

# SUBSTITUTE TEACHER HANDBOOK

## 2012-2013



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT  
Classified Human Resource Department

# Brownsville Independent School District

## Substitute's Handbook Receipt Form 2012 - 2013

**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."*

*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.*

(04/25/12)



## **Brownsville Independent School District**

1900 Price Road Brownsville, Texas 78521-2417 (956) 548-8000 Fax: (956) 548-8010

*Dr. Carl A. Montoya*  
*Superintendent of Schools*

June 1, 2012

To Brownsville ISD Substitute Teachers:

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.

Your role as a substitute teacher is a vital function in the continuation of our student's education. The professional substitute teacher ensures that the time spent in the classroom is productive and furthers the student's learning.

We are pleased that you have chosen to take on this role and to join us in fulfilling the mission of the Brownsville Independent School District. Have a wonderful year!

Sincerely,

A handwritten signature in cursive script that reads 'Carmelita Rodriguez'.

Carmelita Rodriguez  
Classified Human Resource Administrator

# **SFE Phone Number**

**550-1030**

**SmartFind Express**

**[www.bisd.us](http://www.bisd.us)**

**<http://sems.bisd.us>**

**HELP DESK**

**698-1225 / 698-1226**

**PAYROLL DEPARTMENT**

**548-8391**

**INSURANCE DEPARTMENT**

**548-8061**

**Help Desk Schedule:**    7:30 a.m. – 10:00 a.m. (for issuing jobs)  
                                  3:00 p.m. – 5:30 p.m. (for questions or concerns)  
                                  **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 a.m.  | 8:00 a.m. – 11:15 a.m.           |
| PM                     | 12:15 p.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.

### **Administrative Authority**

Substitute teaching services are administered centrally under the direction of the Classified Human Resource Administrator.

## **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. Must have 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 participate in an online training for substitute teachers. This online training includes basic information about the role of the substitute teacher, District Policies and Procedures and answers to most frequently asked questions.

### **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 Human Resource Department** once the applicant has been approved.
5. Employment Eligibility Verification Form (I-9).
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 Human Resource Department**.
2. Do online training for substitute teachers.
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 cleared 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. Returning substitutes are also required to take online training for upcoming school year.

### **C. Substitute Online Training**

Before beginning their duties all substitutes **must** participate in the online training provided by the Human Resources Department. This online training provides information on the *SmartFind Express System*, information regarding the role of the substitute, a review of District Policies including Sexual Harassment 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.

## **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](http://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.

### 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](http://www.bisd.us) or the Help Desk at (956) 698-1225. The Help Desk is available Monday through Friday from 7:30 a.m. to 10:00 a.m. and 3:00 p.m. to 5:30 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 BISD 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

|                               |                            |           |                           |
|-------------------------------|----------------------------|-----------|---------------------------|
| SFE has two call-out periods: | <b><u>Today's Jobs</u></b> |           | <b><u>Future Jobs</u></b> |
|                               | 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 school's 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.

### **Professional Ethics**

Professional substitutes have a responsibility to conduct themselves in an acceptable, appropriate manner for a professional setting at all times.

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](http://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 appropriated 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 is 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 or physical conduct, or subjecting students to racial or sexual harassment; using 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 it no longer wants to use as substitutes, 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**

##### **Salary Schedule**

| <b>Description</b> | <b>Daily Rate</b> |
|--------------------|-------------------|
| Non Degreed        | 1 \$72.00         |
| Degreed *          | 2 \$82.00         |
| Certified**        | 3 \$107.00        |

\*General College Bachelor's/Master's Degree      \*\*Teacher Certification

##### **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 SFE 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. Pay rate change will be effective as of the day **Classified Human Resource Department** receives proper documentation (i.e. Bachelors Degree, Teachers Certification).
6. 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 complain 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.



EMPLOYEE STANDARDS OF CONDUCT

DH  
(LEGAL)

**EDUCATOR ETHICS** 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.

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.

*Education Code 21.041(8); 19 TAC 247.1, 247.2*

**REPORT TO SBEC OF EDUCATOR MISCONDUCT** The Superintendent must file a written report with SBEC not later than the seventh day after the Superintendent first obtains or has knowledge of information indicating that:

- CRIMINAL HISTORY** 1. An applicant for or holder of a certificate issued by SBEC has a reported criminal history;
- ASSESSMENT INSTRUMENT** 2. The certificate holder engaged in conduct that violated the assessment instrument security procedures established under Education Code 39.0301;
- RESIGNATION** 3. The certificate holder resigned and reasonable evidence supports a recommendation by the Superintendent to terminate the educator based on a determination that the educator engaged in misconduct listed at DF(LEGAL) [see DFE]; or
- TERMINATION** 4. A certificate holder's employment at the District was terminated based on a determination that the certificate holder engaged in the misconduct listed at DF(LEGAL).

*Education Code 21.006; 19 TAC 249.14*

**CONTENTS OF REPORT** The report shall, at a minimum, describe in detail the factual circumstances requiring the report and identify the subject of the report by providing the following available information:

- 1. Name and any aliases;
- 2. Certificate number, if any, or social security number;
- 3. Last known mailing address and home and daytime phone numbers;
- 4. Name or names and any available contact information of any alleged victim or victims; and
- 5. Name or names and any available contact information of any relevant witnesses to the circumstances requiring the report.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LEGAL)

|                                 |  |
|---------------------------------|--|
|                                 | <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>A superintendent who fails to timely make a required report is subject to sanctions by SBEC.</p>   |
| IMMUNITY                        | <p>A superintendent who, in good faith and while acting in an official capacity, files a report with SBEC is immune from civil or criminal liability that might otherwise be incurred or imposed.</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"><li>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)];</li><li>2. Establishing a drug-free awareness program for employees pursuant to the DFWA;</li><li>3. Notifying the granting agency within ten days after receiving notice that an employee has been convicted under a criminal drug statute;</li><li>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</li></ol> |

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LEGAL)

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*

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

|                                    |  |
|------------------------------------|--|
|                                    | <p>All District employees shall perform their duties in accordance with state and federal law, District policy, and ethical standards. [See DH(EXHIBIT)]</p> <p>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.</p> <p>Employees wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]</p>   |
| VIOLETIONS OF STANDARDS OF CONDUCT | <p>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]</p>  |
| ELECTRONIC MEDIA                   | <p>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.</p>  |
| USE WITH STUDENTS                  | <p>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:</p> <ol style="list-style-type: none"><li>1. Exceptions for family and social relationships;</li><li>2. The circumstances under which employees may use text messaging to communicate with students; and</li><li>3. Other matters deemed appropriate by the Superintendent or designee.</li></ol> <p>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]</p> |
| PERSONAL USE                       | <p>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</p>   |

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

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|   | <p>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.</p>   |
| <p>PERSONAL<br/>TELECOMMUNICATIONS<br/>DEVICES<br/>DEFINITION</p> | <p>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.</p>   |
| <p>USE</p>  | <p>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.<br/>[See CNB and CNC]</p> |
| <p>OUTSIDE ACTIVITIES</p>   | <p>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.</p>  |
| <p>PROFANITY</p>  | <p>When dealing with staff and students, employees shall not use profane language nor engage in obscene conversations on the job.</p>   |
| <p>DISRUPTIVE ACTIVITY</p>  | <p>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.</p>  |
| <p>SAFETY<br/>REQUIREMENTS</p>                                    | <p>All employees shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.</p>   |
| <p>HARASSMENT OR<br/>ABUSE</p>                                    | <p>Employees shall not engage in prohibited harassment, including sexual harassment, of:</p> <ol style="list-style-type: none"><li>1. Other employees. [See DIA]</li><li>2. Students. [See FFH; see FFG regarding child abuse and neglect]</li></ol> <p>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.</p>  |

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

|  |   |
|--|---|
| 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"><li>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.</li><li>2. Alcohol or any alcoholic beverage.</li><li>3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.</li><li>4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.</li></ol> <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"><li>1. Crimes involving school property or funds;</li></ol>  |

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

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. *19 TAC 247.1*

1. Professional Ethical Conduct, Practices, and Performance

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

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

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

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

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

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

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

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

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

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



EMPLOYEE STANDARDS OF CONDUCT

DH  
(EXHIBIT)

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

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

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

2. Ethical Conduct Toward Professional Colleagues

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

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

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

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

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

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

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

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 intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

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

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

EMPLOYEE STANDARDS OF CONDUCT

DH  
(EXHIBIT)

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

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

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

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

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include:

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly or the educator attempted to conceal the communication;
- d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- e. Whether the communication was sexually explicit; and
- f. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

19 TAC 247.2

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**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.

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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(a)*

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. Sun-downer 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:

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)

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**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.

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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:

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

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-

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

Name: Dr. Sylvia P. Atkinson  
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: Dr. Sylvia P. Atkinson  
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.

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.



Brownsville ISD  
031901

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

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.

DATE ISSUED: 4/18/2012  
LDU 2012.03  
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ADOPTED:

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EMPLOYEE WELFARE

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(LEGAL)

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| 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.

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)*

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**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.

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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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| DATING VIOLENCE    | <p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none"><li>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;</li><li>2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or</li><li>3. Otherwise adversely affects the student's educational opportunities.</li></ol> |
| EXAMPLES           | <p>Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>   |
| RETALIATION        | <p>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.</p> <p>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.</p>  |
| EXAMPLES           | <p>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.</p>   |
| PROHIBITED CONDUCT | <p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this poli-</p>  |



STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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|                                  | cy, even if the behavior does not rise to the level of unlawful conduct.   |
| REPORTING PROCEDURES             | <p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.</p> <p>Alternatively, a student may report prohibited conduct directly to one of the District officials below:</p>  |
| 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             | <p>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:</p> <p>Name: Susan Fox</p> <p>Position: Assistant Superintendent/Human Resources/Title IX/504</p> <p>Address: 1900 Price Road, Brownsville, TX 78521</p> <p>Telephone: (956) 548-8000</p>   |
| ADA / SECTION 504 COORDINATOR    | <p>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:</p> <p>Name: Susan Fox</p> <p>Position: Assistant Superintendent/Human Resources/Title IX/504</p> <p>Address: 1900 Price Road, Brownsville, TX 78521</p> <p>Telephone: (956) 548-8000</p> |
| 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 coordi-  |

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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|                              | <p>nator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>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.</p>   |
| TIMELY REPORTING             | <p>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.</p>   |
| NOTICE OF REPORT             | <p>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.</p>  |
| NOTICE TO PARENTS            | <p>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.</p>   |
| 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</p>   |

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|                   | <p>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>  |
| 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>  |

TECHNOLOGY RESOURCES

CQ  
(LEGAL)

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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<br>INTERNET<br>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"><li>1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;</li><li>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; and</li><li>3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.</li></ol> <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<br>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>   |

TECHNOLOGY RESOURCES

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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)(ii)*

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 online;
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, districts 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)*

EXCEPTION FOR  
ADULTS

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)(D)*

TECHNOLOGY RESOURCES

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(LEGAL)

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| MONITORED USE             | <p>In accordance with the appropriate certification, the District shall monitor the online activities of minors. <i>47 U.S.C. 254(h)(5)(B)</i></p>  |
| CERTIFICATIONS TO THE FCC | <p>To be eligible for universal service discount rates, the District shall certify to the FCC during each annual program application cycle, in the manner prescribed at 47 CFR 54.520, that:</p> <ol style="list-style-type: none"><li>1. An Internet safety policy has been adopted and implemented.</li><li>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.</li><li>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.</li></ol> <p><i>47 U.S.C. 254(h)(5); 47 CFR 54.520</i></p>   |
| ESEA FUNDING              | <p>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:</p> <ol style="list-style-type: none"><li>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</li><li>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.</li></ol> <p>The District may disable the technology protection measure to enable access to bona fide research or for another lawful purpose.</p> |
| CERTIFICATION TO DOE      | <p>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.</p> <p><i>20 U.S.C. 6777</i></p>  |

TECHNOLOGY RESOURCES

CQ  
(LEGAL)

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 eleemosynary 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*

TECHNOLOGY RESOURCES

CQ  
(LEGAL)

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| RETURN OF EQUIPMENT                             | <p>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:</p> <ol style="list-style-type: none"><li>1. Five years after the date the student receives the equipment;</li><li>2. The date the student graduates;</li><li>3. The date the student transfers to another district; or</li><li>4. The date the student withdraws from school.</li></ol> <p>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.</p> <p><i>Education Code 32.106</i></p> |
| UNIFORM ELECTRONIC TRANSACTIONS ACT             | <p>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. <i>Business and Commerce Code Chapter 322</i></p>   |
| SECURITY BREACH NOTIFICATION TO STATE RESIDENTS | <p>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.</p>                                  |
| TO THE OWNER OR LICENSE HOLDER                  | <p>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.</p>   |
| TO A CONSUMER REPORTING AGENCY                  | <p>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.</p>  |



TECHNOLOGY RESOURCES

CQ  
(LEGAL)

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)*

ACCESS TO  
ELECTRONIC  
COMMUNICATIONS

Except as otherwise provided in the Electronic Communication Privacy Act (ECPA), 18 U.S.C. 2510–22, a person commits an offense if the person:

ELECTRONIC  
COMMUNICATION  
PRIVACY ACT

1. Intentionally intercepts, endeavors to intercept, or procures any other person to intercept or endeavor to intercept any wire, oral, or electronic communication;
2. Intentionally uses, endeavors to use, or procures any other person to use or endeavor to use any electronic, mechanical, or other device to intercept any oral communication when:
  - a. Such device is affixed to, or otherwise transmits a signal through, a wire, cable, or other like connection used in wire communication; or
  - b. Such device transmits communications by radio, or interferes with the transmission of such communication; or
  - c. Such person knows, or has reason to know, that such device or any component thereof has been sent through the mail or transported in interstate or foreign commerce; or
  - d. Such use or endeavor to use takes place on the premises of any business or other commercial establishment the operations of which affect interstate or foreign commerce; or obtains or is for the purpose of obtaining information relating to the operations of any business or other commercial establishment the operations of which affect interstate or foreign commerce; or
  - e. Such person acts in the District of Columbia, the Commonwealth of Puerto Rico, or any territory or possession of the United States;
3. Intentionally discloses, or endeavors to disclose, to any other person the contents of any wire, oral, or electronic communication, knowing or having reason to know that the information was obtained through the prohibited interception of a wire, oral, or electronic communication;

4. Intentionally uses, or endeavors to use, the contents of any wire, oral, or electronic communication, knowing or having reason to know that the information was obtained through the prohibited interception of a wire, oral, or electronic communication; or
5. Intentionally discloses, or endeavors to disclose, to any other person the contents of any wire, oral, or electronic communication, intercepted by means authorized by 18 U.S.C. 2511(2)(a)(ii), 2511(2)(b)–(c), 2511(2)(e), 2516, and 2518; knowing or having reason to know that the information was obtained through the interception of such a communication in connection with a criminal investigation; having obtained or received the information in connection with a criminal investigation; and with intent to improperly obstruct, impede, or interfere with a duly authorized criminal investigation.

It shall not be unlawful for a person not acting under color of law to intercept a wire, oral, or electronic communication where such person is a party to the communication or where one of the parties to the communication has given prior consent to such interception unless such communication is intercepted for the purpose of committing any criminal or tortious act in violation of the Constitution or laws of the United States or of any state.

*18 U.S.C. 2511(1), (2)(d)*

STORED WIRE AND  
ELECTRONIC  
COMMUNICATIONS  
AND  
TRANSACTIONAL  
RECORDS ACCESS  
ACT

The District must comply with the Stored Wire and Electronic Communications and Transactional Records Access Act, 18 U.S.C. 2701–12.

A person is prohibited from obtaining, altering, or preventing authorized access to a wire or electronic communication while it is in electronic storage by:

1. Intentionally accessing without authorization a facility through which an electronic communication service is provided; or
2. Intentionally exceeding an authorization to access that facility.

EXCEPTIONS

This section does not apply with respect to conduct authorized:

1. By the person or entity providing a wire or electronic communications service;
2. By a user of that service with respect to a communication of or intended for that user; or
3. By sections 18 U.S.C. 2703, 2704, or 2518.

*18 U.S.C. 2701(a), (c)*

TECHNOLOGY RESOURCES

CQ  
(LEGAL)

|   |   |
|---|---|
| DEFINITIONS                                 |   |
| ELECTRONIC COMMUNICATION                    | “Electronic communication” means any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photooptical system that affects interstate or foreign commerce. <i>18 U.S.C. 2510(12)</i>   |
| ELECTRONIC STORAGE                          | “Electronic storage” means:<br><ol style="list-style-type: none"><li>1. Any temporary, intermediate storage of a wire or electronic communication incidental to the electronic transmission thereof; and</li><li>2. Any storage of such communication by an electronic communication service for purposes of backup protection of such communication.</li></ol> <i>18 U.S.C. 2510(17)</i><br><br>Messages that have been sent to a person, but not yet opened, are in temporary, intermediate storage and are considered to be in electronic storage. See <i>Steve Jackson Games, Inc. v. United States Secret Service</i> , 36 F.3d 457 (5th Cir. 1994). Electronic communications that are opened and stored separately from the provider are considered to be in post-transmission storage, not electronic storage. See <i>Fraser v. Nationwide Mut. Ins. Co.</i> , 352 F.3d 107 (3d Cir. 2004). |
| ELECTRONIC COMMUNICATIONS SYSTEM            | “Electronic communications system” means any wire, radio, electromagnetic, photooptical or photoelectronic facilities for the transmission of wire or electronic communications, and any computer facilities or related electronic equipment for the electronic storage of such communications. <i>18 U.S.C. 2510(14)</i>   |
| ELECTRONIC COMMUNICATIONS SERVICE           | “Electronic communication service” means any service which provides to users thereof the ability to send or receive wire or electronic communications. <i>18 U.S.C. 2510(15)</i>  |
| AUTHENTICATION OF ELECTRONIC COMMUNICATIONS | A digital signature may be used to authenticate a written electronic communication sent to the District if it complies with rules adopted by the Board. Before adopting the rules, the Board shall consider the rules adopted by the Department of Information Resources (DIR) and, to the extent possible and practicable, shall make the Board’s rules consistent with DIR’s rules. <i>Gov’t Code 2054.060; 1 TAC 203</i>   |

TECHNOLOGY RESOURCES

CQ  
(LOCAL)

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**Note:** For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE.

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For purposes of this policy, "technology resources" means electronic communication systems and electronic equipment.

AVAILABILITY OF ACCESS

Access to the District's technology resources, 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

Limited personal use of the District's technology resources shall be permitted if the use:

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

USE BY MEMBERS OF THE PUBLIC

Access to the District's technology resources, including the Internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District's technology resources.

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 technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources 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:

TECHNOLOGY RESOURCES

CQ  
(LOCAL)

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

FILTERING

Each District computer with Internet access and the District's network systems shall have filtering devices 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 District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

DISCLAIMER OF LIABILITY

The District shall not be liable for users' inappropriate use of the District's technology resources, 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 availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the Internet.

RECORD RETENTION

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program. [See CPC]

TECHNOLOGY RESOURCES

CQ  
(LOCAL)

SECURITY BREACH  
NOTIFICATION

Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law.

The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Electronic mail, if the District has electronic mail addresses for the affected persons.
3. Conspicuous posting on the District's Web site.
4. Publication through broadcast media.



# BROWNSVILLE

## INDEPENDENT SCHOOL DISTRICT

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

### 2012

| 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  | 3  | 4  | 5  | 6  | 7  | 5      | 6  | 7  | 8  | 9  | 10 | 11 | 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 8    | 9  | 10 | 11 | 12 | 13 | 14 | 12     | 13 | 14 | 15 | 16 | 17 | 18 | 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 15   | 16 | 17 | 18 | 19 | 20 | 21 | 19     | 20 | 21 | 22 | 23 | 24 | 25 | 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 22   | 23 | 24 | 25 | 26 | 27 | 28 | 26     | 27 | 28 | 29 | 30 | 31 | 23 | 24        | 25 | 26 | 27 | 28 | 29 |    |
| 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       | 2  | 3  | 4  | 5  | 6  |    | 4        | 5  | 6  | 7  | 8  | 9  | 10 | 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 7       | 8  | 9  | 10 | 11 | 12 | 13 | 11       | 12 | 13 | 14 | 15 | 16 | 17 | 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 14      | 15 | 16 | 17 | 18 | 19 | 20 | 18       | 19 | 20 | 21 | 22 | 23 | 24 | 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 21      | 22 | 23 | 24 | 25 | 26 | 27 | 25       | 26 | 27 | 28 | 29 | 30 | 23 | 24       | 25 | 26 | 27 | 28 | 29 |    |
| 28      | 29 | 30 | 31 |    |    |    |          |    |    |    |    |    | 30 | 31       |    |    |    |    |    |    |

First Class Day .....August 27

Last Class Day .....June 5

Make-up Days.....March 1, 11

PEIMS Snapshot ..... October 26

Early Dismissal.....February 28

#### Early Dismissal Schedule

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

New Teacher Inservice ..... August 16, 17  
 January 12, 19

Teacher Preparation Days ..... Aug. 23, 24  
 Oct. 9 (1/2 day) Jan. 7, Feb. 26 (1/2 day),  
 June 6

High School Graduation Dates ....7:30 PM  
 Pace ..... June 7  
 BECHS ..... June 8  
 Lopez ..... June 9  
 Porter ..... June 10  
 Rivera ..... June 11  
 Hanna ..... June 12  
 Veterans Memorial ..... June 13

#### Staff Development Days

Campus ..... August 20, 21  
 District ..... August 22

#### Six Weeks Grading Periods

| Period                              | Total Days           | Last Day       |
|-------------------------------------|----------------------|----------------|
| 1st 6 Wks.....                      | 30 Days.....         | Oct. 5         |
| 2nd 6 Wks.....                      | 30 Days.....         | Nov. 16        |
| 3rd 6 Wks.....                      | 20 Days.....         | Dec. 21        |
| <b>1st Sem. ....</b>                | <b>80 Days.....</b>  | <b>Dec. 21</b> |
| 4th 6 Wks.....                      | 34 Days.....         | Feb. 22        |
| 5th 6 Wks.....                      | 33 Days.....         | Apr. 19        |
| 6th 6 Wks.....                      | 33 Days.....         | June 5         |
| <b>2nd Sem.....</b>                 | <b>100 Days.....</b> | <b>June 5</b>  |
| <b>TOTAL Instructional Days 180</b> |                      |                |

### 2013

| 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  |    |          |    |    |    |    | 1  | 2  |       |    |    |    |    | 1  | 2  |
| 6       | 7  | 8  | 9  | 10 | 11 | 12 | 3        | 4  | 5  | 6  | 7  | 8  | 9  | 3     | 4  | 5  | 6  | 7  | 8  | 9  |
| 13      | 14 | 15 | 16 | 17 | 18 | 19 | 10       | 11 | 12 | 13 | 14 | 15 | 16 | 10    | 11 | 12 | 13 | 14 | 15 | 16 |
| 20      | 21 | 22 | 23 | 24 | 25 | 26 | 17       | 18 | 19 | 20 | 21 | 22 | 23 | 17    | 18 | 19 | 20 | 21 | 22 | 23 |
| 27      | 28 | 29 | 30 | 31 | 24 | 25 | 26       | 27 | 28 | 24 | 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  |     |    |    | 1  | 2  | 3  | 4  |      |    |    |    |    |    | 1  |
| 7     | 8  | 9  | 10 | 11 | 12 | 13 | 5   | 6  | 7  | 8  | 9  | 10 | 11 | 2    | 3  | 4  | 5  | 6  | 7  | 8  |
| 14    | 15 | 16 | 17 | 18 | 19 | 20 | 12  | 13 | 14 | 15 | 16 | 17 | 18 | 9    | 10 | 11 | 12 | 13 | 14 | 15 |
| 21    | 22 | 23 | 24 | 25 | 26 | 27 | 19  | 20 | 21 | 22 | 23 | 24 | 25 | 16   | 17 | 18 | 19 | 20 | 21 | 22 |
| 28    | 29 | 30 | 26 | 27 | 28 | 29 | 30  | 31 | 23 | 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  
 Thanksgiving ..... November 19-23  
 Christmas (Employees) ..... Dec. 24-Jan. 4  
 Christmas (Students) ..... Dec. 24-Jan. 7  
 Charro Days ..... March 1  
 Spring Break ..... March 11-15  
 Easter ..... March 29

Board Approved: March 6, 2012

|                                  |   |
|----------------------------------|---|
| 24 Holiday                       | 24 Staff Dev. Campus                                    |
| 24 End of Six Weeks              | 24 Staff Dev. District                                  |
| 24 Make-Up Day                   | 24 New Teacher Inservice                                |
| 24 Early Dismissal (All Schools) | 24 1/2 Day Teacher Preparation Early Dismissal Schedule |
| 24 Teacher Preparation           |   |

BISD does not discriminate on basis of race, color, national origin, sex, religion, age or disability in employment or provision of services, programs or activities.



**SUBSTITUTE PAYROLL DUE DATES**  
2012-2013

| REPORT WEEK       |                     | REPORTING DATES                        | DUE IN PAYROLL | PAY DATE |
|-------------------|---------------------|--|----------------|----------|
| Week #1           | 08/01/12 - 08/03/12 | August 1, 2012 - August 31, 2012       | 09/10/12       | 09/25/12 |
| Week #2           | 08/06/12 - 08/10/12 |  |                |          |
| Week #3           | 08/13/12 - 08/17/12 |  |                |          |
| Week #4           | 08/20/12 - 08/24/12 |  |                |          |
| Week #5           | 08/27/12 - 08/31/12 |  |                |          |
| 5 Reporting Days  |                     |  |                |          |
| Week #1           | 09/03/12 - 09/07/12 | September 3, 2012 - September 28, 2012 | 10/10/12       | 10/25/12 |
| Week #2           | 09/10/12 - 09/14/12 |  |                |          |
| Week #3           | 09/17/12 - 09/21/12 |  |                |          |
| Week #4           | 09/24/12 - 09/28/12 |  |                |          |
| Week #5           | 09/24/12 - 09/28/12 |  |                |          |
| 20 Reporting Days |                     |  |                |          |
| Week #1           | 10/01/12 - 10/05/12 | October 1, 2012 - October 31, 2012     | 11/05/12       | 11/16/12 |
| Week #2           | 10/08/12 - 10/12/12 |  |                |          |
| Week #3           | 10/15/12 - 10/19/12 |  |                |          |
| Week #4           | 10/22/12 - 10/26/12 |  |                |          |
| Week #5           | 10/29/12 - 10/31/12 |  |                |          |
| 23 Reporting Days |                     |  |                |          |
| Week #1           | 11/01/12 - 11/02/12 | November 1, 2012 - November 30, 2012   | 12/06/12       | 12/21/12 |
| Week #2           | 11/05/12 - 11/09/12 |  |                |          |
| Week #3           | 11/12/12 - 11/16/12 |  |                |          |
| Week #4           | 11/19/12 - 11/23/12 |  |                |          |
| Week #5           | 11/26/12 - 11/30/12 |  |                |          |
| 17 Reporting Days |                     |  |                |          |
| Week #1           | 12/03/12 - 12/07/12 | December 3, 2012 - December 31, 2012   | 01/09/13       | 01/25/13 |
| Week #2           | 12/10/12 - 12/14/12 |  |                |          |
| Week #3           | 12/17/12 - 12/21/12 |  |                |          |
| Week #4           | 12/24/12 - 12/28/12 |  |                |          |
| Week #5           | 12/31/12 - 12/31/12 |  |                |          |
| 15 Reporting Days |                     |  |                |          |
| Week #1           | 01/01/13 - 01/04/13 | January 1, 2013 - January 31, 2013     | 02/11/13       | 02/25/13 |
| Week #2           | 01/07/13 - 01/11/13 |  |                |          |
| Week #3           | 01/14/13 - 01/18/13 |  |                |          |
| Week #4           | 01/21/13 - 01/25/13 |  |                |          |
| Week #5           | 01/28/13 - 01/31/13 |  |                |          |
| 19 Reporting Days |                     |  |                |          |
| Week #1           | 02/01/13 - 02/01/13 | February 1, 2013 - February 28, 2013   | 03/07/13       | 03/25/13 |
| Week #2           | 02/04/13 - 02/08/13 |  |                |          |
| Week #3           | 02/11/13 - 02/15/13 |  |                |          |
| Week #4           | 02/18/13 - 02/22/13 |  |                |          |
| Week #5           | 02/25/13 - 02/28/13 |  |                |          |
| 20 Reporting Days |                     |  |                |          |
| Week #1           | 03/01/13 - 03/01/13 | March 1, 2013 - March 29, 2013         | 04/10/13       | 04/25/13 |
| Week #2           | 03/04/13 - 03/08/13 |  |                |          |
| Week #3           | 03/11/13 - 03/15/13 |  |                |          |
| Week #4           | 03/18/13 - 03/22/13 |  |                |          |
| Week #5           | 03/25/13 - 03/29/13 |  |                |          |
| 14 Reporting Days |                     |  |                |          |
| Week #1           | 04/01/13 - 04/05/13 | April 1, 2013 - April 30, 2013         | 05/07/13       | 05/24/13 |
| Week #2           | 04/08/13 - 04/12/13 |  |                |          |
| Week #3           | 04/15/13 - 04/19/13 |  |                |          |
| Week #4           | 04/22/13 - 04/26/13 |  |                |          |
| Week #5           | 04/29/13 - 04/30/13 |  |                |          |
| 22 Reporting Days |                     |  |                |          |
| Week #1           | 05/01/13 - 05/03/13 | May 1, 2013 - May 31, 2013             | 06/06/13       | 06/25/13 |
| Week #2           | 05/06/13 - 05/10/13 |  |                |          |
| Week #3           | 05/13/13 - 05/17/13 |  |                |          |
| Week #4           | 05/20/13 - 05/24/13 |  |                |          |
| Week #5           | 05/27/13 - 05/31/13 |  |                |          |
| 23 Reporting Days |                     |  |                |          |
| Week #1           | 06/03/13 - 06/07/13 | June 3, 2013 - June 28, 2013           | 07/09/13       | 07/25/13 |
| Week #2           | 06/10/13 - 06/14/13 |  |                |          |
| Week #3           | 06/17/13 - 06/21/13 |  |                |          |
| Week #4           | 06/24/13 - 06/28/13 |  |                |          |
| 3 Reporting Days  |                     |  |                |          |
| Week #1           | 07/01/13 - 07/05/13 | July 1, 2013 - July 31, 2013           | 08/06/13       | 08/23/13 |
| Week #1           | 07/08/13 - 07/12/13 |  |                |          |
| Week #2           | 07/15/13 - 07/19/13 |  |                |          |
| Week #3           | 07/22/13 - 07/26/13 |  |                |          |
| Week #4           | 07/29/13 - 07/31/13 | 0 Reporting Days                       |                |          |

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

## Campus Directory

| High Schools                  | Address                    | Phone #  | Principal                  |
|-------------------------------|----------------------------|----------|----------------------------|
| Hanna High School             | 2615 Price Road            | 548-7600 | Teri Alarcon               |
| Lopez High School             | 3205 South Dakota Av.      | 982-7400 | Dahlia Aguilar             |
| Pace High School              | 314 W. Los Ebanos Blvd.    | 548-7700 | Rose Longoria              |
| Porter High School            | 3500 International Blvd.   | 548-7800 | Liz Valdez                 |
| Rivera High School            | 6955 FM 802                | 831-8700 | Hector Hernandez           |
| Veterans Memorial High School | 4550 U.S. Military Hwy 281 | 574-5600 | Mary Solis                 |
| Early College High School     | 708 Palm Blvd.             | 698-1476 | Dawn Hall                  |
| <b>Alternative</b>            |                            |          |                            |
| Brownsville Academic Center   | 4350 Morrison Road         | 504-6305 | Rosie Ara (Interim)        |
| Brownsville Learning Academy  | 1351 E. Polk Street        | 982-2860 | Aimee Garza                |
| Lincoln Park School           | 7 Orange Street            | 548-7880 | Sylvia Senteno             |
| <b>Middle Schools</b>         |                            |          |                            |
| Besteiro Middle School        | 6280 Southmost Road        | 544-3900 | Alma Cardenas-Rubio        |
| Cummings Middle School        | 1800 Cummings Place        | 548-8630 | Dr. Edward Ude             |
| Fauik Middle School           | 2000 Roosevelt Street      | 548-8500 | Carla Pereira              |
| Garcia Middle School          | 5701 FM 802                | 832-6300 | Teresa Nuñez               |
| Lucio Middle School           | 300 N. Vermillion Road     | 831-4550 | Dr. Linda Gallegos         |
| Manzano Middle School         | 2580 W. Alton Gloor        | 548-9800 | Norma J. Torres            |
| Oliveira Middle School        | 444 Land O' Lakes          | 548-8530 | Jennifer Gonzales          |
| Perkins Middle School         | 4750 Austin Road           | 831-8770 | Blanca Lambarri            |
| Stell Middle School           | 1105 Los Ebanos Blvd.      | 548-8560 | Luis G. Segura             |
| Stillman Middle School        | 2977 West Tandy Road       | 698-1000 | E. J. Martínez (Interim)   |
| Vela Middle School            | 4905 Paredes Line          | 548-7770 | Robert Gonzalez            |
| <b>Elementary</b>             |                            |          |                            |
| Aiken Elementary              | 6290 Southmost Road        | 986-5200 | Dora Marquez (Interim)     |
| Benavides Elementary          | 3101 McAllen Road          | 350-3250 | Sherry L. Stout            |
| Breeden Elementary            | 3955 Dana Avenue           | 554-4739 | Dolores C. Emerson         |
| Brite Elementary              | 450 S. Browne Ave.         | 698-3000 | Frank Ortiz                |
| Burns Elementary              | 1974 Alton Gloor Blvd.     | 548-8490 | Mario Fajardo              |
| Canales Elementary            | 1811 International Blvd.   | 548-8900 | Bertha Presas              |
| Castañeda Elementary          | 3201 Lima Street           | 548-8800 | Nora Camargo               |
| Champion Elementary           | 4750 Bowle Road            | 832-6200 | Lucy Green                 |
| Cromack Elementary            | 3200 E. 30th Street        | 548-8820 | San Juanita Ramirez        |
| Del Castillo Elementary       | 105 Morningside Road       | 982-2600 | José Luis Poy              |
| Egly Elementary               | 445 Land O'Lakes           | 548-8850 | Christina Bridgewater      |
| El Jardin Elementary          | 6911 Boca Chica Blvd.      | 831-6000 | Esmeralda G. Tamez         |
| Gallegos Elementary           | 2700 Avenida Rancho Viejo  | 547-4230 | Theresa Villafuerte        |
| Garden Park Elementary        | 855 Military Highway       | 982-2630 | Arturo Gracia (Interim)    |
| Garza Elementary              | 200 Esperanza Road         | 982-2660 | Ricardo Torres             |
| Gonzalez Elementary           | 4350 Jaime Zapata Ave.     | 831-6030 | Yolanda Kruger             |
| Hudson Elementary             | 2980 FM 802                | 574-6400 | Loretta Dickinson          |
| Keller Elementary             | 2540 W. Alton Gloor        | 547-4400 | Christian Calderera        |
| Longoria Elementary           | 2400 E. Van Buren Street   | 982-2700 | Marina Flores              |
| Martin Elementary             | 1701 Stanford Avenue       | 982-2730 | Gilda Jo Peña              |
| Morningside Elementary        | 1025 Morningside Road      | 982-2760 | Kimberly Hopkins (Interim) |
| Ortiz Elementary              | 2500 West Alton Gloor Blvd | 698-1100 | Melissa Werbiski           |
| Palm Grove Elementary         | 7942 Southmost Road        | 982-3850 | Lily S. Cazares            |
| Paredes Elementary            | 3700 Heritage Trail        | 574-5582 | Julie Treviño              |
| Peña Elementary               | 4975 Salida de Luna        | 547-7100 | Yolanda Turbeville         |
| Perez Elementary              | 2514 Shidler Drive         | 982-2800 | Ruben Martinez             |
| Pullam Elementary             | 3200 Madrid Avenue         | 547-3700 | Celia de los Santos        |
| Putegnat Elementary           | 730 E. 8th Street          | 548-8930 | Gabriela Rodriguez         |
| Resaca Elementary             | 901 Filmore Street         | 982-2900 | Lucy Hernandez (Interim)   |
| Russell Elementary            | 800 Lakeside Blvd.         | 548-8960 | Bill Gutierrez             |
| Sharp Elementary              | 1439 Palm Blvd.            | 982-2930 | Sandra Cortez              |
| Skinner Elementary            | 411 W. St. Charles Street  | 982-2830 | Kim Moore                  |
| Southmost Elementary          | 5245 Southmost Road        | 548-8870 | Anabela Almanza            |
| Vermillion Elementary         | 6895 FM 802                | 831-6060 | Socorro Houghtaling        |
| Victoria Heights Elementary   | 2801 E. 13th Street        | 982-2960 | Michael Moreno             |
| Villa Nueva Elementary        | 7455 Old Military Rd.      | 542-3957 | Jose H. Martinez           |
| Yturria Elementary            | 2955 West Tandy Road       | 350-3200 | Nicole Clint               |
| Regional School for the Deaf  | 2467 Price Road            | 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.\\_\\_\\_\\_\\_](http://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.

ESCHOOL SOLUTIONS

[en français](#) [en español](#)

This is an all users welcome message in English

This is an all user message in English

... SIGN IN

Access ID

PIN [Forgot your PIN?](#)

Submit

## 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.*



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.

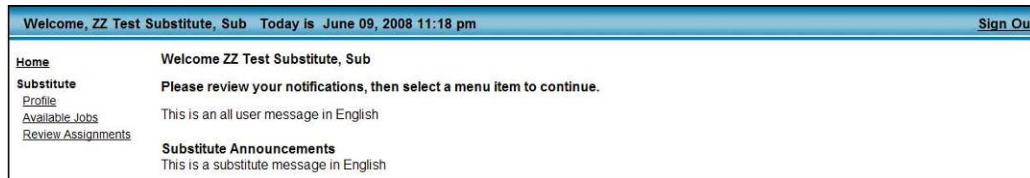
## Signing Out

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.*


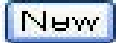

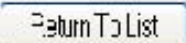

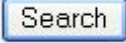

## Substitute Home Page

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.

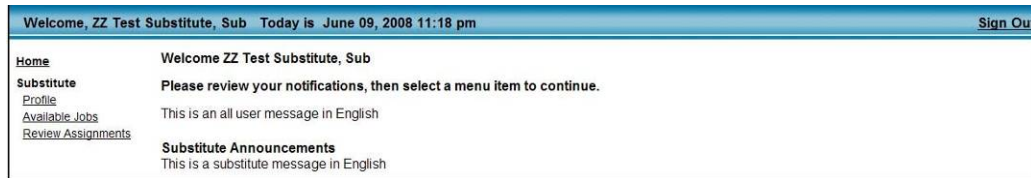
| Button/Icon   | Function  |
|---|---|
|    | After clicking in a deletion box, clicking <i>Delete</i> removes the record(s) from the database.   |
|    | Displays a new screen for entering data for that specific option.   |
|  | Returns you to the primary listing for that feature.  |
|  | Returns you 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 <i>All Day</i> 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 “ <i>All Day</i> ” 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.

| Substitute                         |  | (mm/dd/yyyy)                 | (mm/dd/yyyy)                                  |                              |                      |
|------------------------------------|--|------------------------------|---|------------------------------|----------------------|
| <a href="#">Profile</a>            | * Search From:                             | <input type="text"/>         | <input type="text"/>                          | * To:                        | <input type="text"/> |
| <a href="#">Available Jobs</a>     | <input type="button" value="Search"/>      |                              |   |                              |                      |
| <a href="#">Review Assignments</a> |  |                              |   |                              |                      |
| Action                             | Start Date/Time<br>End Date/Time           | Location<br>Classification   | Employee in for<br>Work Days                  | Instructions<br>Is Requested |                      |
| <a href="#">Details</a>            | 08/13/2007 08:00 AM<br>08/17/2007 03:30 PM | ALAMO HIGH SCHOOL<br>SPANISH | EMP FRENCH 959595 , DENISE<br>Mon Tue Thu Fri | None<br>No                   |                      |
| <a href="#">Details</a>            | 08/13/2007 08:00 AM<br>08/13/2007 03:30 PM | ALAMO HIGH SCHOOL<br>SPANISH | Vacancy<br>Mon                                | None<br>No                   |                      |
| <a href="#">In Callout</a>         | 08/13/2007 08:00 AM<br>08/13/2007 03:30 PM | ALAMO HIGH SCHOOL<br>SPANISH | Vacancy<br>Mon                                | None<br>No                   |                      |
| <a href="#">Details</a>            | 08/13/2007 08:00 AM<br>08/13/2007 03:30 PM | ALAMO HIGH SCHOOL<br>SPANISH | Vacancy<br>Mon                                | None<br>No                   |                      |
| <a href="#">Details</a>            | 08/13/2007 02:00 PM<br>08/14/2007 03:00 PM | ALAMO HIGH SCHOOL<br>SPANISH | EMPLOYEE 501, DENISE<br>Mon Tue               | None<br>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**

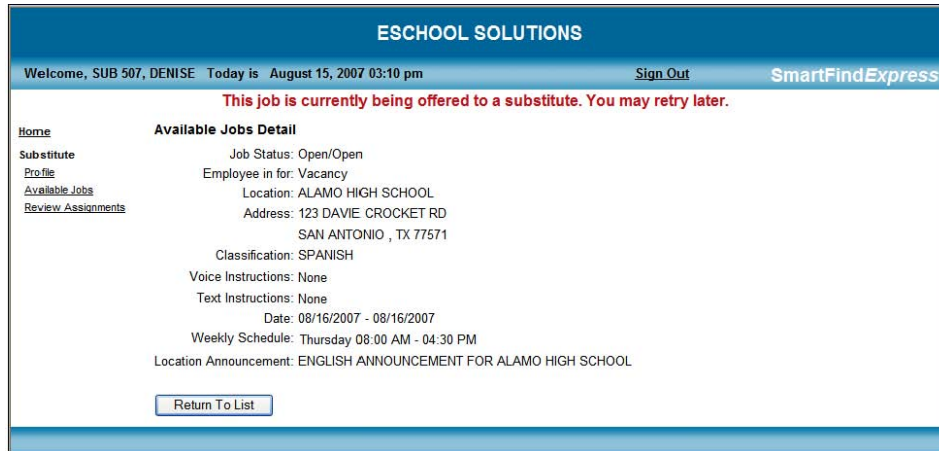
Decline Reason:

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.

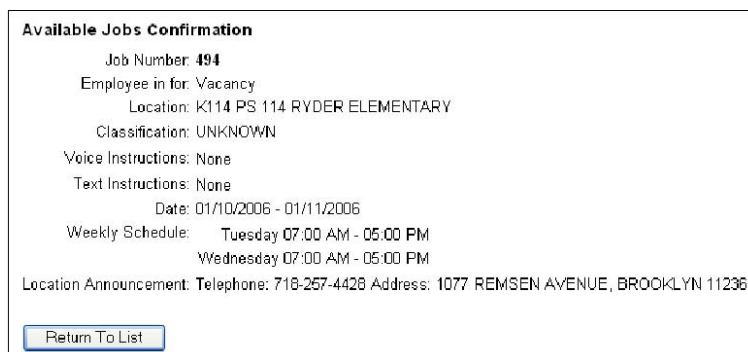


Upon returning to your Available Jobs list, the following updates may have occurred:

- "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.





## 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: 12/29/2005 \* To: 01/31/2006

## 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<br>End Date/Time           | Location<br>Classification         | Employee in for<br>Work Days |
|------------------------|--|------------------------------------|------------------------------|
| <a href="#">394166</a> | 09/26/2006 09:15 AM<br>09/26/2006 11:35 AM | CHILD DEVELOPMENT<br>CL-CC AIDE II | Vacancy<br>Tue               |
| <a href="#">394166</a> | 09/27/2006 09:15 AM<br>09/27/2006 11:35 AM | CHILD DEVELOPMENT<br>CL-CC AIDE II | Vacancy<br>Wed               |
| <a href="#">395421</a> | 10/03/2006 09:15 AM<br>10/03/2006 11:35 AM | CHILD DEVELOPMENT<br>CL-CC AIDE II | Vacancy<br>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.



| < Prev Month         |                      | November 2007        |                      |                      |                      |     |  | Next Month > |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----|--|--------------|
| Sun                  | Mon                  | Tue                  | Wed                  | Thu                  | Fri                  | Sat |  |              |
|                      |                      |                      |                      | 1<br>Avail 12:00 AM  | 2<br>Avail 12:00 AM  | 3   |  |              |
| 4<br>Avail 12:00 AM  | 5<br>Avail 12:00 AM  | 6<br>Avail 12:00 AM  | 7<br>Avail 12:00 AM  | 8<br>Avail 12:00 AM  | 9<br>Avail 12:00 AM  | 10  |  |              |
| 11<br>Avail 12:00 AM | 12<br>Avail 12:00 AM | 13<br>Avail 12:00 AM | 14<br>Avail 12:00 AM | 15<br>Avail 12:00 AM | 16<br>Avail 12:00 AM | 17  |  |              |
| 18<br>Avail 12:00 AM | 19<br>Avail 12:00 AM | 20<br>Avail 12:00 AM | 21<br>Avail 12:00 AM | 22<br>Avail 12:00 AM | 23<br>Avail 12:00 AM | 24  |  |              |
| 25<br>Avail 12:00 AM | 26<br>Avail 12:00 AM | 27<br>Avail 12:00 AM | 28<br>Avail 12:00 AM | 29<br>Avail 12:00 AM | 30<br>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   |
| <a href="#">Profile</a>            | Job Status: Active/Web Sub Search  |
| <a href="#">Available Jobs</a>     | Employee in for: ZZ, TEST EMPLOYEE   |
| <a href="#">Review Assignments</a> | Location: TSSI TEST LOCATION   |
|                                    | Address: DO NOT REMOVE OR CHANGE<br>USED BY TSSI FOR SUPPORT<br>ORLANDO, FL 32804<br>Telephone: 18007768774  |
|                                    | Classification: TSSI TEST CLASS  |
|                                    | Voice Instructions: None   |
|                                    | Text Instructions: None  |
|                                    | <a href="#">Lesson Plan 2.doc</a>  |
|                                    | File Attachments: <a href="#">Lesson Plan 1.doc</a>  |
|                                    | Date: 12/12/2007 - 12/14/2007  |
|                                    | Weekly Schedule: Wednesday 08:00 AM - 03:00 PM<br>Thursday 08:00 AM - 03:00 PM<br>Friday 08:00 AM - 03:00 PM |
|                                    | <b>A Cancellation Reason is required to cancel this assignment</b>   |
|                                    | 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.  |  |
|--|--|
| <b>Review Assignments</b>  |  |
| Display Format: <input type="radio"/> List <input checked="" type="radio"/> Calendar |  |
| (mm/dd/yyyy) (mm/dd/yyyy)  |  |
| Search From: <input type="text"/>  | To: <input type="text"/>                               |
| 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 Human Resource 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 3<sup>rd</sup> or 4<sup>th</sup> 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 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

Vegetables

Candy bars made with chocolate

Authors of children’s books

Carton characters

Large bodies of water

Countries in South America

Musical groups

Animals found in salt marshes

Sports teams

Cereals

Cities in (your state)

Things that grow in the desert

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.

## Hidden Sentence

# Adverbs

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

### Free Printable Word Search Puzzles

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    |           |           |

[Did you enjoy this puzzle? Visit:](http://www.puzzles.ca/wordsearch.html)

<http://www.puzzles.ca/wordsearch.html>

## 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  
J ADAMS  
JEFFERSON  
MADISON  
MONROE  
J Q ADAMS  
JACKSON  
VAN BUREN  
W HARRISON  
TYLER  
POLK

TAYLOR  
FILLMORE  
PIERCE  
BUCHANAN  
LINCOLN  
A JOHNSON  
GRANT  
HAYES  
GARFIELD  
ARTHUR  
CLEVELAND

B HARRISON  
MCKINLEY  
T ROOSEVELT  
TAFT  
WILSON  
HARDING  
COOLIDGE  
HOOVER  
F D ROOSEVELT  
TRUMAN  
EISENHOWER

KENNEDY  
L JOHNSON  
NIXON  
FORD  
CARTER  
REAGAN  
G H W BUSH  
CLINTON  
G W BUSH  
OBAMA

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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. omsiccneo \_\_\_\_\_

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       |  |

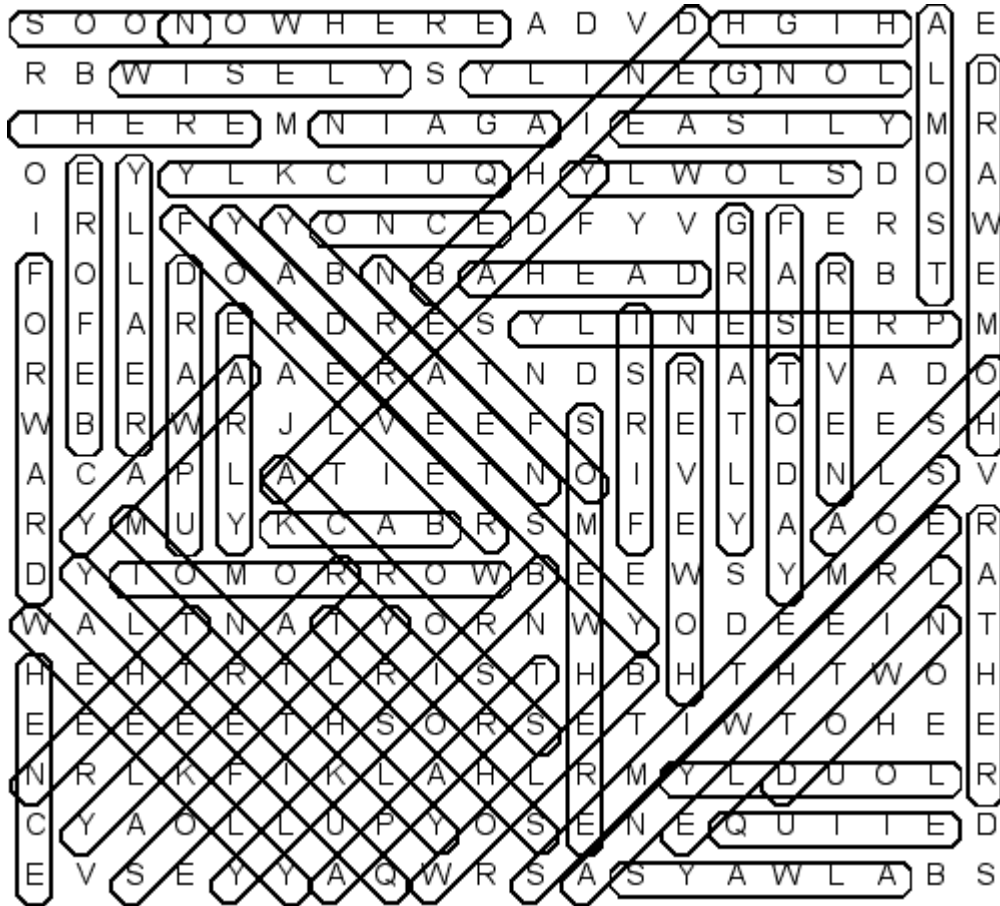
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Original URL: <http://www.teachervision.fen.com/grammar/curriculum-planning/6216.html>

**Solution to PUZZLES:**

**Adverbs**

This is the solution to the puzzle



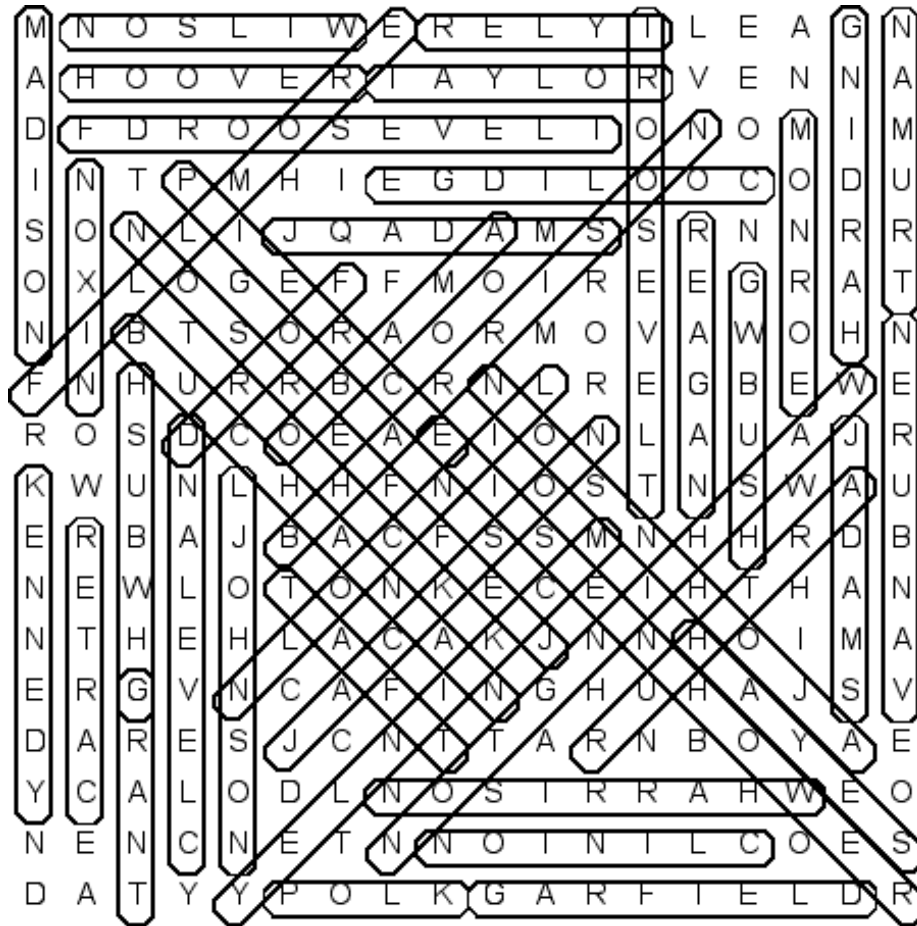
- |          |         |          |           |           |
|----------|---------|----------|-----------|-----------|
| ACROSS   | BEHIND  | HENCE    | ONCE      | SOMETIMES |
| AGAIN    | BELOW   | HIGH     | PRESENTLY | SOMEWHERE |
| AHEAD    | BRISKLY | HOMEWARD | QUICKLY   | SOON      |
| ALMOST   | 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**

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# USA Presidents Word Search

This is the solution to the puzzle



WASHINGTON  
J ADAMS  
JEFFERSON  
MADISON  
MONROE  
J Q ADAMS  
JACKSON  
VAN BUREN  
W HARRISON  
TYLER  
POLK

TAYLOR  
FILLMORE  
PIERCE  
BUCHANAN  
LINCOLN  
A JOHNSON  
GRANT  
HAYES  
GARFIELD  
ARTHUR  
CLEVELAND

B HARRISON  
MCKINLEY  
T ROOSEVELT  
TAFT  
WILSON  
HARDING  
COOLIDGE  
HOOVER  
F D ROOSEVELT  
TRUMAN  
EISENHOWER

KENNEDY  
L JOHNSON  
NIXON  
FORD  
CARTER  
REAGAN  
G H W BUSH  
CLINTON  
G W BUSH  
OBAMA

The hidden sentence is:

**LEAVE NOTHING FOR TOMORROW WHICH CAN BE DONE TODAY**

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# 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/tips/packet/index.html>

### **Blue Web'N**

Blue Web'N is a favorite teacher site! "Blue Web'n is an online library of 1200+ outstanding Internet sites categorized by subject, grade level, and format (lessons, activities, projects, resources, references, & tools). You can search by grade level (Refined Search), broad subject area (Content Areas), or specific sub-categories (Subject Area). Each week 5 new sites are added."

<http://www.kn.pacbell.com/wired/bluewebn/>

### **Color Pencil Challenge**

A great web site for art teachers. It has links to lessons and art work samples.

<http://cpchallenge.com/>

### **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>

### **Integrating Technology in Grade 2**

Find several across-the-curriculum Internet activities and suggestions for incorporating technology in to your second grade lessons, for use all during the school year.

<http://perrynet.sparcc.org/webunits/Grade2/Resources/>

<http://www.mtnbrook.k12.al.us/tech/2nd.htm>

### **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/>

### **Key Pals by Cyberbee**

Need a key pal for your class? Checkout this site.

<http://www.cyberbee.com/keypals.html>

### **K-12 Lesson Plans Online**

Lesson plans for each subject area are presented at this site.

<http://teams.lacoe.edu/documentation/places/lessons.html>

### **Kindergarten Kafe**

This is a wonderful site for kindergarten classrooms!

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

### **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>

**Perpetual Preschool**

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

**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.schooexpress.com/>

**Science TEKS Toolkit**

<http://www.tenet.edu/teks/science/>

**TEA Teacher Tool Bag**

This is a great site from TEA to help with resources that help teach the TEKS.

<http://lucas.tea.state.tx.us/PAI/TTB/1,3498,20,00.html>



MONTH \_\_\_\_\_

| MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY   | FRIDAY  |
|--|---|---|--|---|
| <input data-bbox="116 373 191 424" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>  | <input data-bbox="402 373 477 424" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="690 373 764 424" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="977 373 1052 424" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="1239 373 1313 424" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   |
| <input data-bbox="108 661 183 711" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>  | <input data-bbox="402 661 477 711" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="690 661 764 711" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="977 661 1052 711" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="1239 661 1313 711" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   |
| <input data-bbox="116 903 191 953" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>  | <input data-bbox="402 903 477 953" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="690 903 764 953" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="977 903 1052 953" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="1239 903 1313 953" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   |
| <input data-bbox="84 1167 159 1218" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="402 1167 477 1218" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="690 1167 764 1218" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="977 1167 1052 1218" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="1239 1167 1313 1218" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> |
| <input data-bbox="92 1430 167 1480" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="402 1430 477 1480" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="690 1430 764 1480" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="977 1430 1052 1480" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="1239 1430 1313 1480" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> |

**NOTES:**

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MONTH \_\_\_\_\_

| MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY   | FRIDAY  |
|--|---|---|--|---|
| <input data-bbox="116 384 191 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____  | <input data-bbox="402 384 477 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="691 384 766 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="979 384 1053 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="1240 384 1315 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   |
| <input data-bbox="108 672 183 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____  | <input data-bbox="402 672 477 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="691 672 766 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="979 672 1053 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="1240 672 1315 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   |
| <input data-bbox="116 915 191 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____  | <input data-bbox="402 915 477 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="691 915 766 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="979 915 1053 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="1240 915 1315 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   |
| <input data-bbox="84 1176 159 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="402 1176 477 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="691 1176 766 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="979 1176 1053 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="1240 1176 1315 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ |
| <input data-bbox="92 1438 167 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="402 1438 477 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="691 1438 766 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="979 1438 1053 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="1240 1438 1315 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ |

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MONTH \_\_\_\_\_

| MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY   | FRIDAY  |
|--|---|---|--|---|
| <input data-bbox="116 365 191 415" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>  | <input data-bbox="402 365 477 415" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="690 365 764 415" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="977 365 1052 415" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="1239 365 1313 415" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   |
| <input data-bbox="107 657 181 707" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>  | <input data-bbox="402 657 477 707" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="690 657 764 707" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="977 657 1052 707" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="1239 657 1313 707" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   |
| <input data-bbox="116 898 191 949" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>  | <input data-bbox="402 898 477 949" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="690 898 764 949" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="977 898 1052 949" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   | <input data-bbox="1239 898 1313 949" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b>   |
| <input data-bbox="84 1161 159 1211" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="402 1161 477 1211" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="690 1161 764 1211" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="977 1161 1052 1211" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="1239 1161 1313 1211" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> |
| <input data-bbox="94 1423 168 1474" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="402 1423 477 1474" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="690 1423 764 1474" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="977 1423 1052 1474" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> | <input data-bbox="1239 1423 1313 1474" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> |

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MONTH \_\_\_\_\_

| MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY   | FRIDAY  |
|--|---|---|--|---|
| <input data-bbox="118 384 191 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____  | <input data-bbox="402 384 475 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="691 384 764 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="979 384 1052 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="1240 384 1313 436" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   |
| <input data-bbox="110 672 183 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____  | <input data-bbox="402 672 475 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="691 672 764 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="979 672 1052 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="1240 672 1313 724" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   |
| <input data-bbox="118 915 191 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____  | <input data-bbox="402 915 475 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="691 915 764 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="979 915 1052 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   | <input data-bbox="1240 915 1313 968" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____   |
| <input data-bbox="86 1176 159 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="402 1176 475 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="691 1176 764 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="979 1176 1052 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="1240 1176 1313 1228" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ |
| <input data-bbox="94 1438 167 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="402 1438 475 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="691 1438 764 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="979 1438 1052 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ | <input data-bbox="1240 1438 1313 1491" type="checkbox"/><br><b>JOB#</b> _____<br><b>CAMPUS</b> _____<br><b>TEACHER'S NAME</b> _____ |

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