star (*) key for the system to wait up to 2 minutes**

When the system calls, if someone else answers the telephone and has to locate you or you have to locate your login information, the system can be told to wait for approximately two minutes. If, at that time no Access ID is entered, the system will disconnect and record that the result of the call was a no answer.

- **To access the system**

Enter your Access ID and PIN, both followed by the star (*) key.

Job Offers

When the system calls you about an open job, the job information will play, including the absent employee's name, the location, the classification, and the dates and times of the job. Also, if special instructions were recorded for the job, they will be played to you. You can accept or decline the assignment. If you decline the assignment you will be asked to enter a reason for the decline and you may be disqualified from other job offers for that day during the morning callout only.

Assignment Cancellation

Substitute cancelled assignment notification calls are made once an hour during callout periods. The details of the cancelled job are played. You will automatically be made available for other jobs during the time period that was held by the now canceled job.

Browser Access Instructions

Web Browser URL www.bisd.us

Help Desk Phone Number 698-1225

Sign In

Open your web browser and access the SmartFindExpress Sign In page. Review the messages above the Sign In. Enter your Access ID and PIN. Review additional announcements on your home page, if any.

Profile Link

Choose the Profile link to view and update your information.

Profile Tab

- **Change your Callback Number**

Enter the telephone number where you can be contacted by the system. Include the '1' (long distance indicator) and area code only if required for the system to call you from the district office

- **Add Temporary Do Not Call setting**

Enter a time in HH:MM am or pm format for the system to resume calling
(The maximum is 24 hours from the current time)

Schedule Tab

- **Create a New Availability Schedule**

- o Select *New* button
- o Select *Save* button
- o Select days of the week for the schedule by leaving boxes checked by that day
- o Select the times you are available to work or do not want to be called. (Choose only one option)
 - Check box for all day or
 - Enter a start and end time range in HH:MM am or pm format
- o Select *Save* button
- o To Exit without saving changes, select the *Return to List* button

- **Modify your Availability Schedule**

- o Choose day or days of the week you want to delete by checking the boxes by that day
- o Select the *Delete* button
- o Select the *New* button to add a new day of week or time. Follow the steps for "Creating a New Availability Schedule" as outlined above.

- **Delete an Availability Schedule**

- o Select day(s) of the week you want to delete by checking the boxes by that day
- o Select the *Delete* button

Classifications and Locations Tab

- Review classifications and locations you have chosen for possible assignments

Unavail Dates Tab

- **Create Unavailability Schedule**

- o Select the *New* button
- o Enter Start and End Date Range (MM/DD/YYYY) or use the calendar icon
- o Select the *All Day* check box or enter the time range in HH:MM am or pm format
- o Select the *Call for Future Assignments* checkbox, if during the unavailable time period entered you would still like to receive calls for future assignments. Leave box unchecked if you do not want any calls during this time
- o Select *Save* button

- **Delete Unavailability Schedule**

- o Place a checkmark in the desired date range box
- o Select the *Delete* button

Available Jobs Link

Choose the Available Jobs link to view and accept assignments.

To view and accept jobs

- You must be available to work all days and times of the job
- You have specified that you will work at the location
- You are specified for the job

Follow these steps

- Select the date range for your search entering in the dates with forward slashes (MM/DD/YYYY) or using the calendar icon. Leaving dates blank will return all data
- Press the *Search* button to display the list of jobs
- Press the *Details* link to view the job details. Review the specifics and choose one of the following
 - o Select the *Accept Job* button. A job number will be assigned to you if the job has been successfully assigned to you. **Please record this Job Number.**
 - o Select the *Decline Job* button. Select a reason for decline from the drop-down list, then select the *Decline Job* button
 - o Select the *Return to List* button to return to the job listing

Review Assignments

Choose the Review Assignments link to review past, present and future assignments or to cancel an assignment

Follow these steps

- Select format for Assignment display. List or Calendar view
- Search for assignments
 - o Enter the date range with forward slashes (MM/DD/YYYY) for your search or use the calendar icon. Leaving dates blank will return all data
 - o Enter a specific job number (date range will not be used)
- Press the *Search* button to display the list of assigned jobs
- Choose the *Job Number* link to view job details
 - o Select the *Return to List* button to review other jobs assigned to you
 - o Select the *Cancel Assignment* button to cancel your assignment. Enter a reason for canceling from the pull-down list. Wait for the "Job was cancelled successfully" notification. You cannot cancel an assignment that has already started.

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
Classified Human Resource Department
1900 East Price Road, Suite #106
Brownsville, Texas 78521
(956) 548-8051

Daily Elementary Substitute Report

Directions: Please complete and return to the principal's secretary at the end of your workday.

Substitute's Name: _____ Substitute's Employee ID Number: _____

Campus: _____ Teacher's Name: _____

1) Did the teacher provide adequate lesson plans and clear instructions for you?

Yes No Comments:

2) Was a current seating chart provided?

Yes No Comments:

3) Were the staff members helpful to you?

Yes No Comments:

4) The assignments completed by the student may be found:

5) Comments:

A. Student behavior:

B. What I liked best about the class:

C. What would make my job easier:

D. Suggestions that might improve efforts to assist substitute teachers:

Substitute's Signature: _____ Date: _____

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
Classified Human Resource Department
1900 East Price Road, Suite #106
Brownsville, Texas 78521
(956) 548-8051

Daily Secondary Substitute Report

Directions: Please complete and return to the principal's secretary at the end of your workday.

Substitute's Name: _____ Substitute's Employee ID Number: _____

Campus/Subject: _____ Teacher's Name: _____

1) Did the teacher provide adequate lesson plans and clear instructions for you?
 Yes No Comments: _____

2) Was a current seating chart provided?
 Yes No Comments: _____

3) Were the staff members helpful to you?
 Yes No Comments: _____

4) For each class period taught, please list general student behavior, a summary of work completed, or an explanation for any deviation from the lesson plans. Please be specific about student behavior and any assignments not completed; attach additional pages if necessary.

Period 1:

E. Student behavior comments: _____

F. Lesson comments: _____

Period 2:

A. Student behavior comments: _____

B. Lesson comments: _____

Period 3:

A. Student behavior comments: _____

B. Lesson comments: _____

Period 4:

A. Student behavior comments: _____

B. Lesson comments: _____

Period 5:

A. Student behavior comments: _____

B. Lesson comments: _____

Period 6:

A. Student behavior comments: _____

B. Lesson comments: _____

Period 7:

A. Student behavior comments: _____

B. Lesson comments: _____

5) What would make my job easier: _____

6) Suggestions that might improve efforts to assist substitute teachers:

Substitute's Signature: _____ Date: _____

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
Classified Human Resource Department
1900 East Price Road, Suite #106
Brownsville, Texas 78521
(956) 548-8051

Teacher's Report of Substitute's Performance

Directions: Please complete and return to the principal's secretary at the end of your workday.

Campus: _____ Date(s) of Absence: _____

Teacher's Name: _____ Substitute's Employee ID Number: _____

Subject: _____ Substitute's Name: _____

1) Were the attendance procedures followed?

Yes No Comments:

2) Were your lesson plans followed?

Yes No Comments:

3) Did the substitute provide you with adequate information including a daily report?

Yes No Comments:

4) Was the room left in satisfactory condition upon your return?

Yes No Comments:

5) What type of reaction did the students have toward the substitute teacher?

Negative Positive Comments:

6) Do you wish to have this substitute teacher return to your room for future assignments?

Yes No Comments:

7) Additional comments:

Teacher's Signature: _____ Date: _____

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
Classified Human Resource Department
1900 East Price Road, Suite #106
Brownsville, Texas 78521
(956) 548-8051

Administrator's Report of Substitute's Performance

Directions: Please complete and return to the Classified Personnel Department as necessary.

Campus: _____ Date(s) of Assignment: _____

Substitute's Name: _____ Substitutes Employee ID Number: _____

1) Is a Teacher's Report of Substitute's Performance completed and attached?

Yes No Comments:

2) How did you become aware of the incident/situation?

3) Has an investigation been conducted? Yes No Comments:

4) Please describe incident and investigation results?

5) Would you call this Substitute in the future?

Yes No Comments:

6) Was a conference with Substitute teacher done?

Yes No Comments:

a) Date of conference:

b) Person's present:

c) Outcome:

7) Do you wish to have the Substitute removed from your campus priority list?

Yes No Comments:

8) Is it in the best interest of the students and the District to have this substitute removed from the District's Substitute Teacher List?

Yes No Comments:

9) Additional comments:

Campus Administrator's Signature: _____ Date: _____

99 WAYS TO SAY “VERY GOOD”

- You’re on the right track know!
 - You’ve got it made.
 - SUPER!
 - That’s right!
 - That’s good.
 - You’re really working hard today.
 - You are very good at that.
 - That’s coming along nicely.
 - GOOD WORK!
 - I’m happy to see you working like that.
 - That’s much, much better!
 - Exactly right.
 - I’m proud of the way you worked today.
 - That’s how to handle that.
 - You’re doing that much better today.
 - You’ve just got it.
 - That’s the best you’ve ever done.
 - You’re doing a good job.
 - THAT’S IT!
 - Now you’ve figured it out.
 - That’s quite an improvement.
 - GREAT!
 - I knew you could do it.
 - Congratulations!
 - Not bad.
 - Keep working on it your improving.
 - Well look at you go.
 - That’s it.
 - I’m very proud of you.
 - Marvelous
 - I like that.
 - Way to go!
 - Now you have to hang of it.
 - You’re doing fine!
 - Good thinking.
 - You are really learning a lot.
 - Good going.
 - I’ve never seen anyone do it better.
 - Keep on trying.
 - You outdid yourself today!
 - Good for you!
 - I think you’ve got it know.
 - That’s a good (boy/girl).
 - Good job, (person’s name).
 - You figured that out fast.
 - You remembered!
 - That’s really nice.
 - That kind of work makes me happy.
 - It’s such a pleasure to teach when you work like that!
 - EXCELLENT!
 - You’re really going to town.
- That’s the best ever.
You’ve just about mastered it.
PERFECT
That’s better than ever.
Much Better!
WONDERFUL!
You must have been practicing.
You did that very well.
FINE!
Nice going.
OUTSTANDING!
FANTASTIC!
TREMENDOUS!
You’re really going to town.
Now that’s what I call a fine job.
That’s great.
Right on!
You’re really improving.
You’re doing beautifully!
SUPERB!
Good remembering.
You’ve got that down pat.
You certainly did well today.
Keep it up!
Congratulations. You got it right!
You did a lot of work today.
Now you have it!
You are learning fast.
Good for you!
Couldn’t have done it better myself
Aren’t you proud of yourself?
One more time and you’ll have it.
You really make my job fun.
That’s the right way to do it.
You’re getting better every day.
You did it that time!
That’s not half bad.
Nice going.
You haven’t missed a thing!
WOW!
That’s the way!
Keep up the good work.
TERRIFIC!
Nothing can stop you now.
That’s the way to do it.
SENSATIONAL!
You’ve got your brain in gear today
That’s better
That was first class work.
I think you’re doing the right thing.

SPONGE ACTIVITIES FOR ELEMENTARY CLASSROOMS

1. **INVENT A FOOD**

Students have to invent an entirely new food. What's it going to be? Salty, Sweet? A packaged snack? A new vegetable or fruit? A fantasy food? And what will it be called, once they have suggested this new food? How will it be packaged and sold? Who will eat it? Is it slimy, gross, colorful, gooey, solid, liquid, or gritty? Have fun!

2. **Whose GOT THE RHYTHM?**

You will start a simple rhythm by clapping, tapping your feet, or using a ruler, for example, to tap out a short rhythm. It's up to the next student to copy that rhythm, and if successful, add one "note".

Then it goes to the next student, who again, if successful, must also add a beat of his or her choosing, and so on. When a student misses the rhythm, however everyone can clap (so this student won't feel bad) and this person will start a new rhythm, and go on from there.

3. **WHISPER THE SECRET!**

You will start a "secret message", using only the words, "short" and "long" (or two other words of your choosing that are opposites), that you write down a piece of paper. You might say, "Short, long, short, short," and then pass on the secret. Make your message longer for students in a 3rd or 4th grade, than for kindergarten students. See how it all comes out by the time it makes its tour around the room, and show your students the original message as written down on your piece of paper.

4. **A WORD OF ADVICE**

Discuss when people might seek advice; what might be their problems? Devise a few problems, and then see what kinds of advice your students, collaborating as a class, can come up to resolve those problems.

5. **A BUCKET OF?**

Have a plastic bucket ready in a corner of your classroom, full of strange little objects. For a sponge activity, your students can work in teams to come up with a unique use for whichever object you pull out of the bucket.

6. **YOU TAKE IT FROM HERE**

Pass out a box of colored pencils or colored crayons, where each student may take only one. Then give your students a theme, say, transportation, Thanksgiving, or sports. They may not say a word the entire duration of the exercise, so there is no communication. One student (you can start a different paper in each row if you are worried about maintaining a quiet classroom while the paper makes its rounds) starts with a piece of paper, and has only 5 seconds to start a design. He or she may have something entirely different in mind for the picture than the next student, so it's always interesting to see how it turns out. Give your finished picture a title, and put it on display.

7. **A RECIPE FOR.....**

Happiness! Success! Disaster? Fortune? Let your students choose the concept that you will all come up with a recipe for. Explain first what a recipe is, and how it typically is written (e.g. 2 cups of sugar, 1 stick of butter, 1 teaspoon of vanilla, mix well, add...., etc.). See how many cups of sunshine you need to mix into your batter for a perfect day, or how long you need to stir to make a friendship. This idea makes a great Parent Night display, with text written out to accompany student pictures for your final recipe.

8. **WHAT I SEE**

Your students have all been given a secret magnifying glass, and they get to see some pretty special things. Go out into a grassy field if you can, and spend some time just letting your students look around with the magnifying glasses, with no further instructions. If it's not really feasible to go

outside, then let them quietly and politely explore the classroom with their magnifying glasses. Have them come back to their desks after a specified amount of time, and then tell something imaginary they saw. (e.g. I saw a HUGE purple bug, with eyes that were diamonds, glittering in the sunlight! I wanted to grab it for its diamond eyes, but it looked at me so sweetly that I knew I should not touch it, etc.)

9. THE BEST THING

The best thing about school is... The best thing about lunchtime is.... The best thing about my classmate is.... The best thing about my family is.... The best thing about reading is... The best thing about summer is.... Your students can contribute topics so that you never run out of topics for your Best Thing Discussions. Let students take turns filling in the phrase, until you run out of ideas. You may wish to list them on the board, and include them in a monthly or weekly newsletter sent home.

10. DESIGN A SILLY HAT

Pass out pieces of art paper and instruct your students to design the silliest hat they can think of. When they show their completed pieces, ask them to tell you about who would wear such a hat, rounding out a character by giving him or her some character traits to go along with their hats.

SPONGE ACTIVITIES

1. “My favorite fill –in activity is called Who Has it? Who Doesn’t?”
This activity helps children develop observational skills and practice categorizing. Choose an observable object, such as hair ribbons, a watch, or a white shirt, and say, ‘Juan has it. Belen doesn’t. Homero has it. Andres doesn’t. When students think they know the answer, they raise their hands and ask, “Is it a watch?”(Or a ribbon or whatever objects you chose). The student who guesses first is the first to line up for recess, lunch, or wherever we’re going.”
2. Don’t Be Greedy!
“Students stand beside their seats and you roll a die, each time you roll the die, students add the number to the previous total, keeping a running score. Students can sit down at any time during the game, accepting the total at that point as their final score. For example if a student sits down after three rolls of the die showing 4, 6, and 1, he or she has a score of 11. The game continues until someone rolls a 2. The students still standing lose ALL their points—because they’ve been greedy! The seated student(s) with the highest score wins.”
3. Play What’s in the Box?
In this variation of 20 Questions, students ask questions requiring only yes or no answers and try to identify an object hidden in a box.
4. Ask a student to name a noun that begins with A, Have the next student name a noun beginning with B, and so on.
5. Ask students to name all the “green” words they can think of.
6. Silence
In silence, silence is the name of the game. Students must arrange themselves in order without uttering a peep! For example, challenge students to silently sequence themselves according to height. The game can be adapted with very little preparation to fit almost any curriculum theme. For example, if the class is studying state capitals count out enough sticky notes for each student, on each note, write the name of a state capital. Each student wears a “capital” tag on his or her shirt. The students must silently sequence themselves in alphabetical order. You might make the game even more challenged by asking them to line up according to the state for each capital

Options: Students can create their own tags. They might write their birthdays on tags and arrange themselves in order from January 1 to December 31. They might write their seven-digit phone numbers as a seven-digit number and arrange themselves in numerical sequence.

Other categories: The possibilities are endless, but students might include U.S. presidents (arrange in order of the presidencies), fractions (arrange in order of size), clocks (arrange printed a.m. and p.m. clock faces in order of the time shown) or largest U.S. city populations (arrange tags with the largest cities and their populations Galaxy).
7. Dictionary Deception
This game is based on a popular box game. To start the game, the teacher chooses a word for which no student will know the meaning. The teacher writes the word on the chalkboard and writes the definition of the word on a sheet of paper from a small pad. Then the teacher hands a sheet of paper from the same pad to each student. The student must write on that sheet his or her name and a definition of the word, the teacher collects all the definitions. One by one, the teacher reads the definitions. Students consider each definition. Then as the teacher rereads them, the students vote for the definition that they believe is the real meaning of the words. Students earn a point if they guess the definition correctly; they also earn a point each time another student selects their (fake)

definition as the true meaning of the word. The person with the most points at the end of the game wins.

Some words to try

Fabulist (FA-beeyuh-list) – a creator or writer of fables

Coppice (KAH-PES)—a thicket, grove, or growth of small trees

Inquiline (IN-kweh-lign)—an animal that lives habitually in the nest or abode of another species

Miliaria (mi-lee-AR-ee-eh) – an inflammatory disorder of the skin characterized by redness, burning, or itching

Baht (bot) – a unit of money in Thailand

8. Chain Reaction

You can easily adapt this game to many areas of the curriculum. The teacher writes a category on the chalkboard—foods, for example. Each student writes the letters A to Z on a sheet of paper. The students have five minutes to create an alphabetical list of as many foods as they can think of. Then the game begins. The first student must tell the name of a food. The second person must give the name of a food that begins with the last letter of the food given by the first person. The third person must name a food that begins with the last letter of the second person’s food and so on. One at a time, students are eliminated.

9. Pass the Chicken

In this game, nobody wants to hold the rubber chicken—the games only prop! To begin the game, all students sit in a circle. Select one person to be it. That person holds the rubber chicken. The teacher or a “caller” says to the person holding the chicken, “Name five presidents of the United States. Pass the chicken! As soon as the caller says “Pass the chicken” the person holding the chicken passes it to the right. Students quickly pass the chicken around the circle. If it returns to the original holder before he or she can name five presidents of the United States, the holder is still it. Otherwise, the person holding the chicken when it finishes listing five presidents is the new it. You should prepare the topic cards for this game in advance. Topics can relate to your curriculum or be general information topics. The students who is it must name five items in the called-out category in order to get rid of the dreaded chicken!

Some Suggested Topics

Fast-food restaurants

Authors of children’s books

Countries in South America

Sports teams

Things that grow in the desert

Vegetables

Carton characters

Musical groups

Cereals

Candy bars made with chocolate

Large bodies of water

Animals found in salt marshes

Cities in (your state)

Rivers in the United States

10. Take a number. Write it. Now make a face out of it.
11. List as many states as you can.
12. Write down as many cartoon characters as you can.
13. List all the things in your living room.
14. Write what you would do if you saw an elephant in your backyard.
15. List 5 parts of the body above the neck that have 3 letters.
16. List 1 proper noun for each letter of the alphabet.

17. How many animals can you list that begin with vowels?

18. List all the musical instruments that begin with "T".

A to Z

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

- Cities in their home state
- Countries
- Characters from stories and books
- Proper nouns
- Musical instruments
- Action verbs
- Feeling verbs
- Animals
- Foods
- Famous people in a given category

Description Exercise

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

Standing in Line

As quickly as you can, name:

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

Who has it? Who Doesn't?

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

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

UPPER GRADE SPONGES

1. Make up three names for rock groups.
2. Take a number. Write it. Now make a face out of it.
3. Name as many gems or precious stones as you can.

4. Write the names of all the girls in the class.
5. Name as many teachers at this school as you can.
6. List as many states as you can.
7. How many baseball teams can you name?
8. Write down as many cartoon characters as you can.
9. Write what you would do if you saw an elephant in your backyard.
10. List as many nouns in the room as you can.
11. List one proper noun for each letter of the alphabet.
12. Write one kind of food beginning with each letter of the alphabet.
13. List as many kinds of transportation as you can.
14. Name as many things as you can that you can wear on your head.
15. Name as many television game shows as you can.

SECONDARY SPONGES

1. List as many states as you can. Name their capitals. List the states in alphabetical order. List the states in rank order by size (largest population, number of Representatives in Congress, by regions, etc.)
2. Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name (biographical), (e) a proper name (geographical).
3. How many countries and their capitals can you name?
4. How many baseball teams can you name?
5. Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
6. List all the things in your living room.
7. Name as many kinds of ice cream as you can.
8. List five parts of the body above the neck that have three letters.
9. List one manufactured item for each letter of the alphabet.
10. List one proper noun for each letter of the alphabet.
11. Write one kind of food beginning with each letter of the alphabet.
12. Name as many holidays as you can.

13. List as many U.S. Presidents as you can.
14. List as many models of cars as you can.
15. How many parts of an auto can you list?
16. Name as many countries of the world as you can.
17. List as many personal pronouns as you can.
18. List as many kinds of transportation as you can.
19. Write as many homonyms as you can. Example: past-passed.
20. Name as many movie stars (singers, cartoon characters, action figures, famous sports figures) as you can. Name the movies are they in?
21. Name as many politicians as you can. Name an idea they believe in. Tell what office they hold. Name the political party they represent.
22. List all the places you find sand.
23. List as many breakfast cereals as you can.
24. Make a list of the 10 largest things you know.
25. Name as many planets as you can.
26. List all the sports you can think of in X minutes.
27. List all the foods you can that have sugar in them.
28. List all the foods you can that have milk in them.
29. Name as many rock groups as you can that begin with the letters A-F.
30. Name as many teachers at this school as you can.
31. Name all the models of Ford (Toyota, Chevrolet, or other name brand) cars you can think of.
32. Name all of the parts of speech and give an example of each.
33. Why were these dates important: 1492, 1606, 1776, 1812?
34. Find these rivers on your map: Mississippi, Rio Grande, Colorado, Hudson.
35. Which television series can you name that have high school-aged characters as regulars?
36. Name as many airlines as you can.
37. Name the different sections of the newspaper.
38. Name as many islands as you can.
39. Name all the types of musical instruments you can think of.
40. Name all the foods you can think of that contain protein.
41. Name as many kinds of fish as you can.

42. Name all the words you can that begin with the prefix in
43. Name as many of the album titles of records by Ricky Martin, Madonna, Selena, the Beatles (update according to current interests of students).
44. Name all the countries that have the letter "E" in them.
45. Name as many animals as you can which cause harm to man, either directly or indirectly.
46. Name five books you've read recently that you really enjoyed.
47. Name a movie you saw recently that you did not enjoy and tell why.
48. Name as many places as you can remember where you and your family have spent vacations.
49. List things you would buy if someone gave you a \$100.00 gift certificate from Target (Toys-R-us, Nordstrom's, Staples, Home Depot, etc).

<http://coe.sdsu.edu/people/jmora/MoraModules/vocabularydev.htm>

MORE SECONDARY SPONGES

1. How many baseball teams can you name?
2. List all the things in your living room.
3. Name as many kinds of ice cream as you can.
4. List one manufactured item for each letter of the alphabet.
5. List one proper noun for each letter of the alphabet.
6. Write one kind of food beginning with each letter of the alphabet.
7. List as many breakfast cereals as you can.
8. Make a list of the 10 largest things you know.
9. Name as many planets as you can.
10. Name as many rock groups as you can that begin with the letters A-F.
11. Name as many teachers at this school as you can.
12. Name all the types of musical instruments you can think of.
13. Name all the countries that have the letter "E" in them.
14. List things you would buy if someone gave you a \$100.00 gift certificate from Target (Toys-R-us, Nordstrom's, Staples, Home Depot, etc).

Guess the Shape

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

Plan the Voyage

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

Shortest to Tallest

Have your class arrange themselves from shortest to tallest. Work with them to come up with a game plan and then have them see how fast they can accomplish this feat. You may want them to just do this by sight or you may encourage them to be precise by using measurements.

Reading a Clock

This activity uses the large cardboard clocks that most younger grade classes have. You will need to make a clock or use a real one if you do not have these clocks. Simply make different times on the clock and have students tell you the time. You can also name a time and have different students come up and show the class the time on the clock face. They will enjoy this!

Quick Math

Have your class figure out some of the following problems: 1. How many hands are there in the classroom?

2. How many fingers are there? 3. How many noses? Encourage the students to find answers without counting one-by-one.

Find the Shapes

Have your kids look around the room, finding shapes. Have them try to find as many different kinds of shapes as possible. You may want to specify a shape for which to have them look. You may want to make a simple chart of shapes out of butcher paper that you can keep adding to as you have extra time.

QUICK AND EASY SPONGE ACTIVITES

For Upper Elementary and Middle School

1. Read aloud a short story, or a couple of paragraphs from a familiar story or a class novel. Every so often, pause and draw out a selected word - on this word, students must call out a replacement word. You will say, "Yes, that's right (and here, reread the sentence, replacing - with emphasis - one of the words called out by your students, for the word written in your text)."
2. Each student will draw a map of his or her own desert island. What would be on each person's island? Encourage them to think not only of the usual tropical paradise, but also to consider their needs, such as water supplies, food, etc.
3. Consider the texture: You will ask five students to come up to the board (or however many can fit comfortably at the board). You will say, "Please try to draw what I have on my mind." Start with an image or an object, but don't make it too simple. Describe the texture, the sound, the taste, smell, touch, etc. by using words such as rough, sharp, hollow, deep, immense, sturdy... before getting into specific colors and shapes. Students can then have a turn playing your role for the next five at the board, using only adjectives to describe the object; you may wish to consider omitting all color and shape words until they have passed ten adjectives, for instance. You could also line up students in teams, so that the student guessing the correct object will win a point for his or her team, and that team will be the next to describe their object.
4. Find some bizarre objects in your kitchen drawer, gizmos and gadgets, and bring them to class. Put them all into a paper bag so that students have no previous knowledge of what's in your bag. Divide your students into two or three teams, and then hand out an object to each team. Give them one or two minutes to work together on a skit that explains how to use that object, inferring what it is with their skit. They must write down what they think the object is before beginning their skit; the other students will try to guess what they are acting out and what the object is.
5. Tell your students that someone just came up to them with a very long story, lots of gesticulating, some weeping, a few long sighs, throwing arms up in the air, a few short laughs and a couple of loud bellows, and then waited expectantly for their replies. The only problem is, this person spoke in a language that none of them understood - and now it's up to your students to try to correctly interpret the story and identify this person's request.
6. People Numbers: Each student takes their favorite number, draws a large version of it to cover the paper, and then creates a person from that number.
7. Double this! Start with the first student doubling 1 plus 1; easy enough, then the next person must double the answer, and so on and so forth - until it takes a pencil and paper to come up with the correct answer. You can divide students into teams to create a competition, seeing which team finishes first. Make sure there are the same number of students on each team. They can race to the board for the answer for more drama in the game.
8. What was that? Give students a challenging list of vocabulary words, entries they most likely will not be familiar with. They must then consider the word, create a definition, and use it in a sentence. Only after doing so, they will look up the word, rewrite the definition in their own words, and use it in a sentence which defines it correctly. Both versions will be shared with the class, and students must guess which definition is correct.
9. Obfuscation: This time, students will be given vocabulary words from their spelling texts, so that they are more or less familiar with the terms. However, instead of giving a clear definition of the word, they

must give a convoluted and deliberately confusing definition. They can use expressions such as, "in other words", or, "what I mean is", and "well, it really wasn't like that, but more like...", etc., extending the definition as long as possible - and seeing how clarity counts.

10. 50 Years from Now: Start this one going around the class, simply by saying, "50 years from now..." and adding in your own answer, such as, "Cars will be obsolete. Instead, people will transport on insect belts." - or some such thing, you get the idea. Answers can be as fantastical as students wish, and you can gather all answers into a "50 Years From Now" class book. Have your class artists illustrate the book as well.

TOP 5 MINI “SPONGE” ACTIVITIES

Be the Teacher

For my middle school, Latino, ESL kids, I often wrap up the last ten minutes by having one or two of the students "be the teacher" for a mini-lesson.

I'll call on someone at random, and ask them to go to the board and in two minutes or less re-teach what they've learned that day. I'll call them "Mr." or "Ms." and ask them questions as they demonstrate their lesson re-cap. I encourage the other students to ask questions so the teacher can field them. The "teacher" is allowed to choose to give their lesson in English or Spanish, depending on their language ability level. This option allows even the beginner to participate effectively and show off a bit. It works well with grammar, because they can write examples, diagram a sentence, and list or categorize. This also works effectively in other content areas.

Flashlight Sight Words

As a 1st grade teacher, I spend a lot of time helping students master basic sight words. Here is a fun, kinesthetic activity to make learning those sight words a little more enjoyable:

Write your designated sight words on star shapes and place them on the ceiling. (Precut foam star shapes are available. Magnetic strips work well to use with a suspended ceiling.) At the end of the day or when you have a few extra minutes, grab a flashlight and turn out the lights in the classroom. Have students repeat the following chant with you:

Flashlight, flashlight

Oh, so bright!

Shine on the word _____

with all your light!

Then, choose a volunteer to find the "star" word in the night sky with the flashlight. This activity could be adapted for use with reading vocabulary or science/social studies/math terms.

Fishbowl Songs

For a quick activity with my PreK students, I use a plastic fishbowl filled with fish- shaped cutouts in various colors. (The kids seem to really enjoy the ones I cut out from wrapping paper, leftover cards, and junk mail because they have interesting patterns.) On each fish we place the name of a song or finger play. I usually use seasonally appropriate titles and have some year-round favorites too.

The children can then take turns taking a fish out of the bowl and that is the song we sing. This is a great time-filler when waiting for dismissal, since we have to get ready a little earlier than the older classes, or waiting for an assembly to start. I've also placed a fish net nearby for the fish we have used earlier in the week. This insures that we are not singing the same songs every time.

Get As Close As You Can

I call this sponge activity "Get as close as you can." I pick a random number (at least in the thousands or greater depending on what grade you teach) and I write it on the board. This is the target number. Then I write about five other random numbers. The students then can use any math operation and any of the five numbers once to try to get as close as they can to the target number. The student who gets the closest wins.

For example:

Target number: 1,050

Random numbers: 5, 87, 24, 13, 9

Sample answer: $[(87*13)-(24*5)] + 9 = 1,020$

Students usually want to keep on going and challenge the winner. They love this and it can take as little or as much time as you have.

Leopard Story Time

On the rare occasions that we're all packed and ready to go with time to spare, we get out our pet leopard (our school's mascot). It is loosely stuffed, only about five inches long, and has a voice box so it roars if dropped or squeezed too tightly. We use him while we are verbally "writing" a story. I usually begin with an opening sentence, and then gently throw the leopard to a student. That student must come up with the next line in the story then pass the leopard to another student. If the leopard roars, the one who caused the roar sits down. We have come up with some zany stories and practiced important story-writing skills as well as classroom behavior skills at the same time.

<http://www2.scholastic.com/browse/article.jsp?id=3745695>

Free Printable Word Search Puzzles

Adverbs

Find and circle all of the adverbs that are hidden in the grid.
The remaining letters spell a secret message.

S O O N O W H E R E A D V D H G I H A E
R B W I S E L Y S Y L T N E G N O L L D
T H E R E M N I A G A I E A S I L Y M R
O E Y Y L K C I U Q H Y L W O L S D O A
I R L F Y Y O N C E D F Y V G F E R S W
F O L D O A B N B A H E A D R A R B T E
O F A R E R D R E S Y L T N E S E R P M
R E E A A A E R A T N D S R A T V A D O
W B R W R J L V E E F S R E T O E E S H
A C A P L A T I E T N O I V L D N L S V
R Y M U Y K C A B R S M F E Y A A O E R
D Y T O M O R R O W B E E W S Y M R L A
W A L T N A T Y O R N W Y O D E E I N T
H E H T R T L R I S T H B H T H T W O H
E E E E E T H S O R S E T I W T O H E E
N R L K F I K L A H L R M Y L D U O L R
C Y A O L L U P Y O S E N E Q U I T E D
E V S E Y Y A Q W R S A S Y A W L A B S

ACROSS	BEHIND	HENCE	ONCE	SOMETIMES
AGAIN	BELOW	HIGH	PRESENTLY	SOMEWHERE
AHEAD	BRISKLY	HOMEWARD	QUICKLY	SOON
ALMOST	DOWN	HOWEVER	QUIETLY	THEN
ALREADY	EARLY	LITTLE	QUITE	THERE
ALSO	EASILY	LONG	RARELY	TODAY
ALWAYS	FAST	LOUDLY	RATHER	TOMORROW
ANYWHERE	FIRST	MONTHLY	REALLY	UPWARD
APART	FOREVER	NEARBY	SHORT	WEEKLY
AWAY	FORWARD	NEVER	SLOWLY	WISELY
BACK	GENTLY	NOWHERE	SOFTLY	YESTERDAY
BEFORE	GREATLY	OFTEN		

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Free Printable Word Search Puzzles

USA Presidents Word Search

Find and circle all of the United States Presidents that are hidden in the grid.
The remaining letters spell an Abraham Lincoln quotation.

M N O S L I W E R E L Y T L E A G N
A H O O V E R T A Y L O R V E N N A
D F D R O O S E V E L T O N O M I M
I N T P M H I E G D I L O O C O D U
S O N L I J Q A D A M S S R N N R R
O X L O G E F F M O I R E E G R A T
N I B T S O R A O R M O V A W O H N
F N H U R R B C R N L R E G B E W E
R O S D C O E A E I O N L A U A J R
K W U N L H H F N I O S T N S W A U
E R B A J B A C F S S M N H H R D B
N E W L O T O N K E C E I H T H A N
N T H E H L A C A K J N N H O I M A
E R G V N C A F I N G H U H A J S V
D A R E S J C N T T A R N B O Y A E
Y C A L O D L N O S I R R A H W E O
N E N C N E T N N O T N I L C O E S
D A T Y Y P O L K G A R F I E L D R

WASHINGTON	TAYLOR	B HARRISON	KENNEDY
J ADAMS	FILLMORE	MCKINLEY	L JOHNSON
JEFFERSON	PIERCE	T ROOSEVELT	NIXON
MADISON	BUCHANAN	TAFT	FORD
MONROE	LINCOLN	WILSON	CARTER
J Q ADAMS	A JOHNSON	HARDING	REAGAN
JACKSON	GRANT	COOLIDGE	G H W BUSH
VAN BUREN	HAYES	HOOVER	CLINTON
W HARRISON	GARFIELD	F D ROOSEVELT	G W BUSH
TYLER	ARTHUR	TRUMAN	OBAMA
POLK	CLEVELAND	EISENHOWER	

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Word Unscramble

1. garlabe _____

2. rat _____

3. nbda _____

4. ogboyil _____

5. ulucsac _____

6. etircyhms _____

7. hnziicietps _____

8. eutosrcmp _____

9. raadm _____

10. omsicneo _____

11. gpgayohre _____

12. ogygleo _____

13. mtreygoe _____

14. margram _____

15. ymg _____

16. ryoshti _____

17. oehm omccisneo _____

18. aueanlgg rsat _____

19. iuatreertl _____

21. tmha _____



Grammar Hunt

Activity Sheet

Name _____

How many grammar elements can you find in the newspaper? Here are the rules:

- Select one section of the newspaper.
- When your teacher says "go," begin looking for an example of each element in the chart.
- Write each example in its appropriate box. If you finish early, find additional examples.

Each section of the chart that has at least one example is worth 10 points

Each section of the chart that has two or three examples is worth 15 points

Each section of the chart that has more than three examples is worth 25 points

Common Noun	
Proper Noun	
Linking Verb	
Action Verb	
Irregular Verb	
Adjective	
Adverb	
Article	
Appositive	
Compound Sentence	

Pronoun	
Adverb Phrase	
Adjective Phrase	
Participial Phrase	
Conjunction	
Interjection	

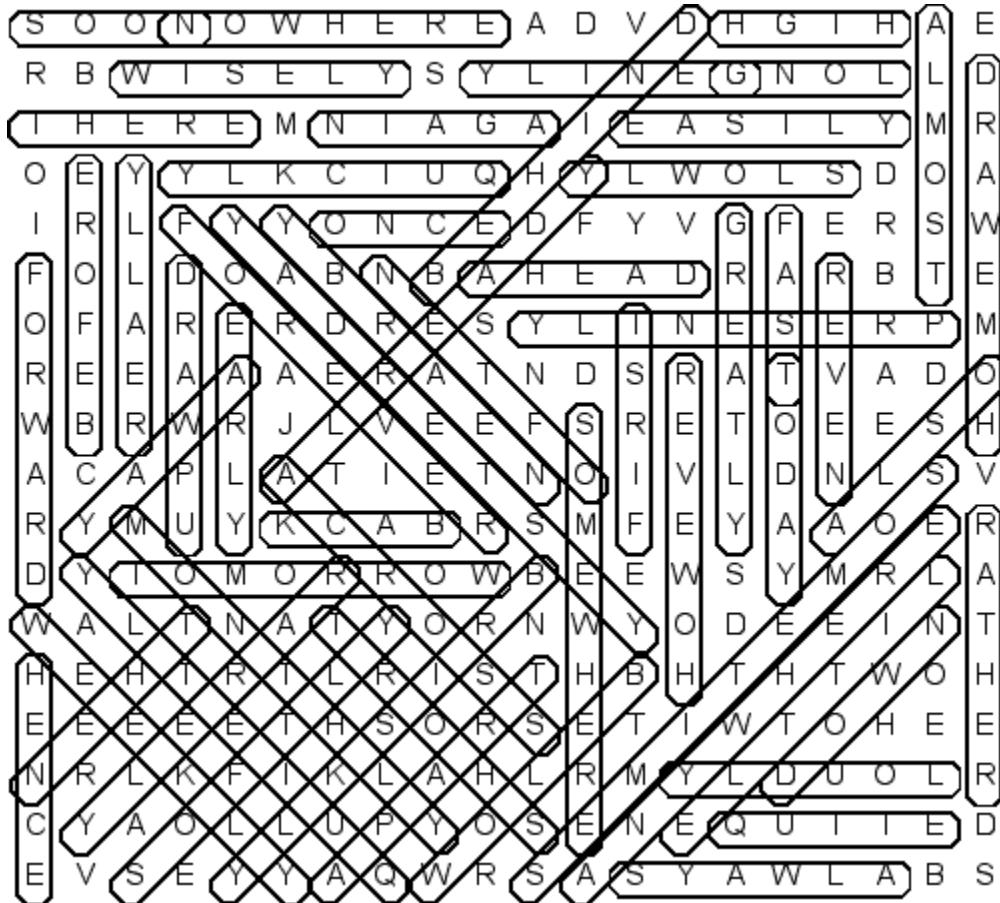
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Original URL: <http://www.teachervision.fen.com/grammar/curriculum-planning/6216.html>

[Free Printable Word Search Puzzles](#)

Adverbs

This is the solution to the puzzle located [here](#).



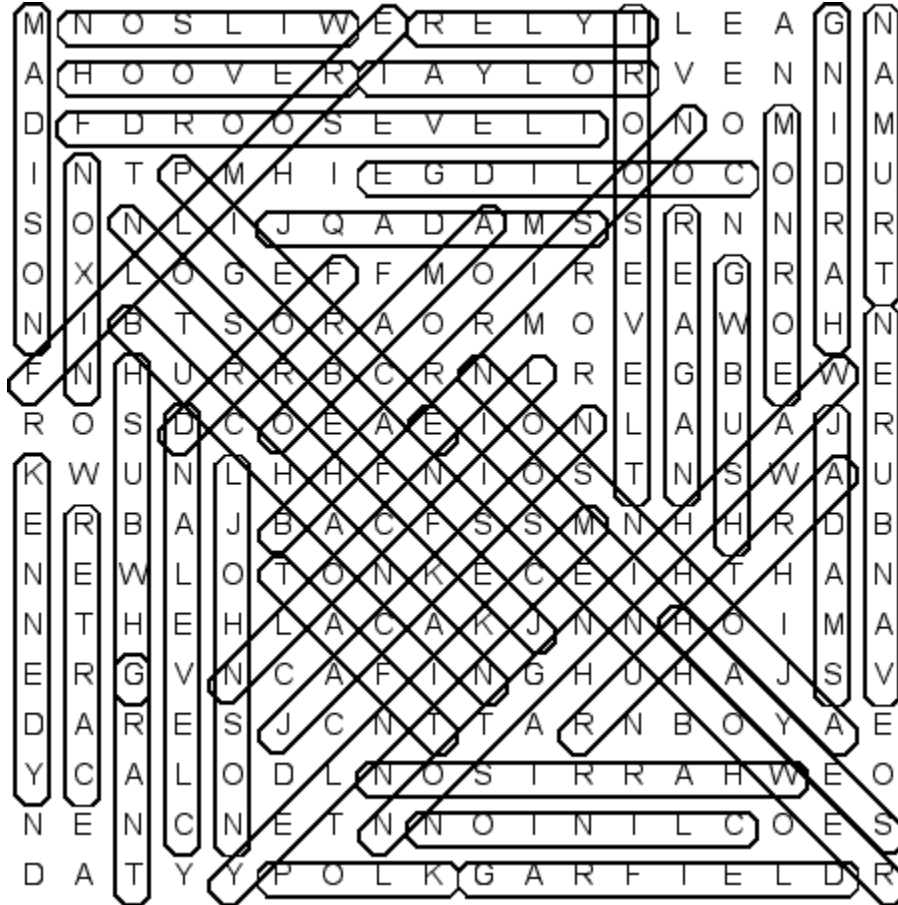
- | | | | | |
|----------|---------|----------|-----------|-----------|
| ACROSS | BEHIND | HENCE | ONCE | SOMETIMES |
| AGAIN | BELOW | HIGH | PRESENTLY | SOMEWHERE |
| AHEAD | BRISKLY | HOMEWARD | QUICKLY | SOON |
| ALMOST | DOWN | HOWEVER | QUIETLY | THEN |
| ALREADY | EARLY | LITTLE | QUITE | THERE |
| ALSO | EASILY | LONG | RARELY | TODAY |
| ALWAYS | FAST | LOUDLY | RATHER | TOMORROW |
| ANYWHERE | FIRST | MONTHLY | REALLY | UPWARD |
| APART | FOREVER | NEARBY | SHORT | WEEKLY |
| AWAY | FORWARD | NEVER | SLOWLY | WISELY |
| BACK | GENTLY | NOWHERE | SOFTLY | YESTERDAY |
| BEFORE | GREATLY | OFTEN | | |

The hidden message is: ADVERBS MODIFY VERBS AND ADJECTIVES AND OTHER ADVERBS

[Free Printable Word Search Puzzles](#)

USA Presidents

This is the solution to the puzzle located [here](#).



- | | | | |
|------------|-----------|---------------|------------|
| WASHINGTON | TAYLOR | B HARRISON | KENNEDY |
| J ADAMS | FILLMORE | MCKINLEY | L JOHNSON |
| JEFFERSON | PIERCE | T ROOSEVELT | NIXON |
| MADISON | BUCHANAN | TAFT | FORD |
| MONROE | LINCOLN | WILSON | CARTER |
| J Q ADAMS | A JOHNSON | HARDING | REAGAN |
| JACKSON | GRANT | COOLIDGE | G H W BUSH |
| VAN BUREN | HAYES | HOOVER | CLINTON |
| W HARRISON | GARFIELD | F D ROOSEVELT | G W BUSH |
| TYLER | ARTHUR | TRUMAN | OBAMA |
| POLK | CLEVELAND | EISENHOWER | |

The hidden sentence is:
LEAVE NOTHING FOR TOMORROW WHICH CAN BE DONE TODAY

Word Unscramble Solution

1. algebra
2. art
3. band
4. biology
5. calculus
6. chemistry
7. citizenship
8. computers
9. drama
10. economics
11. geography
12. geology
13. geometry
14. grammar
15. gym
16. history
17. home economics
18. language arts
19. literature
20. math

Helpful Sites for Teachers

A+ Teacher Place

This site offers a link for everyone.

<http://www.teacherplace.net/>

A to Z Stuff

This site was developed for teachers by teachers. It is designed to help teachers find lesson plans and activities easily. It has a seasonal index, tips, and thematic link.

<http://www.atozteacherstuff.com/>

ABC Teach

Follow links to thematic units, puzzles, bookmarks, maps, center signs, certificates and fun activities.

<http://abcteach.com>

Beginning of School Packet

Find 27 Tips for Parent Conferences, Sponge Activities, 50 Opportunities to Say You're Terrific, and more. Especially helpful for beginning teachers.

<http://www.inspiringteachers.com/index.html>

Classroom Sponge Activities

“Common advice to beginning teachers is to over plan your day--don't let those extra minutes slip by with nothing happening. Here is a site to help fill those spare minutes at the end of a lesson plan or just before the bell rings. Review them for what may be useful for your age group and classroom, and keep your list handy.”

<http://www.schoolfutures.org/inteasponge.html>

Crayola.com

The Crayola site is complete with activities, ideas, card creator, color corner and more.

<http://crayola.com/>

Cyberbee

This great teacher site is complete with resource links by subject, how-to links, treasure hunt links, and more. <http://www.cyberbee.com/>

Dr. Jean

This site provides an abundance of information for teaching young children. The activities of the month link will be helpful to teachers.

<http://drjean.org>

Education World

This is a terrific site for all educators.

<http://www.educationworld.com/>

e-Pals

<http://www.epals.com/>

FunBrain.com

FunBrain.com is a fun site complete with games such as Grammar Gorrillas, Paint by Idioms, Math Baseball, Fresh Baked Fractions, Place Value Puzzler, and much more.

<http://funbrain.com/>

FunSchool.com

Checkout the fun activities, games, worksheets, puzzles and more at this site. Links are provided by grade level. The Kid's Domain link also provides helpful and fun activities.

<http://www.funschool.com/games.php?section=g1>

Kathy Schrock's Guide for Educators

This site is one of the best resources for teachers. "Kathy Schrock's Guide for Educators is a categorized list of sites useful for enhancing curriculum and professional growth. It is updated often to include the best sites for teaching and learning."

<http://school.discovery.com/schrockguide/>

Kinder Korner

What a great site for kindergarten teachers!

<http://www.kinderkorner.com/>

Lesson Plans.com

Follow links to various lesson plan sites.

<http://lessonplans.com>

The Mailbox

Like The Mailbox magazine? Then checkout this site.

<http://www.theeducationcenter.com/cgi-bin/tec/guest.jsp>

ProTeacher.com

This site is the place to stop for all teachers. It has great subject links as well as classroom management and suggested teaching practices.

<http://proteacher.com/>

PuzzleMaker.com ****

PuzzleMaker.com is a site that teachers can use to generate their own puzzles. Teachers can create printable word search and crossword puzzles easily at this site.

<http://www.puzzlemaker.com>

Research Resources for the Social Sciences

Economics, geography, political science, sociology, psychology and news and journalism are all represented at this site.

<http://www.socsciresearch.com>

RubiStar ****

This is an excellent site for creating your own printable rubrics for grading project-based-learning activities. You can choose a numeric or descriptive rating scale. You may choose the type of project and preset grading categories. If you do not like the categories, simply highlight it and type in your own description. It's very easy to use.

<http://rubistar.4teachers.org/>

Scholastic.com

The Scholastic company brings teachers a great web site.

<http://www.scholastic.com/index.asp>

School Express

This site aids teachers in making their own award certificate, worksheets, fun activities, online math problems, and more.

<http://www.schoolexpress.com/>

MONTH _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input data-bbox="116 327 191 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 327 477 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="691 327 766 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 327 1052 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 327 1313 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME
<input data-bbox="108 617 183 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 617 477 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="691 617 766 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 617 1052 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 617 1313 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME
<input data-bbox="116 856 191 909" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 856 477 909" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="691 856 766 909" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 856 1052 909" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 856 1313 909" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME
<input data-bbox="84 1121 159 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 1121 477 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="691 1121 766 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 1121 1052 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 1121 1313 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME
<input data-bbox="92 1386 167 1438" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 1386 477 1438" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="691 1386 766 1438" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 1386 1052 1438" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 1386 1313 1438" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME

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MONTH _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input data-bbox="116 321 191 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="402 321 477 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="691 321 766 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="979 321 1053 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1240 321 1315 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____
<input data-bbox="108 611 183 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="402 611 477 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="691 611 766 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="979 611 1053 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1240 611 1315 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____
<input data-bbox="116 852 191 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="402 852 477 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="691 852 766 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="979 852 1053 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1240 852 1315 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____
<input data-bbox="84 1115 159 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="402 1115 477 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="691 1115 766 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="979 1115 1053 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1240 1115 1315 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____
<input data-bbox="92 1377 167 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="402 1377 477 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="691 1377 766 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="979 1377 1053 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1240 1377 1315 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____

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MONTH _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input data-bbox="116 327 191 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 327 477 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="690 327 764 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 327 1052 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 327 1313 380" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME
<input data-bbox="107 617 181 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 617 477 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="690 617 764 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 617 1052 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 617 1313 669" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME
<input data-bbox="116 858 191 911" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 858 477 911" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="690 858 764 911" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 858 1052 911" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 858 1313 911" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME
<input data-bbox="84 1121 159 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 1121 477 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="690 1121 764 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 1121 1052 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 1121 1313 1173" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME
<input data-bbox="94 1383 168 1436" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="402 1383 477 1436" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="690 1383 764 1436" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="977 1383 1052 1436" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME	<input data-bbox="1239 1383 1313 1436" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME

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MONTH _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input data-bbox="118 323 191 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="404 323 477 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="693 323 766 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="980 323 1053 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1242 323 1315 373" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____
<input data-bbox="108 613 181 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="404 613 477 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="693 613 766 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="980 613 1053 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1242 613 1315 663" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____
<input data-bbox="118 854 191 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="404 854 477 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="693 854 766 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="980 854 1053 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1242 854 1315 905" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____
<input data-bbox="86 1117 159 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="404 1117 477 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="693 1117 766 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="980 1117 1053 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1242 1117 1315 1167" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____
<input data-bbox="95 1379 168 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="404 1379 477 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="693 1379 766 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="980 1379 1053 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____	<input data-bbox="1242 1379 1315 1430" type="checkbox"/> JOB# _____ CAMPUS _____ TEACHER'S NAME _____

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