

COLLEGE STATION ISD

HANDBOOK

FOR

SUBSTITUTE TEACHERS

2016-2017

**College Station Independent School District
1812 Welsh
College Station, TX 77840**

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The College Station Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, age, disability, military status, or on any other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

Employees with questions or concerns about discrimination on the basis of race, religion, color, national origin, sex, age, disability, or military status should contact Monica James, Director for Human Resources, 1812 Welsh, College Station, TX 77840 (979-764-5411), the district's Title IX coordinator. Employees with questions or concerns about discrimination on the basis of a disability should contact Molley Perry, Executive Director for Accountability and Intervention, 1812 Welsh, College Station, TX 77840 (979-764-5433).

Foreword

The substitute teacher is most vital to the daily efficiency of operating any school program. In the absence of the regular teacher, the substitute must bridge the gap of a day with willingness, efficiency, and adaptability. The substitute must do his/her best to continue the lesson plan from the point where it was discontinued and to operate toward predetermined goals through the routine and established policies of the school.

We consider every teaching day to be important in the life of the child. The substitute should not consider that he/she is filling in but should feel that he/she is doing the work of the classroom teacher for that day. The normal program and lessons should be strictly adhered to whenever possible.

The successful substitute teacher is one who is versatile enough to meet the needs of the class- interpreting the spirit of the lesson rather than merely the letter.

Duties of the classroom teacher cannot be defined by rules and regulations. Thus, this booklet does not encompass the entire scope of duty of the substitute, nor does it address every question which will confront the substitute. Success is dependent upon responsible, professional decision-making which is governed by good judgment. It is important to remember that the welfare of all students should be of utmost importance at all times.

This guide will provide assistance in defining areas of responsibility and shall serve as a valuable reference. It is our desire that an understanding of the topics addressed herein will lend themselves toward a more efficient operation of the District.

Monica James
Director of Human Resources

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I. GENERAL INFORMATION

A. Requirements:

1. For **Substitute Teacher** positions: 60 credit hours earned from an accredited college or university (**must provide official transcript**)
2. High School diploma or GED for Paraprofessional positions (clerical/instructional assistant)

Note: Before their first day of work, all substitute employees must have submitted fingerprints to the National Criminal History Review Information database (NCHRI) as required by the Texas Education Code (TEC ch 153dd, ch 232c)

3. Before the first day of employment, applicants must have the following on file in the Human Resources Office:
 - a. Completed application
 - b. College or University transcript or high school diploma
 - c. Valid Texas Teaching Certificate, if applicable
 - d. Demographic Data Form
 - e. I-9 Employment Eligibility Verification
 - f. Income Tax withholding form W-4
 - g. Direct Deposit Form
 - h. Letter of Assurance and Acknowledgement of Information Form
 - i. Texas Employer New Hire Reporting Form
 - j. Picture ID and Social Security Card
 - k. Paid receipt verifying submission of fingerprints
 - l. TRS Declination Form
 - m. Signed acknowledgment of the Affordable Care Act.
4. Applicants for substitute teaching must attend an orientation session, unless they are classified as a returning substitute or a retired teacher who worked at least one day the previous school year for College Station ISD.
5. Each applicant must be approved by the Human Resources Office. An Aesop ID and Pin number will be issued to each applicant when their forms are completed and a Criminal History check has been run.
6. Substitutes may utilize the automated sub calling system, Aesop, by going to their website, www.aesoponline.com, or be contacted daily from 5:00 AM to 9:00AM and 5:00PM to 10:00PM.

Employee absences will be posted on Aesop as they occur. If posted absences are not filled in a timely manner, Aesop will begin the telephone calling process.

If you are unable to fulfill your assignment, you must cancel either online or by calling the automated system at 1-800-942-3767. If an emergency arises and you must cancel at the last minute, call Linda VonRosenberg, HR Records Associate, 979-764-5414.

7. Any change of name, address, telephone number, educational status, or availability must be reported in writing to the Human Resources Office or you may email Nkrumah Dixon, ndixon@csisd.org.
8. Documents validating a change from non-certified to certified status must be added to the substitute's Human Resources folder.
9. A substitute who is unable to continue working for CSISD, must contact the Human Resources office. Please email Nkrumah Dixon, ndixon@csisd.org.
10. Principals are encouraged to recommend persons as substitutes, but placement on the list shall be through the Human Resources Office. Only persons approved by the Human Resources Office are eligible for substitute teaching and payment of wages.
11. Substitutes should dress in a professional manner appropriate for teaching assignments.
12. College Station I.S.D. is a tobacco free district. No school employee, including substitute teachers, may smoke or use tobacco products in school buildings or on school grounds.

B. Hours of Duty

1. The substitute teacher shall be expected to be on duty the entire school day and perform duties of the regular teacher.

NOTE: The substitute teacher is not a full time teacher and therefore is not eligible for a conference period and may be reassigned to other duties during this period.

2. School day schedules for teachers vary on the different campuses. This includes before and after school duties that may be required by the teacher that is absent.
3. Individual campus circumstances may require the assignment of a substitute for only a portion of the school day.
4. The substitute teacher is subject to reassignment during the day due to extenuating circumstances.
5. Substitute employees paid for 7 ½ hours per day are classified as non-exempt employees for the purposes of overtime compensation.

C. Substitute Teacher's Report

1. At the beginning of each teaching day, the substitute should report to the school office. You must sign the AESOP Substitute Sign-In Form at this time or at the end of the school day.
2. Failure to sign this form may complicate the payroll process and delay the substitute's paycheck.

D. Release from Assignment

1. A substitute should not terminate one assignment to accept another.
2. A substitute should consult with the principal's office before leaving school for the day. There may be occasions when a substitute receives an assignment which will continue for more than one day. In such cases, daily consultation with the principal may not be necessary but shall be at the discretion of the campus principal.

E. Substitute Teacher Pay

1. Substitutes will be paid according to the substitute rate schedule approved by the Board of Trustees:
 - a. Paraprofessional substituting \$60.00 daily
 - b. Long-term paraprofessional substituting \$70.00 daily
 - c. Random teaching substituting \$70.00 daily
 - d. Short-term teaching substituting \$90.00 daily
 - e. Long-term teaching substituting \$120.00 daily
2. Classifications of assignments:
 - a. Paraprofessional substituting - assignment includes working as an instructional assistant, secretary or clerk. **(\$60.00/daily-up to 10 consecutive days)**
 - b. Long-term paraprofessional substituting - assignment is 11 or more consecutive days in the same assignment. **(\$70.00 a day beginning on the 11th day)**
 - c. Random teaching substituting - assignment which is up to 10 consecutive days in the same assignment. **(\$70.00/daily)**
 - d. Short-term teaching substituting - assignment is at least 11 consecutive days in the same assignment. **(\$90.00 a day beginning on the 11th day)**
 - e. Long-term substituting - assignment is at least 21 consecutive days in the same assignment. **(\$120.00 a day beginning on the 21st day)**
3. Texas Certified teachers who substitute in teaching assignments for 90 days or more during a single school year may be able to count that year toward salary purposes if the substitute obtains a regular teaching assignment within the state of Texas.
4. Substitute teachers shall be paid on the 10th and 25th of the month.
5. The payroll schedule listing bi-weekly pay periods and pay days can be found in Appendix C. In addition, the traditional calendar can be found in Appendix D.

6. Substitute teachers who are required to be on duty for more than four hours will be paid for the full day. Substitute teachers who are required to be on duty four hours or less per day will be paid for one-half day.
7. Employees of CSISD are required to enroll in automatic payroll deposit. Paychecks will be directly deposited in the substitutes checking or savings account and a check stub will be mailed to the substitute's address as listed on the W-4 form. The first paycheck a substitute receives will be an actual paper check, unless the pre-note is waived on the direct deposit form. The remaining checks will be processed as a direct deposit.
8. Specific questions concerning a substitute's paycheck should be addressed to the Payroll Office. Questions concerning rate of pay or status should be addressed to the Human Resources Office.

F. Insurance for Substitute Teachers

Upon hire, Substitutes will be offered participation in the District's insurance program. If the substitute chooses to opt out of the district plan, a waiver to decline insurance is required. In addition, each substitute will submit a form that explains options and information about the Affordable Care Act and TRS Insurance coverage. The waiver will be provided and completed at the substitute training sessions.

G. Substitute Teaching After Retirement

1. Persons receiving retirement benefits from the Texas Teacher Retirement System may substitute teach for an unlimited number of days during the school year as long as the pay is not more than other substitute teachers are being paid. Regardless of the number of days worked as a substitute teacher, the person is not entitled to additional creditable service under the Texas Teacher Retirement System.
2. Persons who report for duty as a substitute on a temporary day-to-day basis must be reported to the Teacher Retirement System as having worked a full day. The statutory provisions of the Retirement System do not permit reporting half-day assignments, even though a retired employee receives half-day pay.
3. Employment begun on a temporary, day-to-day basis, which becomes permanent, shall be considered to have been permanent employment since the first day of the assignment. In such cases, the substitute shall forfeit retirement benefits for all months of employment in that position.
4. The Teacher Retirement System of Texas should be contacted if there are questions as to the effect of a particular substituting situation on one's status as a retiree. **The employee is responsible for all communications and decisions made by and with the Teacher Retirement System of Texas.**

II. RESPONSIBILITIES OF THE PRINCIPAL, CLASSROOM TEACHER, AND SUBSTITUTE TEACHER

A. Responsibilities of the Principal or his/her Designee toward Substitutes:

1. Communicates to the substitute where and how to sign in.
2. Directs the substitute to the teacher's classroom and locate lesson plans, grade books, and supplies needed for the school day.
3. Provide the substitute with a schedule of school activities for the day. The schedule should include beginning and ending times of class period, lunch and recess, if applicable.
4. Show the substitute how to report absences and tardies; what to do in case of a fire drill, disaster alert, or the like; and how to use the intercom, where available, for emergencies.
5. Advise the substitute of the location and availability of restroom facilities, lunchroom services, teacher workroom/lounge, and areas of special duties. Provide a campus map.
6. Advise the substitute of whom to contact if assistance is needed. Review with the substitute the procedure for handling special discipline cases.
7. Discuss with the substitute any students with unusual guidance or discipline problems with whom he/she will be working.
8. Visit the class during the day to see that it is operating satisfactorily.
9. Create an attitude of helpfulness, understanding, and respect toward the substitute teacher.

B. Responsibilities of the Classroom Teacher who is Being Replaced by a Substitute Teacher:

1. A teacher who requires a sub will use the AESOP on line reporting system.
2. Provide a daily lesson plan book along with the following:
 - a. Complete, legible lesson plan instructions indicating titles of books and pages to be covered.
 - b. Location of materials, supplies, and books.

- c. Special instructions concerning the manner in which assignments are to be conducted.
 - d. Alternate lesson plans that a substitute could use in an emergency.
 - e. Behavioral expectations with positive as well as negative consequences identified.
 - f. Schedule of the day with names of students who should be in attendance.
 - g. Names of students who have permission to leave class during the day. This list should include the time of day they should leave and return to class.
 - h. Names of reliable students who can be of assistance to the substitute during the day.
 - i. Name and location of a neighboring teacher or department chairman who can be of assistance.
 - j. Class period schedule and/or bell schedule.
 - k. Method of pupil accounting.
 - l. Seating charts.
 - m. Information and instructions concerning the procedure for fire and disaster drills.
 - n. Answer key, as applicable, for student assignments or tests.
3. Instruct the class to instill an atmosphere of goodwill, courtesy, and cooperation toward a substitute teacher.
 4. Substitute evaluation forms can be completed by the teacher and are available through AESOP. Use of these forms is not mandatory. These serve as a vehicle of informing the campus principal of highly favorable or unfavorable performance by the substitute.

C. Responsibilities of the Substitute Teacher:

1. **Dress Code:**

- a. **Dress as a professional educator. Professional casual is recommended**
- b. Shoes shall be worn at all times.
- c. Clothing that promotes violence or is lewd, offensive, racist, vulgar, contains obscene language, or distracts the learning environment is strictly prohibited.
- d. Body piercing or tattoos that distract or disrupt the learning environment are prohibited (this includes but is not limited to, nose rings, eyebrow loops, gages, lip studs and other items as deemed by the principal)
- e. Extremely tight-fitting clothes are not allowed.
- f. Shirts that expose the naval or bra shall not be worn. Such examples but not limited to are tub tops, halters, spaghetti straps, half shirts, tank tops, muscle shirts, and/or crop tops

2. **General responsibilities and reminders:**

- a. Arrive promptly at the assigned time and location in order to assemble materials needed for the day and to receive necessary directions.
- b. Park in designated area. Please do not park in areas marked "Visitor".
- c. Report directly to the principal's office for instructions regarding classroom assignments and responsibilities for the day.
- d. You may be asked to fill out a Substitute Sign - In Report (see Appendix B) to insure proper reporting to the Payroll Office. Before leaving school, report to the office to inquire whether to return the following day.
- e. Check the teacher's mailbox for notices or communications from the campus office.
- f. Perform any special duties the classroom teacher has been assigned to do.
- g. Check the room condition, noting lighting, temperature, and seating arrangements.
- h. Become familiar with emergency drill procedures.
- i. Prevent students from leaving the room unless it is necessary. Discretion should be used.
- j. Send a sick or injured student to the school nurse. In the case of a serious accident or injury, send for the school nurse or an administrator immediately.
- k. Let the school office know if a student needs medication. Only authorized district employees may administer medication.
- l. Notify the school office, before leaving the campus, of any serious problems experienced during the day. This is good protection for the substitute, the school, and the District.
- m. Supervise the dismissal of any class (for recess etc.).
- n. Leave the room in good order, turn out lights and perform other appropriate housekeeping chores.
- o. **Fulfill all other duties as assigned by the campus/district administration.**
- p. **Possession of a firearm or weapon is strictly prohibited. Firearms, knives, clubs or other prohibited weapons are not allowed onto school premises.**
- q. **Tobacco Use is not allowed at a school-related or school sanctioned activity on or off school property.**
- r. **Video or Audio recordings of any school activity is prohibited unless prior approval of campus administration is obtained.**

3. **Instructional Responsibilities:**

The substitute teacher needs to keep in mind the following:

- a. A lesson can be broken down into three components:
 1. Introduction
 2. Instructional core
 3. Conclusion
- b. Introduce a lesson by:
 1. Stating the lesson
 2. Reviewing
 3. Motivating learners
- c. The instructional core should include:
 1. Step by step explanation
 2. Modeling product or process
 3. Guided practice
- d. The conclusion should include:
 1. Independent practice
 2. Lesson summary
- e. Assume the same responsibilities as a regular classroom teacher for students, equipment, and other assigned materials.
- f. Follow, as closely as practical, the lesson plans provided by the teacher and maintain the regular routine of the class. If time permits, the substitute's own innovations may supplement the daily program.
- g. Grade written assignments only if directed by the regular classroom teacher. Assignments should be left for the regular teacher to review and record. Do not write in the teacher's grade book or other books of record.
- h. Leave a summary of work covered in each class and other information pertinent to the teacher.
- i. Visit with the principal concerning the advisability of contacting the regular teacher should the substitute assignment be for more than one day.

4. **Discipline responsibilities:**

The substitute can maintain a level of discipline in the classroom which is conducive to good learning by doing the following:

- a. Be prepared and take charge of the classroom:
 1. Start class decisively
 2. Take roll efficiently
 3. Give directions concisely
- b. Clarify expectations regarding student conduct:
 1. Use the classroom discipline plan
 2. Give specific directions about desired behavior
 3. Give students specific feedback about actual behavior
 4. Circulate frequently around the classroom
- c. Communicate the significance of learning to the students:
 1. Minimize time spent on procedural matters
 2. Require student attention and participation
 3. Provide feedback to students about their work
 4. Provide closure at the end of class
- d. Notify a neighboring teacher if assistance is needed from the principal's office. The neighboring teacher will observe the class during the time the substitute is away. At no time should a class be left unattended.
- e. Document information on any student who failed to follow classroom rules of conduct and/or failed to complete work assigned.
- f. Never administer or threaten to administer corporal punishment.
- g. **Video or Audio recordings of any school activity is prohibited unless prior approval of campus administration is obtained.**

III. PROFESSIONAL ETHICS OF THE SUBSTITUTE TEACHER

- A. The substitute is on the same professional level as the regular classroom teacher and should remain conscientious toward responsibilities. The substitute teacher should use extra caution in expressing personal opinions and reactions about various subjects.
- B. A substitute who is arrested for felony or any offense involving moral turpitude must report the arrest to Human Resources office within three calendar days of the arrest.
- C. The substitute shall endeavor to be cooperative and cheerful when beginning each assignment.
- D. **The substitute shall recognize the importance of the position of the substitute teacher within the total educational program.**

- E. When serving in an assignment, the substitute must remember that substitute teaching is a position of public trust. Confidential information concerning individual students must not be discussed.
- F. CSISD welcomes the use of electronic devices for instructional purposes. However, electronic devices are only used at the discretion of the teacher. Most classrooms prohibit the use of cell phones. As a substitute it is imperative that you do not allow electronic devices unless instructed by the teacher.
- G. Criticism and/or comparisons of individual campuses and teachers should be avoided. This practice creates negative community attitudes toward the public school system.
- H. The substitute shall endeavor to exhibit a positive role in school and public relations.
- I. The substitute shall not use their position as an employee of the district for personal or business gain.

IV. FREQUENCY OF CALLS AND EVALUATION OF SUBSTITUTE TEACHERS

- A. It is difficult to give substitutes any estimate of how often they will substitute. It will depend a great deal on such factors as the substitute's major preparation compared to the District's daily need, general overall needs of the District, time of year, and success of each substitute when assigned. Dependability and reliability are prized attributes of substitute teachers.
- B. The District must constantly be aware of the quality of substitutes employed. Substitutes are informally evaluated at the conclusion of each assignment by the district employee in the following areas:
 - 1. Did the Substitute Teacher follow lesson plans in a satisfactory manner?
 - 2. Did the Substitute Teacher leave the room in an orderly condition?
 - 3. Did the Substitute Teacher leave sufficient information regarding the day's events/activities?
 - 4. Would the teacher want this individual to substitute again?
- C. A substitute may be removed from the system of availability when a negative evaluation is submitted by the principal regarding the substitute's performance. A substitute can be terminated for a single incident based on the severity or may be automatically terminated after the third negative evaluation. In addition, a sub may also be terminated if they accept jobs and do not show; arrive late for assignments; neglect the district procedures and leave assignments without securing proper coverage from administration.

V. SUGGESTIONS FOR CLASSROOM MANAGEMENT

Encouraging students to want to behave is a complex skill. So much depends upon your personality and appearance that it is difficult for anyone to lay down rules or make suggestions which will work, even in a majority of cases. However, here are some hints/ideas which may be helpful to you:

- 1. The tone of the day is set when students first enter the room, so be at the door to greet them. Be sure they know what is expected of them as soon as they come into the room.
- 2. Be well organized. Careful preparation cannot be overemphasized. Use written plans with all materials needed for use. Know how you are going to conduct each activity.
- 3. Start giving instructions at the sound of the bell. Give directions carefully and call on students to repeat what you have said.
- 4. Before beginning a new concept, find out what the students already know about the subject. If they don't have the requisite background, knowledge and skills, teach these first.
- 5. Speak softly but firmly which will set the pattern for quietness. The tone, pitch, and volume of your voice will strongly influence the noise pattern in your room. Keep it loud enough to be heard, but quiet enough not to assault the ears of your listeners. Noise begets noise -- yelling tends to cause students to yell.
- 6. Firm insistence on acceptable behavior should begin at the start of the day/class period. Don't hesitate to be firm, consistent, and fair in dealing with students. They are entitled to know what is expected of them.
- 7. Remember that it is easier to loosen up in your permissiveness in a classroom than it is to tighten down once things become chaotic.
- 8. Anger and sarcasm have no place in a classroom.
- 9. To change a student's behavior, give specific instructions for an activity and explain why the new activity is better.
- 10. Give students appropriate responsibilities.
- 11. Students should not be threatened. Once a directive is given, it should be understood and followed through.
- 12. A sense of humor is invaluable. Smiles are much more potent instruments for securing good behavior than are frowns. Circulate around the room. Students appreciate and respond to genuine interest in them on the part of the teachers.
- 13. The best preventive measure for restlessness in the classroom is work and change. Have frequent changes of pace and don't give the students time to misbehave.
- 14. The key to good discipline is careful planning plus adequate preparation and enthusiasm. Be ready for the day before the students come into the room. Be enthusiastic -- enthusiasm is catching. Keep the room neat and orderly. A neat, orderly room has a calming effect on the students. Be sensitive to the physical needs of students.

AVOIDING TROUBLE

1. Isolate a student from the group when he or she is losing self-control.
2. Do not try to talk with the student until both of you have cooled off enough to talk rationally.
3. Be truthful and honest with students.
4. If the student has damaged property, let him or her propose a method of restitution.
5. When the matter is settled, do not bring it up again.
6. Do not publicize offenses and their treatment in front of the other students.
7. Ask for help from your principal and others in the school, but do not wait until the situation has become extreme.
8. Do not make an issue of something that is trivial.

CLASSROOM MANAGEMENT

1. You want students to be quiet so that you can begin:
DON'T say, "Be quiet!" Give a positive direction instead of a negative one. Don't say, "I'll begin when everyone is quiet," either, because someone may steal the stage by waiting for almost quiet before making noise. And if you ask them, "Didn't you learn how to obey?" or any other rhetorical question, you may well get a "smart aleck" reply.

DO start giving instructions at the sound of the bell and let the talkers reap the consequences of not paying attention: mistakes and lost time. Keep it from becoming a major issue by making it easy for them to accept the consequences.
2. You want them quiet so they can finish a project:
DON'T threaten them with "Quiet down or we can't continue." They may test you to see if you really mean it.
DO give positive directions for quiet, like "Whisper to your partner," or "You may talk to your right-hand neighbor but to no one else."
3. You want them to speak softly:
DON'T yell to get attention. The class will copy you.
DO speak softly but firmly yourself, setting the pattern for quietness.
4. You want someone to stop what he's doing:
DON'T just tell him to stop doing it. He won't know what to do instead.
DO tell him what to do instead and why the new activity is better.
5. You want to prevent something (touching things, getting out of line, etc.):
DON'T say, "Don't." Some children may want to find out what happens if they do.
DO awaken class appreciation for courtesy, safety, objects d'art, etc., and give positive directions, like "Stay in line", "Hands behind your backs," etc.
6. You want them to stay in their seats:
DON'T insist on their sitting beyond their endurance.
DO plan frequent opportunities for physical movement so they can stretch.
7. You want them to know an activity is going to be fun:
DON'T say, "We're going to have a lot of fun." School is a child's work -- admit it.
DO let your enthusiasm serve as a model and let them discover the fun for themselves. Offer your opinion afterward, but don't force anyone to agree with you.
8. You want to teach something you think is new to them:
DON'T assume it's new to them. If it isn't, they'll think you're talking down to them. Also, don't assume they're ready to learn it, because if they're not, their problems at the beginning may prejudice them against the rest of the activity.
DO find out what they already know about the subject. If they don't have the requisite background, knowledge and skills, teach these first.
9. You want to help a child who can't get the answer:
DON'T do it for him/her.
DO show him how -- but not on his own paper. Explain the steps verbally, and then give him a chance to do it himself and explain it back to you.
10. You want the whole class to learn something one or two already know:
DON'T make the one or two students sit there and listen. They probably won't.
DO suggest an alternate activity for them, either separate from the class or in a leadership role.
11. You want to regain the control that you've lost:
DON'T threaten. There may be someone who'll test you to see if you mean it.

DON'T contradict yourself. For example, if you say, "This is the last time I'm telling you," don't say it again five minutes later.

DO enlist the cooperation of the class in setting up new rules. (Beware of accepting students' very stringent notions of punishment.) Do make changes in the situation so that it's new -- new seating arrangements, new sequences of activities, different methods of teaching, variety in class structure, etc. Do react to any infringement of a rule, with a reaction suited to the offense. For some students, just a glance will do.

VI. Acknowledgement of Receipt of Information

*** Substitute Handbook**

I have received and reviewed the College Station ISD Substitute Handbook. I understand that I am to become familiar with the CSISD policies and procedures contained in this handbook.

*** Computer Acceptable Use**

I understand that the Internet is a worldwide group of hundreds of thousands of computer networks. I know that the College Station School District does not control the content of these Internet Networks.

As a substitute teacher and/or aide I understand that I may not use the Internet while at a College Station ISD school unless using the Internet is part of the lesson plans that the teacher has arranged for me to follow. I may also use the district substitute login for access to the AESOP system. I agree to read the CSISD Network Acceptable Us Policy contained in the Substitute Handbook so that I understand district guidelines regarding Internet/Email use.

*** Notice of Reasonable Assurance of Continued Employment**

This office provides notice of reasonable assurance of continued employment for the upcoming school year with the district when each school term resumes after a school break. By virtue of this notice, please understand that you may not be eligible for unemployment compensation benefits during any scheduled school breaks including, but not limited to, summer, winter, and spring breaks. This reasonable assurance is contingent of continued school operations and shall not apply in the event of any disruption that is beyond the control of the district (i.e. lack of school funding, natural disasters, court-orders, public insurrections, war, etc.)

Nothing contained herein construes an employment contract.

*** TRS Definition of "Substitute" for Employment After Retirement**

A substitute is a person who serves on a temporary basis in the place of a current employee and the substitute's pay does not exceed the rate of pay for substitute work established by the employer. If a retiree is serving in a vacant position (i.e., not other person currently holds the position), the retiree is not a "substitute" for TRS purposes. This could affect the retiree's ability to receive a monthly pension and result in surcharges to the employer for employment and healthcare. Please contact TRS at 1-800-223-8778 if you have any questions regarding employment after retirement.

SAMPLE

(individual form in the online substitute application package)

LETTER OF REASONABLE ASSURANCE

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

Nothing contained herein constitutes an employment contract. Your continued employment is on an at-will basis. At-will employers may terminate employees at any time for any reason or for no reason, except for legally impermissible reasons. Repeated poor evaluations may result in termination of employment for the substitute employee. At-will employees are free to resign at any time for any reason or for no reason.

Your services on behalf of the children of the district are appreciated, and we hope that you will be able to continue your association with the district.

The following information must be completed and the original must be returned to CSISD Human Resources before you are eligible for employment. Failure to sign and return this completed form will be viewed as a resignation or declination of employment offer, as applicable.

I would like to continue/renew my status as a Substitute employee.

XXXXXXXX

Name (Print)

XXXXXXXX

Signature

XXXXXXXX

Address

XXXXXXXX

City

XXXXXXX

Date

XXXXXXX

Social Security Number

XXXXXXX

Telephone Number

XX

State

XXXXXXX

Zip Code

=====

SUBSTITUTE ACKNOWLEDGMENT RECEIPT

I hereby acknowledge receipt of this information regarding the Substitute Handbook, Computer Acceptable Use, Letter of Reasonable Assurance and school district calendar.

XXXXXXXXXX

Print Name

XXXXXXXXXX

Signature

End of Sample Letter

VII. ADMINISTRATION and CAMPUS DIRECTORY

Central Administration Office - 1812 Welsh

Telephone: 979-764-5400

Fax: 979-764-5492

College Station ISD Administrators

Dr. Clark Ealy	Superintendent
Greg McIntyre	Deputy Superintendent for Curriculum and Instruction
Mike Martindale	Deputy Superintendent for Business and Operations
Molley Perry	Executive Director for Accountability and Intervention
Jon Hall	Executive Director for Facilities
Debra Parks, CPA	Director of Business Services
Karen Ferguson	Director of Career and Technical Education
Diane Dahm	Director of Child Nutrition Services
Chuck Glenewinkel	Director of Communications
Chad Gardner	Director of Community Education
Jackie Janacek	Director of Computer Services
Becky Burghardt	Director of Accountability
Sharon Jackson	Director of Early Education Services
Teresa Benden	Director of Education Foundation
Monica James	Director of Human Resources
Kelly Kovacs	Director of Instruction and Leadership Development
Mark Pantel	Director of Purchasing
Dr. Marla Ramirez	Director of Special Programs
Ernest "Buddy" Reed	Director of Student Activities
Chrissy Hester	Director of Student Services
David Hutchison	Director of Technology
Hector Silva	Director of Transportation

College Station ISD Campus Directory

<u>Campus</u>	<u>Address</u>	<u>Phone</u>	<u>Hours of Operations</u>	<u>Principal</u>	<u>Campus Substitute Contacts</u>
College Hills Elem	1101 Williams	764-5565	7:50am-3:00	Josh Hatfield	Melissa Klapuch
Creek View Elem	1001 Eagle Ave	694-5890	7:50am-3:00	Jeff Durand	Mary Jane Petty Becky Jenkins
Forest Ridge Elem	1950 Greens Prairie Rd. W	694-5801	7:50am-3:00	Terresa Katt	Colleen Grant Patricia Roper
Greens Prairie Elem	4315 Greens Prairie Tr.	694-5870	7:50am-3:00	Donna Barrington	Bonnie Roy Kathryn Ballard
Pebble Creek Elem	200 Parkview	764-5595	7:50am-3:00	Annette Roraback	Brenda Welch
Rock Prairie Elem.	3400 Welsh	764-5570	7:50am-3:00	Robyn Jones	Lynne Knight
South Knoll Elem.	1220 Boswell	764-5580	7:50am-3:00	Laura Richter	Christina Richardson
Southwood Valley Elem	2700 Brothers	764-5590	7:50am-3:00	Kristiana Hamilton	Nancy Linger
Spring Creek Elem	2450 Brewster	694-5838	7:50am - 3:00	Stormy Hickman	Gail Burleson
Oakwood Int.	106 Holik	764-5530	8:30am-3:40	Josh Symank	Adrienne Watson Mary Davis
Cypress Grove Int.	900 Graham Rd. So.	694-5600	8:30am-3:40	Holly Scott	Jonelle Wilkins Jan DeCoste
College Station MS	900 Rock Prairie	764-5545	8:20am-3:45	Oliver Hadnot	Mollie Binion
A&M Consolidated MS	105 Holik	764-5575	8:20am 3:45	Jeff Mann	Lanell Graebner Kathey Beard
A&M Consolidated HS	1801 Harvey Mitchell Parkway South	764-5500	8:20am-3:45	Gwen Elder	Mary Neal Kristen Bowman
College Station HS	4002 Victoria Ave.	694-5800	8:20am-3:45	Tiffany Parkerson	Lori Reismeier
College View HS	1300 George Bush Drive	764-5540	7:45am-3:45	Margie Martinez	Kristen Taylor
Venture Center	1300 George Bush Drive	764-5540	7:30am-3:30	Margie Martinez	Kristen Taylor
Leap	1300 George Bush Drive	764-5540	7:30am-3:30	Margie Martinez	Kristen Taylor

Use of Electronic Media

Social Media College Station ISD - Administrative Guidelines

Note: *Social media is extremely dynamic. As the social media landscape changes and as we continue to work through issues regarding social media, this set of guidelines will likely change.*

What is social media?

Social media are media for social interaction, using highly accessible and scalable publishing techniques. Social media are distinct from industrial or traditional media, such as newspapers, television, and film. They are relatively inexpensive and accessible to enable anyone (even private individuals) to publish or access information, compared to industrial media, which generally require significant resources to publish information.

Examples of social media:

NOTE: New social media sites are being developed at a rapid pace. The following are some of the more common social media sites.

1. **Communication**
 - a. **Blogs:** Blogger, LiveJournal, Open Diary, TypePad, WordPress, Vox, ExpressionEngine, Xanga
 - b. **Micro-blogging / Presence applications:** Plurk, Twitter, Tumblr
 - c. **Social networking:** Facebook, MySpace, Cyworld, Instagram, SnapChat
2. **Collaboration**
 - a. **Wikis:** Wikimedia, Wikia, PBworks, Wetpaint
 - b. **Social bookmarking (or social tagging):** Delicious, StumbleUpon, Google Reader, CiteULike
 - c. **Social news:** Digg, Mixx, Reddit, NowPublic
3. **Multimedia**
 - a. **Photography and art sharing:** deviantArt, Flickr, Photobucket, Picasa, SmugMug, Zoomr, Instagram
 - b. **Video sharing:** YouTube, Viddler, Vimeo, sevenload, Zideo
 - c. **Livecasting:** Ustream.tv, Justin.tv, Stickam, Skype, OpenCU, Livestream
4. **Reviews and opinions**
 - a. **Product reviews:** epinions.com, MouthShut.com
 - b. **Business reviews:** Customer Lobby, yelp.com
 - c. **Community Q&A:** Yahoo! Answers, WikiAnswers, Askville, Google Answers
5. **Entertainment**
 - a. **Media and entertainment platforms:** Cisco Eos
 - b. **Virtual worlds:** [Active Worlds], Second Life, The Sims Online, Forterra
 - c. **Game sharing:** Miniclip, Kongregate

Overview

These guidelines are for employees who:

- use CSISD's social media sites.
- use personal social media sites outside the workplace that contain postings about the work of CSISD or their colleagues' work.
- post about CSISD on social media sites.

The guidelines outline the importance of understanding the CSISD Employee Code of Conduct Policy and Acceptable Use Policy, and include recommended best practices to consider when utilizing social media sites. They also provide a roadmap for constructive, respectful, and productive dialogue between social media users.

Statement of Intent

It is a key objective of CSISD to take a leading role in the use and encouragement of social media technologies in the educational process. To achieve this, CSISD encourages the use of social media sites to communicate with students, parents/guardians, stakeholders and the community.

To this extent, CSISD administrators should actively encourage the appropriate use of the various social media technologies in every aspect of their responsibilities, internally and externally.

One of the defining attributes of social networking technologies is the ability to surface unique voices and points of view. As a powerful tool in communicating, CSISD welcomes and encourages employees who are enthusiastic in this medium to use it.

The goal of these guidelines is not to get every employee engaged in social media, but to provide a framework for those who choose to participate.

CSISD Social Media Code of Conduct

These guidelines complement CSISD's Employee Code of Conduct Policy. The CSISD Employee Code of Conduct also applies to social media use. Other useful guidelines and policies include the Acceptable Use Policy.

Please review and understand the CSISD Employee Code of Conduct and the CSISD Acceptable Use Policy before engaging in social media.

Best Practice Guidelines for Staff

Be mindful of what you say: When you choose to go public with your opinions via social media, you are personally responsible for your commentary. If your personal social media site makes it clear that you are a CSISD employee, it should include a simple and visible disclaimer such as "These are my personal views and not those of CSISD." Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous. For these reasons, employees should exercise caution with regard to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks. *An employee's private life is his or her own. However, employees must be sensitive to avoid activities in social media environments that reflect negatively on CSISD. Therefore, employees must follow and be guided by CSISD's values and philosophy (see Employee Code of Conduct and Acceptable Use Policy).*

Be respectful to your colleagues: Be thoughtful and accurate in your posts, and respect other employees. All CSISD employees can be viewed as representatives of the CSISD, which can add significance to your public reflections on the CSISD, whether you intend to or not.

Get Your Facts Straight: If you wish to participate in social media, make sure you have your facts straight. If there is someone at CSISD who knows more about the topic than you, check with them before. Be sure the information you post is 100% accurate.

Be Interesting and prompt: Why have a social media site if no one is going to read it? Post content that is interesting and relative to your audience. Make it fun so your audience to come back for more and encourage comments and feedback to give the audience a feeling of ownership. Update the site on a regular basis, but try to not be too overbearing.

Media: If a member of the media contacts you about something on your social media site, please contact the Director of Communications prior to responding

Further advice: For further advice please contact the Director of Communications.

Report Problems

Cyber-bullying: Please monitor your social media site for any comments that could be considered bullying. If there is a questionable occurrence, contact your principal or supervisor immediately.

Inappropriate Behavior: If an employee is in a social media environment and behaviors are observed that would not be acceptable inside of CSISD, the employee should sign out of the site immediately. The employees should report the abuse to the service provider. Also, the employee should immediately report it to his or her supervisor, who in turn, shall report it to Human Resources. If the employee was involved in inappropriate conduct, district administration will determine if any remedial or mitigating actions should occur, and will alert the Director of Communications if any questionable content should be removed.

USE BY THE MEMBERS OF THE PUBLIC

Access to the District's electronic communications system, including the Internet, shall also be made available to members of the public, in accordance with administrative regulations. Such use may be permitted as long as the use imposes no measurable additional cost to the District, and does not unduly burden the District's computer or network resources. Members of the public who are granted access shall be required to comply with all District rules, regulations, and policies governing appropriate use of the system.

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 governing copyright. [See EFE]

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

MONITORED USE

Electronic transmissions including, but not limited to, e-mail, Internet and chat rooms, and other uses of the electronic communications system by students, employees and public members are not private and will be monitored by designated District staff to ensure appropriate use.

INTELLECTUAL PROPERTY RIGHTS

Students shall retain all rights to work they create using the District's electronic communications system. As agents of the District, employees shall have limited rights to work they create using the District's electronic communications system. The District shall retain the right to use any product created for its use by an employee even when the author is no longer an employee of the District.

DISCLAIMER OF LIABILITY

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