



Substitute
Teacher
Handbook

2015-2016



Dear Substitute Teacher,

As a substitute teacher, you have been hired to accept the duties and responsibilities of a classroom teacher. You are expected to perform these duties to the best of your ability.

The information provided in this substitute teacher handbook has been prepared to assist you in your assignment in order to provide a quality education for our children.

Please read the substitute teacher handbook thoroughly and familiarize yourself with the policies and guidelines. Failure to follow all school district and campus policies and regulations may result in termination of employment with the district. If you have any questions or concerns, please do not hesitate to contact the Human Resources Department or the campus administrator of the campus for which you are substituting.

I expect all substitute teachers to be role models for our students. I also expect you to dress and conduct yourself in a professional manner at all times.

Welcome to Mission CISD and thank you for selecting our district as your employer. Have a great school year.

Sincerely,

Superintendent

Mission Consolidated Independent School District
2015 – 2016 Substitute Teacher Handbook

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Introduction

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

This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of employees in any way. Rather, it is a guide to and a brief explanation of district policies. District policies and procedures can change at any time. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. Policy manuals are located in the central administration office. They are available for employee review during normal working hours. District policies can also be viewed on-line at www.mcisd.net.

THE SUBSTITUTE TEACHER

Appreciation of Substitute Teachers

The Mission Consolidated Independent School District Board of Trustees, Superintendent, Administration, and professional staff consider substitute teaching an important component of the total school program. The substitute teacher plays a key role in upholding the high standard of teaching maintained in the school system, and the presence of the substitute teacher ensures a continuous program of quality instruction for all children. Substitutes face new and different situations several times each day, and the work is never easy. Substitute teachers are expected to meet this challenge with personal dedication and sincere, conscientious effort.

Substitute teachers are welcome as members of the professional family and are to be treated with consideration, courtesy, and respect by all school personnel, parents, and pupils.

A substitute teacher has one of the most difficult assignments in the school system. It is the responsibility of all school personnel to establish and maintain a helpful and respectful attitude concerning the substitute and his/her work. The Mission CISD will endeavor to preserve the high status that rightly belongs to the substitute teacher.

Responsibilities of the Principal

The campus Principal or his/her designee will be responsible for providing substitute teachers with the schedule to be followed during the school day and of any special activities that may be planned.

The Principal will designate an employee to assist the substitute in locating the classroom and to provide information regarding the lunchroom, restroom, emergency exits, and other building facilities. The employee will also assist in locating keys, textbooks, grade books, and folders which contain the information needed by substitute teachers.

The Principal will promote an attitude of cooperativeness for substitute teachers among the student body and the staff.

The Principal or designee will visit the substitute teacher's room at regular intervals to provide help and answer any questions. If performance issues arise, the principal will submit a Substitute Teacher Poor Performance Report to the Office of Human Resources.

Responsibilities of the Classroom Teacher

The classroom teacher will provide the substitute teacher with the lesson plans, class rosters, up-to-date seating charts, any materials and supplies needed for the daily lessons, and any special instructions.

The classroom teacher will promote an attitude of cooperativeness for substitute teachers among the students and instructional aides.

The classroom teacher will comment upon the performance of the substitute teacher by utilizing the Classroom Teacher's Report and submitting it to the campus designee.

Responsibilities of the Substitute Teacher

Policy DPB

The substitute teacher should assume the same responsibilities as the regular classroom teacher, including any special assignments or duties (i.e., supervision in Cafeteria or hall, etc.) the regular teacher may have been assigned for the day, and ensure that the following tasks are accomplished during the day:

1. Attendance should be taken following the campus' procedures.
2. Check the room's fire drill upon arrival.
3. Introduce self to the neighboring classroom teachers.
4. Follow the lesson plans carefully. Deviations should be noted for the regular teacher.
5. Control the light and temperature of the classroom.
6. Correct the students' papers and tests unless the classroom teacher has indicated otherwise.
7. Leave the room orderly, neat, and locked.
8. Report serious accidents or illness to the principal or nurse immediately.
9. Report incidents of abnormal happenings to the principal or assistant principal.
10. Fill out and submit to the campus designee the Substitute Teacher Self Report at the end of the workday and inquire on opportunities to substitute the next day.
11. Return keys and any confidential information to the main office at the end of the workday.

The substitute teacher should use this handbook as well as any other manuals provided to ensure that policies and procedures are adhered to. The substitute teacher should maintain high standards of ethics, avoid comparisons of teacher-pupil learning situations, and maintain confidentiality. The substitute teacher is expected to provide continuity of instruction, maintain classroom discipline, and provide honest feedback to the regular teacher so that he/she may follow up on any problems.

If a substitute teacher is assigned for an extended period of time, attendance at all scheduled meetings is required. The substitute teacher must report to the front office during the regular classroom teacher's conference periods unless informed otherwise. If the substitute teacher is not sure if attendance at a meeting or function is appropriate, the Principal or designee is to be consulted.

The substitute teacher will adhere to the following directives:

1. Do NOT eat in front of the class nor do personal work such as reading, letter writing, bill paying, crafts, hobbies, etc.
2. Do NOT leave the classroom unattended.
3. Do NOT change the seating arrangements or room organization except for temporary grouping for instruction or committee work.
4. Do NOT use mobile/cellular phones while in the classroom.
5. Do NOT wear blue jeans except on Fridays, when blue jeans can be used if worn with a spirit shirt.
6. Do NOT allow students to use mobile/cellular phones while in the classroom nor to step out of class to do as such.
7. Do NOT allow students to leave the classroom to buy sodas or candy.

DISTRICT INFORMATION

Board of Trustees

Policies BA, BAA, BBA, BBB, BBE, BBF, BE, BEC, BED

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, facilities, and expansions. The board has complete and final control over school matters within limits established by State and Federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Trustees are elected at-large and serve four-year terms. Trustees serve without compensation, must be registered voters, and must reside in the district.

2015-2016 Board Members

President	Patricia O'Caña Olivarez
Vice President	Patricia Rivera
Secretary	J.C. Avila
Member	Veronica Mendoza
Member	Petra B. Ramirez
Member	Minnie R. Rodgers
Member	Roy Vela

Trustees usually meet at the central administration boardroom at 6:30 p.m. on the first and second Wednesday of each month. In the event that large attendance is anticipated, the board may meet at the various campuses. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted at the Administrative Building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with two hours notice.

All meetings are open to the public. Under certain circumstances, Texas law permits the board to go into a closed session. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or to consult with attorneys regarding pending litigation.

Administrative Staff

The following are the lead administrators for the Mission CISD:

Superintendent	Ricardo Lopez
Asst. Superintendent for Human Resources & Student Services	Mario Solis
Asst. Superintendent for Finance & Operations	Rumalda Ruiz
Asst. Superintendent for Curriculum & Instruction	Criselda Valdez

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

Accounts Payable	323-5517
Athletic Office & Ticket Sales	323-5683
Bilingual/ESL	323-5554
Business Operations	323-5515
Career Education	323-5508
Child Nutrition Program	323-3800
Curriculum & Instruction	323-5507
Federal Programs	323-5550
Fixed Assets/Warehouse	323-8900
General Information	323-5500
Human Resources	323-5641
Information Systems	323-5600
Maintenance & Operations	323-8960
Migrant Services & Parental Involvement	323-5559
Payroll	323-5522
Public Relations	323-5530
Purchasing	323-5524
Risk Management/Benefits	323-5545
Special Education	323-5570
Student Services	323-5578
Superintendent	323-5505
Technology	323-5300
Transportation	323-8930
Warehouse/Fixed Assets	323-8900

School Directory

Mission Consolidated Independent School District
Administration Office, 1201 Bryce Drive, Mission, Texas 78572
Phone: 956-323-5500/Fax: 956-323-5523

Mission Schools	Principal/Secretary	Address
Alton Elementary Phone: 956-323-7600 Fax: 956-323-7617	Adan Ramirez Norma Garza	205 N. Chicago (5 Miles N. Conway, 1/4 East)
Bryan Elementary Phone: 956-323-4800 Fax: 956-323-4819	Linda Sanchez Cynthia Calvillo	1300 Elm Dr.
Cantu Elementary Phone: 956-323-7400 Fax: 956-323-7415	Enrique Alvarez Maria Reyes	920 W. Main Ave. (5 Miles N. Conway, 3/4 Mile) West
Castro Elementary Phone: 956-323-6800 Fax: 956-323-6818	Thelma Garza Elisabeth Farias	200 S. Mayberry
Cavazos Elementary Phone: 956-323-7200 Fax: 956-323-7225	Fidel Garza Priscilla Garcia	803 S. Los Ebanos Rd.
Escobar/Rios Elementary Phone: 956-323-8400 Fax: 956-323-8480	Blanca Lopez Sulema Zepeda	3505 N. Trosper Rd
Leal Elementary Phone: 956-323-4600 Fax: 956-323-4615	Trinidad Peña Maricela Nuñez	318 S. Los Ebanos Rd. (1 Mile S. Los Ebanos Rd.)
Marcell Elementary Phone: 956-323-6400 Fax: 956-323-6419	Marissa Saenz Dolores Cavazos	1101 N. Holland
Midkiff Elementary Phone: 956-323-7000 Fax: 956-323-7025	Dora Villalobos Rosalinda Lozano	4201 N. Mayberry
Mims Elementary Phone: 956-323-4400 Fax: 956-323-4418	Yvonne Zamora Javier Ruiz	200 E. Two Mile Rd.
O'Grady Elementary Phone: 956-323-4200 Fax: 956-323-4220	Patricia Deanda Dora Borrego	810 W. Griffin Pkwy.
Pearson Elementary Phone: 956-323-4000 Fax: 956-323-4015	Melissa Davis Dulce Juarez	315 Holland

Salinas Elementary Phone: 956-323-6200 Fax: 956-323-6219	Martina Garcia Maria Rosales	10820 N. Conway (6 3/4 Miles N. Conway)
Waitz Elementary Phone: 956-323-6600 Fax: 956-323-6618	Rubicela Rodriguez Melissa Cantu	842 W. St. Francis (4 Miles N. Holland)
Newcomer's Academy Phone: 956-323-6640 Fax: 956-323-6645	Enrique Alvarez Dalia Venegas	315 Holland
Alton Memorial Jr. High Phone: 956-323-5000 Fax: 956-323-5045	Sylvia Garcia Juanita Cuellar	521 S. Los Ebanos Blvd
K. White Junior High School Phone: 956-323-3600 Fax: 956-323-3631	Brenda Betancourt Zonia Salinas	1101 W. Griffin Pkwy.
Mission Junior High School Phone: 956-323-3300 Fax: 956-323-3338	Ada Castillo Cynthia Havelka	415 E. 14th Street
R. Cantu Jr. High School Phone: 956-323-7800 Fax: 956-323-7880	Ana Lisa Flores Bertha Requenez	5101 N. Stewart Rd.
Mission High School Phone: 956-323-5700 Fax: 956-323-5890	Edilberto Flores Maria Cristina Gonzalez	1802 W. Cleo Dawson
Veterans Memorial High School Phone: 956-323-3000 Fax: 956-323-3280	Angelina Garcia Brenda Chavarria	700 E. Two Mile Rd.
Early College High School Phone: 956-323-6120 Fax: 956-323-5781	Orlando Farias Marissa Femat	605 S. Los Ebanos Rd.
Options Academy Phone: 956-323-3960 Fax: 956-323-3925	Maria De Lourdes Gloria Martinez	407 E. 3rd St.
Roosevelt Alternative School Phone: 956-323-3900 Fax: 956-323-3925	Eduardo Alaniz Maria L. Ramirez	407 E. 3rd St.

Employment

Equal Employment Opportunity

Policy DAA

The Mission Consolidated Independent School District does not discriminate against any employee or applicant for employment because of race, color, religion, gender, age, national origin, disability, military status, genetic information, 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 relating to discrimination on any of the basis listed above should contact the District's Title IX Coordinators, Deborah Garza or Lazaro Ramirez at 323-5641.

Applicable Policies

A substitute teacher is subject to all Board policies and administrative regulations in effect as of this date as well as any Board policies and administrative regulations which may be adopted subsequent to this date during the continuation of employment by the District. Board policies can be viewed via the Internet at www.mcisd.net.

Substitute Assignments

Substitute teaching assignments will be made according to the substitute teacher's certification and/or preference area. The number of days worked will depend upon the needs of the District, the substitute teacher's schedule and preferences, and the performance of the substitute teacher.

Notification to Report to Work

The substitute teacher will be notified as far in advance as possible when their services are needed. Occasionally, the Principal and/or designee will notify the substitute teacher the afternoon before the day that they are needed to report to work or they may be called between 7:00 a.m. and 7:30 a.m. on the day that the substitute is needed. When receiving a call to report to work, the substitute teacher should make note of the following information:

- Date(s) and time(s) to report
- Campus name and location
- Principal/designee's name
- Teacher's name for whom the substitute is needed
- Grade/subject assigned to substitute

If a message is left on an answering machine or with a third party, the substitute teacher is to call the principal's office to personally confirm acceptance of the assignment. On the day of the assignment, the substitute teacher is to report to the principal's office for further instructions/directions.

Inability to Report to Work

A substitute teacher needs to remember that upon making a commitment to substitute teach for a particular assignment, the teacher who is absent and the students are relying on them to report to work. If an emergency occurs and the substitute teacher is not able to report to work, the Principal/designee should be notified immediately.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed in certain positions or on a part-time basis without affecting their benefits according to TRS rules and state

law. Service retirees who retire before May 31 may return to work in a Texas public school without a reduction in benefits one full calendar month after retirement date provided they meet specific conditions. Retiring employees should consult TRS officials about conditions and restrictions on employment after retirement. Retirees may work in the following capacities without a loss of retirement benefits:

- As a principal or assistant principal or a teacher in an acute shortage area on a full-time basis, if appropriately certified and following a 12-month break in service. Retirees that retired under early age or disability provisions are excluded.
- As a full-time bus driver (early age and disability retirees excluded).
- As a substitute at no more than the established daily substitute pay rate (Individuals receiving disability retirement benefits may not work for more than 90 days in a school year.)
- On a half-time or less basis during any month. Half-time employment cannot exceed the lesser of 50 percent of the position's full-time load or 92 hours in a month.
- On a full-time basis during a six-month period during a school year, provided that this is their only employment in a Texas public school. Individuals who retire in August may begin employment in October of the school year following their retirement.

Under this last provision, retirees must submit annual written notice to TRS by the last day of the first month of full employment to avoid a disruption of benefits. Working any part of a month counts as a full month.

Other restrictions apply when a person has retired because of a disability. Individuals retiring because of a disability should contact TRS for details about employment restrictions.

Certain retirees may return to work on a full-time basis as a principal or assistant principal or teacher in an acute shortage area without a reduction in their TRS annuity benefits. Acute teaching shortage areas are determined by the board based on Commissioner of Education guidelines. When filling acute shortage area positions, the district must give hiring preference to certified applicants who are not retirees. To be eligible for full TRS benefits a retiree must meet the following criteria:

- Have not been subject to a reduction in benefits for retirement at an early age or retired under disability provisions
- Have a 12-month continuous break in public school service since retirement
- Be appropriately certified for the position in the applicable school year

Employees can contact TRS by calling 800-223-8778 or 512-542-6400. TRS information is also available on the Web (www.trs.state.tx.us).

Evaluation of Substitute Teacher Performance

A Substitute Teacher Self Report form will be provided to each substitute teacher to complete regarding each specific assignment. The substitute teacher is to fill this form out and submit it to the campus Principal/designee at the close of each day. Upon returning from their absence, the classroom teacher will comment on the substitute teacher's performance by filling out the Classroom Teacher's Report and submitting it to the Principal/designee. The Principal/designee may periodically evaluate the performance of the substitute teacher through a classroom observation. If necessary, the Principal will document poor performance utilizing the Substitute Teacher Poor Performance form. All evaluations regarding the performance of a substitute teacher will be filed with the Office of Human Resources. A copy of documented poor performance will be made available to the substitute teacher.

Termination of Employment

Policies DFE, DCD, DC

Substitute teachers are non-contract employees and may resign at any time. A written notice of resignation should be submitted to the Office of Human Resources. Non-contract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, religion, sex, national origin, disability, military status, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Non-contract employees who are dismissed have the right to grieve the termination. To present a grievance, the employee must follow the District process outlined in Board policy DGBA(Local), which can be found on the district website, www.mcisd.net, or in the Employee Handbook.

Compensation and Benefits

Salaries, Wages, and Stipends

Policy DEA

Employees are paid in accordance with administrative guidelines and a pay structure established for each position. The District's pay plans are reviewed by the administration each year and adjusted as needed. All District positions are classified as exempt or nonexempt according to federal law. Professional and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid based on hourly wages or provided compensatory time for each overtime hour worked.

Salaries and wages are reviewed on an annual basis and adjusted according to the budgeted amounts approved by the board. The Substitute Teacher pay scale for the 2015– 2016 school year is as follows:

Non-degreed	\$70 per day
Degreed but not certified	\$90 per day
Degreed and certified	\$110 per day

If you are required to be at school for less than 8 hours, your daily rate will be divided by 8. This will become your hourly rate. The hourly rate will be multiplied times the number of hours worked to calculate your earnings for that day. A substitute teacher typically works 8 hours (full day) or 4 hours (half day).

Employees should contact the Office of Human Resources at 323-5641 for more information about the District's pay schedules or their own pay.

Paychecks

All substitutes are paid by electronic payroll deposit. Paychecks are electronically deposited into an account at a bank of the substitute's choice. There is a one month delay in activating this service. A substitute's pay is available on the pay date and is not released earlier for any reason. Substitutes are provided an electronic payroll statement with detailed information including pay, withholding, deductions, district paid contributions for benefits, and leave balances. Payroll statements and other information are available through the **web for employee**.

Automatic Payroll Deposit

All District employees must utilize automatic payroll deposit. A notification period of one month is necessary to activate this service. Contact the Payroll Office at 323-5521 for more information about the automatic payroll deposit service.

Pay Dates

The schedule of pay dates for the 2015-2016 school year follows:

<u>PAY PERIOD</u>	<u>PAY DATE</u>	<u>DAY</u>
<u>August 01-August 31, 2015</u>	<u>September 25, 2015</u>	<u>Friday</u>
<u>September 01-September 30, 2015</u>	<u>October 23, 2015</u>	<u>Friday</u>
<u>October 01-October 31, 2015</u>	<u>November 19, 2015</u>	<u>Thursday</u>
<u>November 01-November 30, 2015</u>	<u>December 17, 2015</u>	<u>Thursday</u>
<u>December 01-December 31, 2015</u>	<u>January 22, 2016</u>	<u>Friday</u>
<u>January 01-January 31, 2016</u>	<u>February 25, 2016</u>	<u>Thursday</u>
<u>February 01-February 28, 2016</u>	<u>March 23, 2016</u>	<u>Wednesday</u>
<u>March 01-March 31, 2016</u>	<u>April 25, 2016</u>	<u>Monday</u>
<u>April 01-April 30, 2016</u>	<u>May 25, 2016</u>	<u>Wednesday</u>
<u>May 01-May 31, 2016</u>	<u>June 24, 2016</u>	<u>Friday</u>
<u>June 01-June 30, 2016</u>	<u>July 25, 2016</u>	<u>Monday</u>
<u>July 01-July 31, 2016</u>	<u>August 25, 2016</u>	<u>Thursday</u>

Length of Workday

The length of the workday will be set by the Board and Administrative staff. Usually the substitute teacher is expected to be on duty the entire school day and to perform all duties of the regular teacher. A substitute teacher works either a full day, 8 hours, or a half day, 4 hours. The normal instructional day for an Elementary teacher is 7:40 a.m. – 3:30 p.m. The normal instructional day for a Secondary teacher is 7:45 a.m. – 4:15 p.m. The substitute teacher is to consult with the Principal/designee on the reporting time and length of the workday.

Employee's Pension Plan

As a result of the passage of the Omnibus Budget Reconciliation Act (OBRA) of 1990, all part-time employees are required to be covered by a qualified pension plan. Mission CISD has created a tax-sheltered annuity plan that meets the requirements of this act.

As a plan participant, the substitute teacher is 100% vested in the plan assets at all times and will receive a statement of account assets twice annually. If further explanation or details are needed, the substitute teacher may contact the Mission CISD Risk Management/Benefits Office at 323-5545 or TSA Consulting Group 1-888-777-5827 ext. 313 or www.tsacg.com.

Upon retirement from substitute teaching, the substitute teacher can request that all deposits be returned subject to IRS rules and regulations or transferred to an IRA account. Requests for a return should be made to the Mission CISD Business Office. Any person retired under another benefit program is exempt from participating in this plan upon showing proof of status.

Worker's Compensation Insurance

Policy CRE

The District, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on-the-job. Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case. All work-related accidents or injuries should be reported immediately to the Risk Management Office at 323-5545. Employees who are unable to work due to a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits under the Texas Unemployment Compensation Act. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact the Risk Management/Benefits Office at 323-5545.

Just for Substitute Teachers

General Guidelines

RELEASE OF CHILDREN - Any outsider who comes into the classroom for information about a child or who comes to the classroom asking that a child be released from school must be directed to the Principal's office. In any event, children are NOT to be released from the classroom without official notice from the building Principal or his/her designee.

SCHOOL PROPERTY - It is expected that the substitute teacher will maintain good order wherever assigned, and create such conditions as are conducive to a good learning situation. The regular classroom teacher is legally and morally charged with the school property as well as the welfare of the children, and no less is expected of the substitute teacher.

PROFESSIONAL CONFIDENCE - Substitute teachers are expected to hold in professional confidence any information about the school (pupils, teachers, parents, and Principal) which might be gained while substituting.

CONTACT INFORMATION - As a necessity, the name and telephone numbers of substitute teachers are on a list and made available to Mission ISD personnel only.

CHANGES IN SUBSTITUTE TEACHER INFORMATION

The official substitute teacher list for the District is compiled and maintained by the Office of Human Resources. Please inform the Office of Human Resources in writing of any changes in the telephone number, address, degree/certification status, or choice of teaching level and/or workdays. The Office of Human Resources will forward the updated information to the campuses as necessary.

PUNCTUALITY – It is important that substitute teachers be on time for their assignment. The substitute teacher should try to arrive a few minutes early to review the lesson plan and introduce self to the surrounding teachers.

NURSE'S SCHEDULE – The substitute teacher is to review the nurse's schedule and guidelines related to medication administration to students as well as procedures for medical emergencies. If the nurse is absent, the substitute teacher should find out who the contact person is.

INCLEMENT WEATHER/EMERGENCY EVACUATIONS – The Substitute teacher is to ask for specific instructions related to inclement weather, reports, and duties. (*See pages 32-34 for School Safety Procedures*)

PARKING – The substitute teacher is to park in designated spaces. If the substitute teacher does not know where to park, the administrative staff can provide direction upon arrival or when accepting the assignment.

LUNCH – The substitute teacher will receive a lunch break. A sack lunch may be brought or a teacher school lunch may be purchased in the cafeteria.

DRESS CODE/GROOMING – Substitute teachers are to dress professionally at all times. Blue jeans are allowed on Fridays only; as long as they are worn with a spirit shirt. Professional footwear is expected. No flip-flops sandals are allowed. Tennis shoes maybe be worn on spirit days. Facial hair is to be neatly trimmed.

Questions or suggestions concerning the substitute teacher program should be directed to the Office of Human Resources at 323-5641.

Acronyms you should know

A substitute teacher should be familiar with the following acronyms:

- LRC – Learning Resource Center – Another name for the Library
- CAI – Computer Assisted Instruction – Certain students will leave the classroom to go to the computer lab to work in Math or Reading.
- TEKS – Texas Essential Knowledge and Skills – The basic knowledge and skills that the state deems as appropriate for each grade level.
- STAAR- State of Texas Assessments of Academic Readiness – The state’s assessment of basic skills. This assessment will replace the Texas Assessment of Knowledge and Skills (TAKS) program beginning in spring 2012.
- ESL – English as a Second Language – Oral language development program done in the classroom.
- Bilingual – Bilingual program for the state.
- Resource – Certain students are identified as needing extra help in academic areas and consequently leave the regular classroom at a schedule time to work in the Resource classroom.
- Inclusion- Certain students may be provided with extra help in academic areas within the regular classroom setting.

Sometimes a classroom teacher will leave information about a student with special problems for the substitute teacher so that instruction can be modified for that student. It is imperative that the substitute teacher maintains this information confidential and exhibits professional behavior at all times.

Substitute Teacher Hints/Suggestions (From, To, and For Substitute Teachers)

1. Maintain a substitute packet/materials.
2. If there is no seating chart, make one.
3. Do your best to follow the lesson plans and classroom rules already established.
4. Write your name on the board.
5. Be enthusiastic.
6. Be respectful.
7. Be professional.
8. Never leave your class unattended.
9. Know/meet the teacher next door.
10. Send only one student to the restroom at a time.
11. Call students by name.
12. Do not let students start any name calling.
13. Stand in the hall/doorway between classes.
14. Have a couple of extra pens/pencils for those students who have “forgotten” theirs.
15. Ask a student for his ID or something of value when they want to borrow a pen/pencil.
16. Identify several “trustworthy” students to help you.
17. Never let a class go early to lunch or to the next class unless instructed to do so.
18. Don’t make statements lightly – students will remember.
19. Make your expectations and rules very clear.
20. Make sure students return items which should remain in the classroom.
21. Do not let students have a knife or weapon. Ask them to give it to you and/or contact the office for help.
22. Do not grab a student.
23. Do not let students wear hats in the classroom.
24. Walk around the room.
25. Don’t let the students manipulate you by protesting or saying, “we never do that”.
26. Be assertive.
27. Use common sense.
28. Ask another teacher for help.
29. It is better not to argue. Instead say, “I know this may not be the way so and so does it, but this is the procedure for today”.
30. Give feedback to the teacher – positive and negative.
31. Correct the student’s work for the day, if possible.
32. Be neat in your appearance. Look professional.
33. Find out who you can go to with a problem.
34. Do not discuss the teacher’s class with other people.
35. Do not let students use a phone in the classroom.
36. If a student shows up to class on time, with a pen/pencil, books, notebook, etc., sits in their assigned seat and appears to be ready for class to start, you have probably identified a student that you might go to for help.

The Lesson Cycle - Model for Effective Teaching

The lesson cycle is divided into two components. Component 1 deals with the planning a teacher and component 2 deals with the act of teaching.

Component 1 – PLANNING

- Step 1 - Each teacher is responsible for teaching as part of the lesson plan the district's curriculum sequence which includes the TEKS (Texas Essential Knowledge and Skills).
- Step 2 - **TASK ANALYSIS:** This is the procedure used to determine the critical learning elements at the correct level of difficulty necessary to reach the objective of the particular lesson.
- Step 3 - **PLAN THE LESSON:** This step involves the teacher doing Step 2 above and determining what activities will be done to master the objective.

Component 2 – TEACHING

- Step 1 – **STATING THE OBJECTIVE:** The teacher states the objective for the day.
- Step 2 - **FOCUS:** The teacher generates the students' interest in the topic/objective.
- Step 3 - **EXPLANATION:** The teacher transfers their knowledge on the topic/objective for the day to the students via activities, modeling, providing definitions and examples, etc. Basic information needed by the students to understand the objective is presented to the students.
- Step 4 - **CHECK FOR UNDERSTANDING:** The teacher ensures that the students are understanding the material. This is an ongoing process.
- Step 5 - **MONITORING AND ADJUSTING:** The teacher monitors the overall learning environment and student behavior to determine if it is necessary to adjust the instruction to achieve the desired result.
- Step 6 - **GUIDED PRACTICE:** The student does work in class that is monitored by the teacher. Questions are allowed to be asked. Group work is also permissible at times.
- Step 7 - **INDEPENDENT PRACTICE:** Students do work that is not monitored by the teacher.
- Step 8 - **EXTENSION:** The teacher provides an enrichment activity which can generate higher order thinking and tie in the topic to everyday life.
- Step 9 - **CLOSURE:** The teachers helps the students summarize what was learned for the day. The teacher uses the information from closure to prepare for the next day and informs students of upcoming activities.
- Step 10 - **CORRECTION (RETEACH):** The teacher must do this when students do not reach mastery of the objective. It can occur at any time between steps 3 and 9.

How to Tell a Student They are doing a Great Job

A-O.K.!	Superb!	Way to go!
Awesome	Estoy orgulloso de ti	You learned it
You got it!	Exceptional performance	Muy Bien
Excellent	Outstanding	Remarkable!
Fantastic	Maravilloso	You're a winner
Good	Nice going	You're important
Good thinking	Terrific	You've almost got it
Great!	Bravo	Well done
Good for you!	You're on target	I'm proud of you
Bien hecho!	You're a good listener	Keep up the good work
I knew you could do it	That's right	Good job
Super job	You're catching on	Neat!
Super!	That's incredible	You figured it out
You've got it!	Spectacular	Sensational

Student Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Code of Conduct and Student Handbook. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal. Substitute teachers are to adhere to the policy that corporal punishment is NEVER administered by the substitute teacher.

Classroom Discipline

Substitute teachers are responsible for the control of classes. The building principal or assistant principal will assist with problems when necessary. It is normal for the students to "test" new substitute teachers. Do not let students get out of control. The district expects you to be in charge of the room.

Suggestions for successful student discipline:

1. Be fair, firm, and consistent
2. Praise in public; criticize in private
3. Do not use sarcasm or other embarrassing methods
4. Do not use "group" punishment
5. Use the positive approach
6. Call attention to a student's good behavior rather than misbehavior
7. Identify standards and stick to them

Ideas for Effective Classroom Management

Classroom management encompasses all of the things that teachers do to obtain and maintain student cooperation and involvement in classroom learning. Studies indicate that successful management includes both responding effectively when problems arise and in preventing problems from happening. Effective classroom teachers are skilled at giving clear directions and information. These teachers express desired attitudes and behavior; prepare levels of student success; provide clear expectations for work standards; offer consistent responses to appropriate and inappropriate student behavior; and generally use classroom procedures and rules to handle discipline problems.

The following are some suggestions that will help ensure a successful substitute experience for both the substitute teacher and for the students:

1. The substitute teacher should arrive in plenty of time to acquaint self with the school's procedures, the teacher's lesson plans, the room layout and to obtain any additional materials or equipment that may be needed.
2. When the students arrive, the substitute teacher should introduce self and write his/her name on the board so that all students will be able to see it. The initial impression of the substitute teacher is a significant factor in successful classroom management. Self-confidence, patience, resourcefulness, flexibility and enthusiasm are important pre-requisites for achieving your goal.
3. The substitute teacher is to take attendance, quickly learn the students' names and try to call the students by their names. To help remember names, the substitute teacher should use a seating chart or name tags and jot down notes relating to specific students. A student is more like to behave if the substitute teacher knows his/her name. In addition, verify that the number of students in the room corresponds with the attendance list.
4. Classroom control is essential. Discipline is based on understanding and open communication. The substitute teacher is to deal with it early and the day will be much more pleasant and rewarding.
5. The substitute teacher is to fill out a student discipline/referral when a discipline problem arises that he/she is unable to handle. The following are 5 methods for referring a student:
 - a. Send the student with the referral form to the office
 - b. Send the referral to the office by way of another student.
 - c. During an off period, such as a conference period, deliver the referral to the office.
 - d. Deliver the referral to the office at the end of the day.
 - e. Leave the referral for the regular teacher to review and/or handle.
6. The substitute teacher is to strive to maintain the established classroom routine. The material the teacher asked to be covered should be presented and the students should be busy with that work for the time scheduled. If the substitute teacher is unsure of directions from the notes left by the teacher, another teacher of the same grade level or subject area should be contacted for some additional information, as it is important for the students to feel that the substitute teacher

understands the material. The students also need to realize that this is the work their regular teacher would be asking from them if he/she were present. If the substitute teacher is questioned by the students about changes made, the substitute teacher is to explain that things may be done a bit differently while the regular classroom teacher is out.

7. The substitute teacher is to be prepared with some alternative plans – a general assignment, an academically related game, additional reading or a word puzzle – to use if the classroom teacher’s assignment is completed early. The substitute teacher is to inform another classroom teacher and/or the Principal’s designee of the alternative assignment to ensure that is appropriate.
8. A substitute teacher should not excuse a student from class or school without direct authorization from the office.
9. The substitute teacher is to report any classroom accidents or student injury to the office immediately.

11 Techniques for Better Classroom Discipline

The following are eleven techniques which can be used in a classroom to help a substitute teacher achieve effective group management and control. They have been adapted from an article called: "A Primer on Classroom Discipline: Principles Old and New", by Tomas R. McDaniel; Phi Delta Kappan, May 1986 and Budd Churchward, creator of The Honor Level System: Discipline by Design.

1. **Focusing.** Be sure you have the attention of everyone in your classroom before you start your lesson.
2. **Direct instruction.** The technique of direct instruction is to begin each class by telling the students exactly what will be happening.
3. **Monitoring.** The key to this principle is to circulate. Get up and get around the room.
4. **Modeling.** "Values are caught, not taught".
5. **Non-verbal cuing.** Non-verbal cues can be facial expressions, body posture, hand signals, bell or light tap.
6. **Environmental control.** A classroom can be a warm cheery place.
7. **Low-profile intervention.** Most students are sent to the principal's office as a result of confrontational escalation.
8. **Assertive discipline.** This is traditional limit setting authoritarianism.
9. **Assertive I-messages.** "I want you to..." or "I need you to..." or "I expect you to..."
10. **Humanistic I-messages.** "When you talk while I talk..." or "I have to stop my teaching..." or "...which frustrates me".
11. **Positive discipline.** Use classroom rules that describe the behaviors you want.

What Kind of Substitute Teacher Are You?

NON-ASSERTIVE SUBSTITUTE:

- Ignore problems and let students misbehave
- Do not know how to stop them
- Beg and plead with students
- Back down when challenged
- Are afraid of students
- Feel upset and overwhelmed

HOSTILE SUBSTITUTE:

- Get angry and yell at students
- Threaten, then don't discipline
- Call students names
- Use physical force
- Harm students psychologically

ASSERTIVE SUBSTITUTE:

They know the secret to success is to....

- Be the adult in the area they supervise
- Say what they mean and mean what they say
- Clearly and firmly tell students exactly how they want them to behave
- Stay calm and use a normal tone of voice
- Know the plan of action to use when students don't behave
- Reward students who DO behave

How to become an Assertive Substitute:

Step 1 – Have an assertive attitude

Step 2 – Speak and act assertively

Step 3 – Know the Assertive Discipline Plan

Step 4 – Use the plan effectively

APPENDIX

MISSION CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Substitute Teacher Self Report

Substitute Teacher's Name: _____ ID#: _____

Date Substituted: _____ Teacher Substituted for: _____

Grade/Subject: _____ Campus: _____

Notes regarding lesson plans:

I also taught:

Notes regarding behavior:

Student assistants:

Students who were absent:

Messages for the permanent teacher:

Please let me know of any areas you feel I can improve to be a better substitute for you.

MISSION CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Substitute Teacher Poor Performance Report

Substitute Teacher's Name: _____ ID#: _____

Date Substituted: _____ Teacher Substituted for: _____

Grade/Subject: _____ Campus: _____

I hereby document the poor performance of the above named substitute in one or more of the following areas:

_____ The substitute teacher does not report to work on time

_____ The substitute teacher displays poor grooming or inappropriate dress

_____ The substitute teacher does not supervise the students outside the classroom setting as needed

_____ The substitute teacher does not perform assigned duties (bus duty, lunchroom, etc.)

_____ The substitute teacher does not demonstrate competency in classroom management

_____ The substitute teacher does not demonstrate competency in content area

_____ The substitute teacher does not maintain effective communication with students

_____ The substitute teacher does not maintain an orderly environment for learning

_____ The substitute teacher does not follow the teacher's lesson plans

_____ The substitute teacher does not assist students in small group activities

_____ The substitute teacher does not demonstrate appropriate behavior with students (professionalism)

Comments:

Principal's Signature: _____ Date: _____

(A copy will be provided to the Substitute Teacher)

MISSION CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Classroom Teacher's Report

Feedback Concerning Substitute Teacher Performance

Substitute Teacher's Name: _____ ID#: _____

Date Substituted: _____ Teacher Substituted for: _____

Grade/Subject: _____ Campus: _____

The Mission Consolidated Independent School District recognizes that substitute teaching plays a significant role in the instructional program. The observations of the classroom teacher perform an integral role in assisting the Office of Human Resources in the selection of substitute teachers who contribute to a program of quality instruction and educational continuity. Please complete this report and return it to the school office upon your return to the classroom.

Directions: Check appropriate responses. Comments are encouraged. Negative responses ("no") must be accompanied by explanatory comments.

CONDITIONS OF INSTRUCTIONS

- | | YES | NO |
|---|-------|-------|
| 1. Adequate lesson plans, materials and information were provided | _____ | _____ |
| 2. Students were oriented to classroom procedures during my absence | _____ | _____ |

PERFORMANCE OF SUBSTITUTE

- | | | |
|--|-------|-------|
| 1. Records were accurately completed | _____ | _____ |
| 2. Lesson plans were implemented | _____ | _____ |
| 3. Effective classroom control was maintained | _____ | _____ |
| 4. Students reflect a positive response | _____ | _____ |
| 5. Anecdotal report of classroom activity was provided | _____ | _____ |
| 6. Behavior ethical to the standards of the teaching profession appears to have been exhibited | _____ | _____ |
| 7. Classroom materials, etc., were left in order at the close of the school day | _____ | _____ |
| 8. I would recommend return of this substitute | _____ | _____ |

COMMENTS: _____

Please return this form to the campus secretary

Classroom Teacher's Signature

Date

PERSONNEL POSITIONS:
SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

DPB
(LEGAL)

UNCERTIFIED
SUBSTITUTES

State Board for Educator Certification requirements regarding assignment of certified employees apply to substitute teachers. If the District must employ a substitute teacher who is not certified, a list of the substitute teachers shall be retained in the District files. *19 TAC 231.1(e)*

Note: In accordance with Education Code 21.057, the following notice requirements do not apply if a school is required by the No Child Left Behind Act of 2001 to provide notice to a parent or guardian regarding a teacher who is not highly qualified, provided the school gives notice as required by that Act. [See DBA]

PARENT
NOTIFICATION

If the District assigns an inappropriately certified or uncertified teacher [as defined in DBA(LEGAL)] to the same classroom for more than 30 consecutive instructional days during the same school year, it shall provide written notice of the assignment to the parents or guardians of students in that classroom.

The Superintendent shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The District shall make a good-faith effort to ensure that the notice is provided in a bilingual form to any parent or guardian whose primary language is not English. The District shall retain a copy of the notice and make information relating to teacher certification available to the public on request. [See also DBA(LEGAL)]

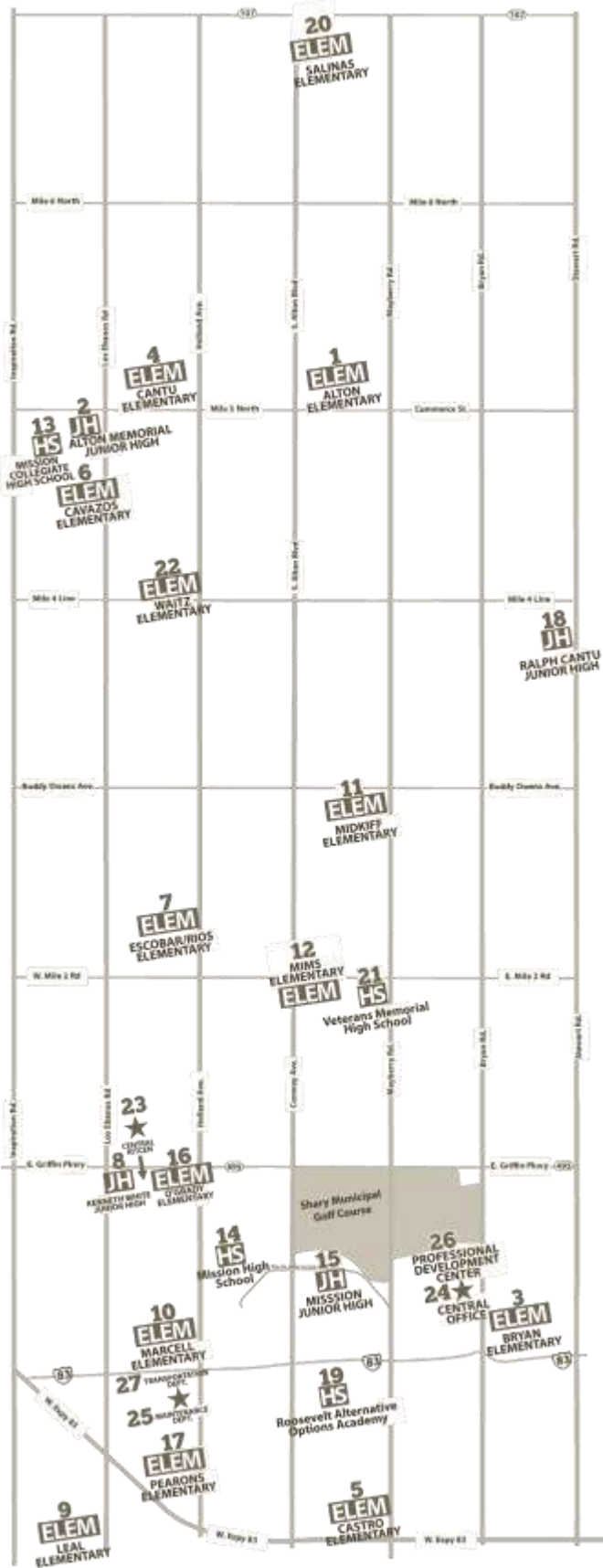
Education Code 21.057

CRIMINAL HISTORY
REVIEW

The District shall obtain all criminal history record information that relates to a substitute teacher for the District or shared services arrangement through the Department of Public Safety's criminal history clearinghouse. [See DBAA] *Education Code 22.0836*

DATE ISSUED: 4/2/2014
UPDATE 99
DPB(LEGAL)-P

MISSION CISD DISTRICT MAP



- 1. Alton Elementary School**
 205 N. Chicago
 Alton, TX 78573
 (956) 323-7600
- 2. Alton Memorial Junior High School**
 521 S. Los Ebanos Blvd.
 Alton, TX 78573
 (956) 323-5000
- 3. Bryan Elementary School**
 1300 Elm Drive
 Mission, TX 78572
 (956) 323-4800
- 4. Cantu Elementary School/ Newcomers Academy**
 920 W. Main Avenue Alton, TX 78573
 (956) 323-7400
- 5. Castro Elementary School**
 200 S. Mayberry
 Mission, TX 78572
 (956) 323-6800
- 6. Cavazos Elementary School**
 803 S. Los Ebanos Blvd.
 Alton, TX 78573
 (956) 323-7200
- 7. Escobar/Rios Elementary School**
 3505 N. Trospen Road
 Mission, TX 78574
 (956) 323-8400
- 8. Kenneth White Jr. High School**
 1101 W. Griffin Parkway
 Mission, TX 78572
 (956) 323-3600
- 9. Leal Elementary School**
 318 S. Los Ebanos Road
 Mission, TX 78572
 (956) 323-4600
- 10. Marcell Elementary School**
 1101 N. Holland
 Mission, TX 78572
 (956) 323-6400
- 11. Midkiff Elementary School**
 4201 N. Mayberry
 Palmhurst, TX 78573
 (956) 323-7000
- 12. Mims Elementary School**
 200 E. Two Mile Road
 Mission, TX 78574
 (956) 323-4400
- 13. Mission Collegiate High School**
 605 S. Los Ebanos Road
 Alton, TX 78573
 (956) 323-6120
- 14. Mission High School**
 1802 Cleo Dawson
 Mission, TX 78572
 MHS: (956) 323-5700
- 15. Mission Junior High School**
 415 E. 14th St.
 Mission, TX 78572
 (956) 323-3300
- 16. O'Grady Elementary School**
 810 W. Griffin Parkway
 Mission, TX 78572
 (956) 323-4200
- 17. Pearson Elementary School**
 315 Holland
 Mission, TX 78572
 (956) 323-4040
- 18. Rafael Cantu Junior High School**
 5101 N. Stewart Road
 Palmhurst, TX 78573
 (956) 323-7800
- 19. Roosevelt Alternative School Options Academy**
 407 E. 3rd St.
 Mission, TX 78572
 (956) 323-3900
- 20. Salinas Elementary School**
 10820 N. Conway
 Alton, TX 78573
 (956) 323-6200
- 21. Veterans Memorial High School**
 700 E. 2 Mile Rd.
 Mission, TX 78574
 (956) 323-3000
- 22. Waitz Elementary School**
 842 W. St. Francis
 Alton, TX 78573
 (956) 323-6600
- 23. Child Nutrition-Central Kitchen**
 1201 W. Griffin Parkway,
 323-3800
- 24. Central Office**
 1201 Bryce Dr., 323-5500
- 25. Maintenance Department**
 520 Holland, 323-8960
- 26. Professional Development Center**
 1103 Pamela, 323-5300
- 27. Transportation Department/Warehouse**
 723 Holland, 323-8930/323-8900

Mission Consolidated Independent School District

1201 Bryce Drive • Mission, TX 78572 • PH: 956-323-5600 • Website: www.mcisd.net

Academic Calendar 2015 - 2016

Board Approved
March 11, 2015

Students First • Innovation • Collaborative Ownership • Diversity • Continuous Learning

JULY 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
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AUGUST 2015

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SEPTEMBER 2015

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OCTOBER 2015

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NOVEMBER 2015

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DECEMBER 2015

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REPORTING PERIODS

1st Six Weeks: 35 days
August 24 - October 9

2nd Six Weeks: 29 days
October 13 - November 20

3rd Six Weeks: 29 days
November 30 - January 22

4th Six Weeks: 28 days
January 26 - March 4

5th Six Weeks: 28 days
March 7 - April 21

6th Six Weeks: 28 days
April 25 - June 1

HOLIDAYS

Fall Break: November 23 - 27

Winter Break: Dec. 21 - Jan. 1

Presidents' Day: February 15

Spring Break: March 14 - 18

Easter: March 25

Bad Weather Makeup Days

February 15 & March 25

EARLY RELEASE

December 18 (Staff & Students)

June 1 (Students)

OTHER DATES

Students' First Day: August 24

Students' Last Day: June 1

MHS & VMHS Graduation: June 2

STATE TESTING DATES

July 6 - 10 -- STAAR/TAKS

October 19 - 22 -- TAKS

December 7 - 11 -- STAAR EOC

February 29 - March 4 -- TAKS

March 29 - 31 -- STAAR

May 2 - 6 -- STAAR

May 9 - 13 -- STAAR

June 21 - 22 -- STAAR

	Staff Development
	Work Day
	Holiday
	Testing Date
	Early Release

JANUARY 2016

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31						

FEBRUARY 2016

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MARCH 2016

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APRIL 2016

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MAY 2016

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JUNE 2016

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Our Vision: Mission CISD will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate 21st century skills in leadership, knowledge, language, and technology to compete in a global economy and serve as successful citizens in their community.

Declaración de la Visión: Mission CISD preparará e inspirará a todos los estudiantes a estar preparados para sobresalir en la universidad y la carrera de su elección, dominar habilidades del siglo 21 en liderazgo, conocimiento, lenguaje y tecnología para competir en una economía global y servir como ciudadanos exitosos en su comunidad.

MISSION CISD
SCHOOL SAFETY
PROCEDURES

Teachers/Staff



FIRE/EVACUATION:

- Help students to calmly exit the building.
- Take rosters, check for any suspicious items as you exit.
- Make sure door is closed and, if possible, unlocked.
- Assemble at assigned evacuation location and initiate accountability.



SHELTER-IN-PLACE:

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



LOCKDOWN:

- Move students into nearest securable rooms or safe areas. If outside or unable to get into secure area, run from threat.
- Lock doors, close blinds, cover windows.
- Be prepared to run or fight.
- Once in a safe area do not leave until properly authorized to do so.



SEVERE WEATHER:

- At first sign of bad weather or lightning come indoors.
- Seat students on the floor in the designated safe area.
- Demonstrate protective posture so they are ready to duck when told to do so.

MISSION CISD
SCHOOL SAFETY
PROCEDURES

Office/Library/Aides



FIRE/EVACUATION:

- Close doors to your work area.
- If you have a radio or cell phone, take it with you.
- Help people exit the building.
- Assemble at the assigned evacuation point or report to command post for assignment.



SHELTER-IN-PLACE:

- Close doors and windows in your work area. Turn off all fans and other ventilation in your assigned areas.
- Go to designated secure area.
- If chemical odor or effects seep into room, then tape door gaps, place paper or towels along door sill.
- Wait for further direction.



LOCKDOWN:

- Help move students into nearest securable or safe area. If outside or unable to get into secure area, run from threat.
- Lock doors and, if time permits, cover windows or close blinds.
- Be prepared to run or fight.
- Once in a safe area do not leave until properly authorized to do so.



SEVERE WEATHER:

- At first sign of bad weather or lightning come indoors.
- Move to the designated safe area, and be ready to assume a protective posture if conditions worsen.



Risk Management
1201 Bryce Drive, Mission, TX 78572
(956) 323-5545

MISSION CISD

SCHOOL SAFETY

PROCEDURES

Custodial/Cafeteria/Maintenance



FIRE/EVACUATION:

- Close doors to your work area.
- If you have a radio or cell phone, take it with you.
- Help people exit the building.
- Assemble at the assigned evacuation point or report to command post for assignment.



LOCKDOWN:

- Help move students into nearest securable or safe area. If outside or unable to get into secure area, run from threat.
- Lock doors and, if time permits, cover windows or close blinds.
- Be prepared to run or fight.
- Once in a safe area do not leave until properly authorized to do so.



SHELTER-IN-PLACE:

- Close doors and windows in your work area. Turn off all fans and other ventilation in your assigned areas.
- Go to designated secure area.
- If chemical odor or effects seep into room, then tape door gaps, place paper or towels along door sill.
- Wait for further direction.



SEVERE WEATHER:

- At first sign of bad weather or lightning come indoors.
- Move to the designated safe area, and be ready to assume a protective posture if conditions worsen.

PROCEDIMIENTO DE SEGURIDAD ESCOLAR

Custodial/Cafeteria/Maintenance



INCENDIO/EVACUACIÓN:

- Cerrar las puertas en su área de trabajo.
- Si usted tiene un radio o un teléfono celular, llévelo con usted.
- Ayude a la gente salir del edificio.
- Reúnase en el lugar de la evacuación asignado o repórtese al puesto de comando para asignación.



CERRADO POR EMERGENCIA:

- Ayude a trasladar los estudiantes al área segura más cercana. Si están afuera o no pueden ir al área segura, corran del peligro.
- Ponga seguro a las puertas y, si el tiempo permite, cubra las ventanas o cierre las persianas.
- Este preparado para correr o luchar.
- Una vez en un área segura no se salga hasta autorizado correctamente para hacerlo.



LUGAR-DE-REFUGIO:

- Cerrar las puertas y ventanas en su área de trabajo. Apagar todos los ventiladores y cualquier otra ventilación en sus áreas asignadas.
- Vaya al área segura señalada.
- Si el olor químico o los efectos filtra en el sitio, ponga cinta adhesiva en los boquetes de la puerta, colocar papel o toallas a lo largo del umbral de la puerta.
- Espere hasta recibir dirección adicional.



CLIMA SEVERO:

- En la primera señal del mal tiempo o de relámpagos venir adentro.
- Muévase al área segura señalada, y este listo para asumir una postura protectora si las condiciones empeoran.



Risk Management
1201 Bryce Drive, Mission, TX 78572
(956) 323-5545

Drill & Exercise Documentation Tool

Name of School ♦ Drill Report for the Month of _____					
In accordance with District's Emergency Operations Plan and this campus' commitment to safety and security, this campus conducted a drill with the following results.					
Check all that apply:					
<input type="checkbox"/> Fire/ Evacuation <i>(monthly)</i>	<input type="checkbox"/> Lockdown <i>(1 per semester)</i>	<input type="checkbox"/> Severe Weather/ Tornado <i>(1 per semester)</i>	<input type="checkbox"/> Reverse Evacuation <i>(1 per semester)</i>	<input type="checkbox"/> Shelter-in-Place <i>(1 per semester)</i>	<input type="checkbox"/> Actual Event <i>(drill substitute)</i>
Date of Drill:		Percent of Campus Involved:			
Drill Start Time:		Drill End Time:			
During this drill we tested our ability to do the following:					
<i>(if an actual event, summarize what happened)</i>					
Was a Campus Command Post Established?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes , where?/If no , why not:					
Was the Incident Command System Used?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes , where?/If no , why not:					
Were first responders or district police involved (including school based law enforcement)?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	
How long did drill and student/faculty accountability process take?					
Were any special circumstances tested?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes explain and/or indicate below:					
<input type="checkbox"/> Obstructed		<input type="checkbox"/> Unobstructed	<input type="checkbox"/> Accountability	<input type="checkbox"/> Other	
Lessons Learned					
What happened during the drill?					
What was supposed to happen?					
Why were there differences?					
Will this drill result in changes to plans, policies or procedures?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Person who will ensure updates:	
Report Completed by:		Date Submitted:			
Do you have questions for District emergency management or other responders?				<input type="checkbox"/> Yes	<input type="checkbox"/> No

Aesop



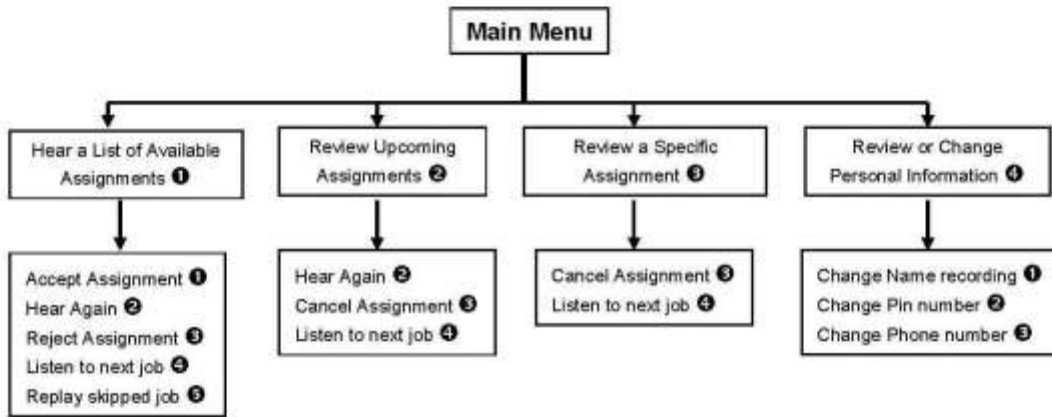
Phone System Instructions for Substitutes

1.800.942.3767

Learn how to

- Search for jobs by phone
- Respond when the system offers you a job
- Personalize the phone system

FRONTLINE
PLACEMENT • TECHNOLOGIES
www.aesoponline.com



Aesop Phone Menu at a Glance

When you call Aesop

To Review or Change your Personal Information, Press **4**

- To review or change your name recording, Press **1**
- To change your P/in number, Press **2**
- To change your phone number, Press **3**

Special Things to Note

When Aesop calls you:

- The phone number that appears on Caller ID is: 1-800-942-3767.
- Typically, Aesop will **not** leave a message on your home answering machine.
- Please say "hello" in order for Aesop to begin the phone call.
- If you are sick and wish not to work, Press **2** - To Prevent Further Calls Today.
- If two or more substitutes have the same phone number it is to your advantage that you both voice-record your names. Aesop will then play the voice recording at the beginning of the phone call and you can enter the correct P/in number.

1.800.942.3767

When Aesop calls you

When you answer the phone, say "Hello" and Aesop will present the following options:

If you are interested in a job, Press **1**

Aesop will play you the School District Name and the School Name.

Enter your Pin number followed by the pound key (#)

Aesop will now read off all the details of the assignment.

- To accept the assignment, Press **1**
- To hear the assignment again, Press **2**
- To reject but allow additional Calls today, Press **3**
- To reject this assignment and prevent additional calls today, Press **4**

i When you have successfully accepted an assignment Aesop will play back the **confirmation number**.

To prevent further calls today, Press **2**

If you are unavailable, Press **3**

To prevent Aesop from ever calling, Press **9**

- If you select this option then Aesop will never call you again.

www.aesoponline.com

When you call Aesop

1. Dial 1.800.942.3767
2. Enter your **ID number** followed by the pound key (#)
3. Enter your **PIN number** followed by the pound key (#)

i Pressing the star key (**) will always take you back one menu level anywhere in the phone system.

To Hear a List of Available Assignments, Press **1**

Aesop will play you a list of up to five available jobs.

- To accept the assignment, Press **1**
- To hear the assignment again, Press **2**
- To reject this assignment and not hear it again, Press **3**
- To listen to the next assignment, Press **4**
- To replay a bypassed assignment, Press **5**
- To return to the Main Menu, Press **6**

i When you have successfully accepted an assignment Aesop will play back the **confirmation number**.

1.800.942.3767

When you call Aesop

To Review or Cancel your Upcoming Assignments, Press **2**

- To review your assignments for the next 7 days, Press **3**
- To return to the previous menu, Press *

Aesop will now read off all the details of the assignment.

- To hear this again, Press **2**
- To cancel this assignment, Press **3**
- To listen to the next assignment, Press **4**
- To return to the Main Menu, Press **6**

To Review or Cancel a Specific Assignment, Press **3**

Aesop will ask you to enter the confirmation number.

- To cancel this assignment, Press **3**
- To listen to the next assignment, Press **4**
- To return to the Main Menu, Press **6**

i Please note that some options may not be available to you.

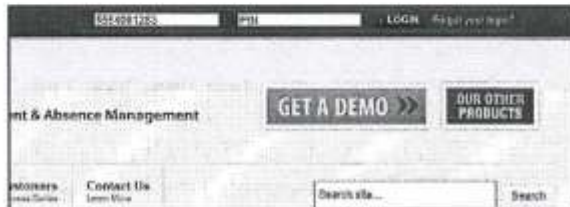
Available 24/7

Substitute Web Guide

Employee Quick Start Guide for *Aesop*

Logging in on the Web

To log in to Aesop, type www.frontlinek12.com/aesop in your web browser's address bar (on mobile devices, type m.aesoponline.com).



Enter your ID number and PIN, then click **Login**.

Can't remember your login info?

If you're having trouble logging in, click the **Forgot your login?** link next to the "Login" button for more information.

Creating an Absence

You can enter a new absence right from your Aesop home page under the **Create Absence** tab.

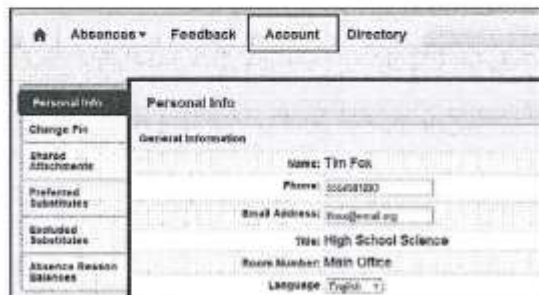


Fill out the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, and more. You can also attach files to the absence from here.



When you've complete entering the absence details, click the **Create Absence** button.

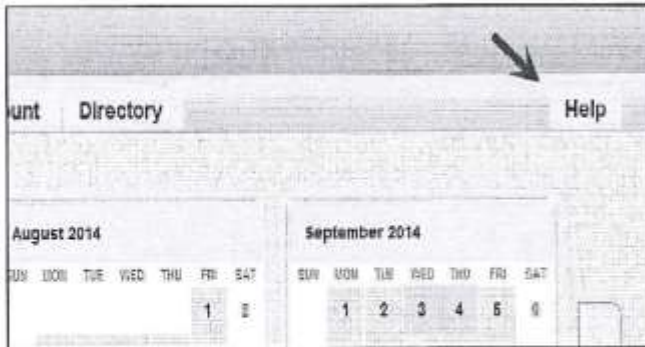
Managing your PIN and Personal Information



Under the "Account" tab, you can manage your personal information, change your PIN number, upload shared attachments (lesson plans, classroom rules, etc.), view absence reason balances, manage your preferred substitutes, and more in the "Account" tab.

Employee Quick Start Guide for *Aesop*

Getting Help and Training



If you have questions, want to learn more about a certain feature, or need want more information about a specific topic, click the **Help** tab to go to the Aesop Learning Center where you can search Aesop's knowledge base of help and training materials.

Using Aesop on the Phone

Not only is Aesop available on the web, but you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.

To call Aesop, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

Over the phone you can:

- Create an absence (within the next 30 days) – **Press 1**
- Check your absence reason (entitlement) balances – **Press 2**
- Review upcoming absences – **Press 3**
- Review a specific absence – **Press 4**
- Review or change your personal information – **Press 5**

If you create an absence over the phone, be sure to make note of the confirmation number that Aesop assigns the new absence for reference.

The Home Page


Once you have logged into Aesop, you will be taken to the home page. You may first be presented with notifications from the system. There are two types of notifications you can receive.

Notifications

Web Alerts - These are alerts that have been created by your district for substitutes to see. They will contain important information that may be useful to you. Once you have read the alerts, you can click the Dismiss button to move on. These Web Alerts can be revisited at any time in your Aesop website.








Important Notifications ✕


High	Victoria County School District	posted on Friday, March 28, 2014
All substitute are to report to the Main Office before going to their assigned classroom.		
Medium	Victoria County School District	posted on Friday, March 28, 2014
Please review the dress code policy in your substitute handbook before arriving at your assignment. Thank You!		

 [Dismiss](#)

Confirmations - You can also receive notifications that you need to confirm. The example below is a notification telling the substitute that he has been removed from a job and their services are no longer needed. These notifications are very important and must be confirmed before you can move on to your home page

**You were removed from this assignment on Friday, March 28, 2014 3:57 PM.
Your services are no longer required for this assignment.**

Date ▲	Time	Duration	Location	
Fox, Tim High School Science	  	Report to: Main Office	CONFIRMATION #131988437	
Wed, 4/2/2014 - Thu, 4/3/2014	8:00 AM - 3:00 PM	 Full Day	Williams High School	 

 [Confirm](#)

Home Page

Once you have dismissed or confirmed all of your notifications (you may not have any), you will be able to view your home page.

FRONTLINE TECHNOLOGIES Tom Baker 8 Available Jobs 2 Notifications Questions Logout

Aesop

Available Jobs History Feedback Preferences Help

March 2014 April 2014 May 2014

8 Available Jobs 3 Scheduled Jobs 4 Past Jobs 2 Non Work Days

Date	Time	Duration	Location	
Smith, Matt 3rd Grade Teacher				<input type="button" value="Reject"/> <input type="button" value="Accept"/>
Mon, 3/31/2014	8:00 AM - 3:00 PM	Full Day	Coal Hill School	
Blanche, Barry				<input type="button" value="Reject"/> <input type="button" value="See Details"/>
Mon, 3/31/2014 - Wed, 4/2/2014	4:00 PM - 11:59 PM	Full Day	Dell Middle School	

Top Bar

At the very top of your home page, you will see a black bar with five different buttons you can click on.

Tom Baker 8 Available Jobs 2 Notifications Questions Logout

Your Name - Clicking on your name will take you to the "[Preferences](#)" tab where you can change your personal information, PIN, and other settings.

Available Jobs - The number of currently available jobs will displayed in the green circle. Clicking on this option will bring you to the "[Available Jobs](#)" tab where you will see a list of the jobs that are ready for you to accept.

Notifications - The number of notifications (Web Alerts) you have will be displayed in the green circle. Clicking here will bring up a list of your current Web Alerts.

Questions - Click here to view the name and phone number of your district's Aesop point person.

Logout - Clicking the Logout option will log you out of Aesop and will bring you back the the login page.

Main Tabs

The main tabs on the home page let you quickly navigate to other places in your Aesop website.



Home Tab - The tab with the blue house icon is your home page. You can click this tab from anywhere in the site to be taken back to the home page.

Available Jobs - Clicking this tab will take you to a page listing all of the currently available jobs.

History - The History tab will take you to a page where you can view the history of your jobs and Non-Work Days.

Feedback - Feedback is an optional feature in Aesop where you can leave feedback about how your jobs went. If this feature is enabled by your district, you will see this tab. Click the tab to be taken to the "Feedback" section of the site where you can leave and view feedback.

Preferences - Clicking this tab will bring you to the "Preferences" area of your website. Here, you can change your [personal information](#), [PIN](#), [preferred schools](#) to work at, and [call times](#).

Help - The Help tab will bring you to the "Aesop Learning Center" where you will find articles, videos, and interactive guides to help you know how to use Aesop. The Aesop Learning Center is your go-to resource for all your questions!

Calendar

Just below the main tabs is your interactive calendar. The calendar will show you an overview of what days you are working and what days have available jobs.



The calendar is color coded to show the different types of days:

A **black box** around a date represents that it is the current day.

Blue days are past or scheduled jobs.

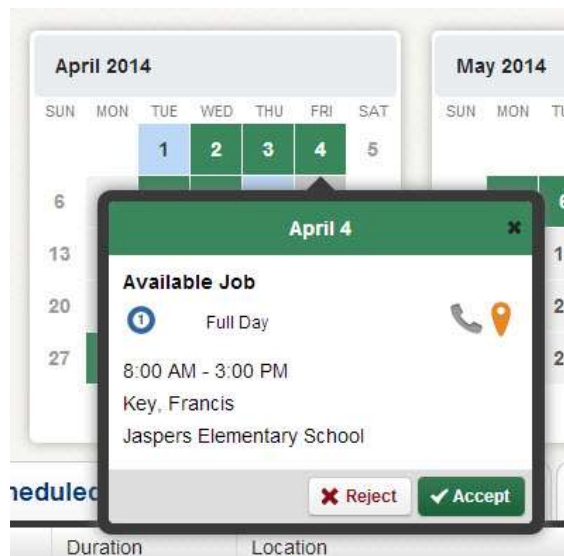
Green days are days there are available jobs.

Gray represents a Non-Work Day.

Use the back and forward arrows to either side of the calendar to move back and forward in time on the calendar.

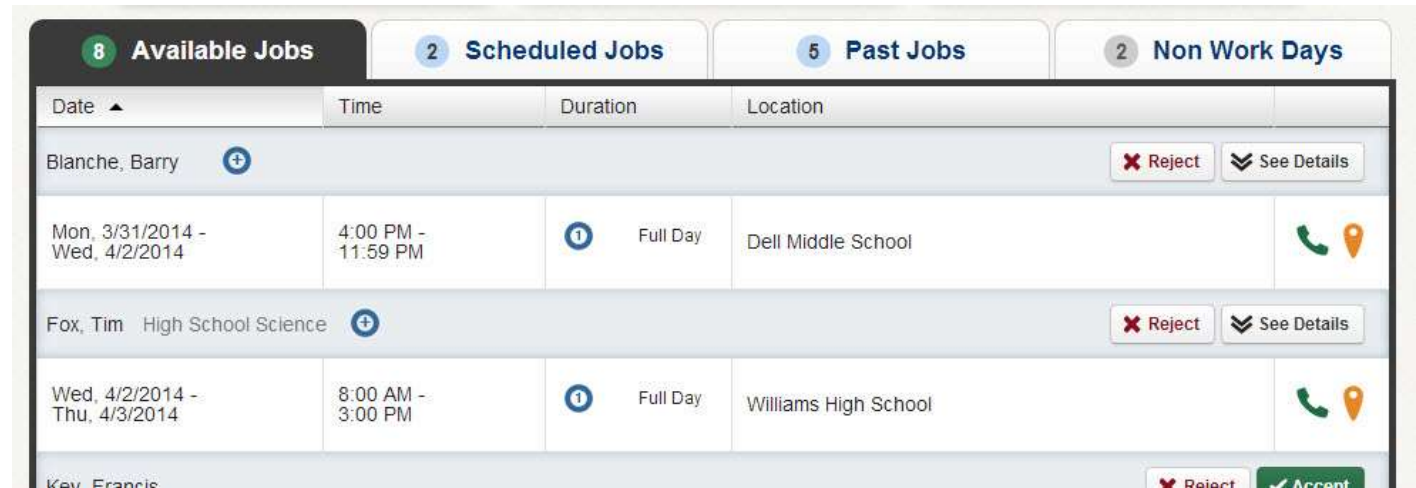


Clicking on an individual day in the calendar will pop up information about that day. If there is an available job on that day, you can accept or reject it right from the pop up.



Job Tabs

The main body of the home page will be your "Jobs" tabs. They can be found directly beneath the calendar. Clicking these tabs will not take you away from the home page but will change what you are viewing.



Available Jobs - This tab will bring up the view of the currently available jobs for you. The number on the tab represents how many available jobs there are.

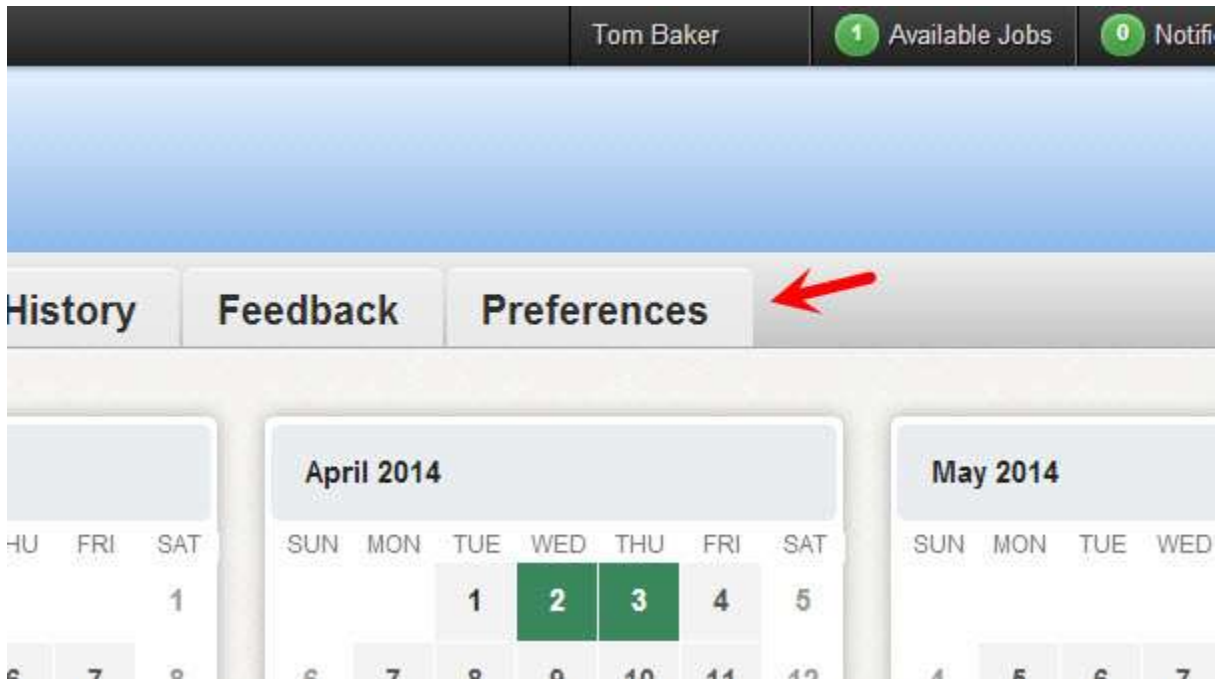
Scheduled Jobs - This tab shows the currently scheduled jobs you have already accepted. The number on the tab represents the number of currently scheduled jobs.

Past Jobs - The "Past Jobs" tab brings up your job history for the past 30 days. The number on the tab represents the number of jobs in the last 30 days.

Non Work Days - This tab will show you your upcoming Non-Work Days as well as Non-Work days from the past 30 days. You can also create Non-Work Days from here. The number on the tab represents upcoming Non-Work Days and Non-Work Days from up to 30 days in the past

Setting and Changing Call Times

By default you will be called for jobs during the time period set up by your school district. But you can customize these times or turn off calling all together if you wish. To edit your call times, click the Preferences tab on the home page.



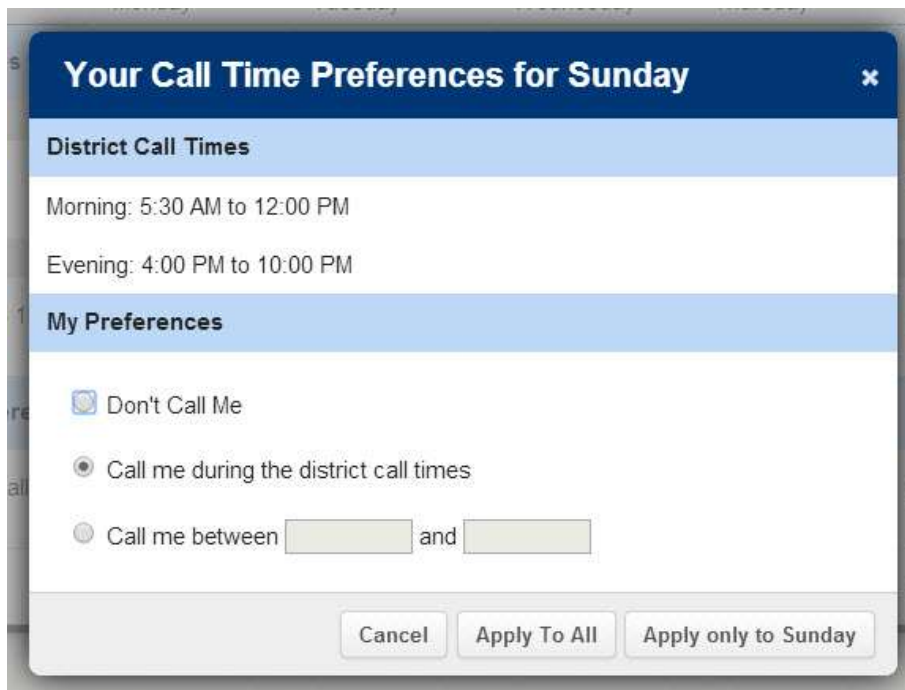
Now, click the Call Times option in the "Preferences Menu".



You district's default morning and evening call times will be displayed. You can edit your call times by clicking the **Edit** button at the bottom of the screen for any day.

My Preferences				
District Call Times	12:00 PM - 6:00 PM	District Call Times	District Call Times	District Call Times
 Edit	Edit	Edit	Edit	Edit

This will bring up a window where you can select the time you want to get called for that day of the week.



Your Call Time Preferences for Sunday ×

District Call Times

Morning: 5:30 AM to 12:00 PM

Evening: 4:00 PM to 10:00 PM

My Preferences

Don't Call Me

Call me during the district call times

Call me between and

Cancel Apply To All Apply only to Sunday

Don't Call Me - Choosing this option will set Aesop to not call you at all on this day of the week.

Call me during the district call times - This will set your call times to the district default.

Call me between - Here, you can set the earliest and latest time you are willing to be called for this day of the week.

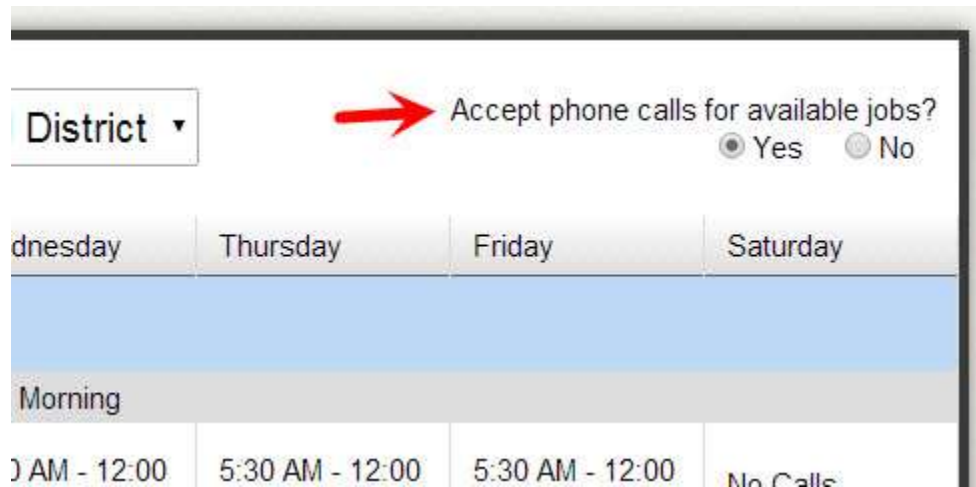
Once you have picked your settings, you have two options:

Apply to All - This will apply these settings to every day of the week.

Apply only to - This will only apply these setting to the day of the week you are editing.

Turning Off Calling

In the top right corner of the calling times area, you will see the following option:



District ▾

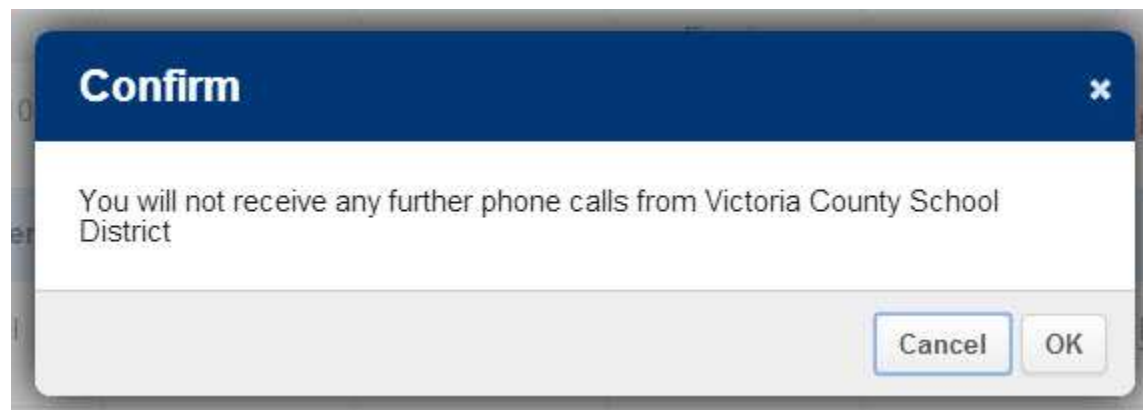
Accept phone calls for available jobs?
 Yes No

Wednesday Thursday Friday Saturday

Morning

7:00 AM - 12:00 5:30 AM - 12:00 5:30 AM - 12:00 No Calls

To turn your calling from Aesop completely off, choose the No option. You will then receive a warning pop-up from Aesop.



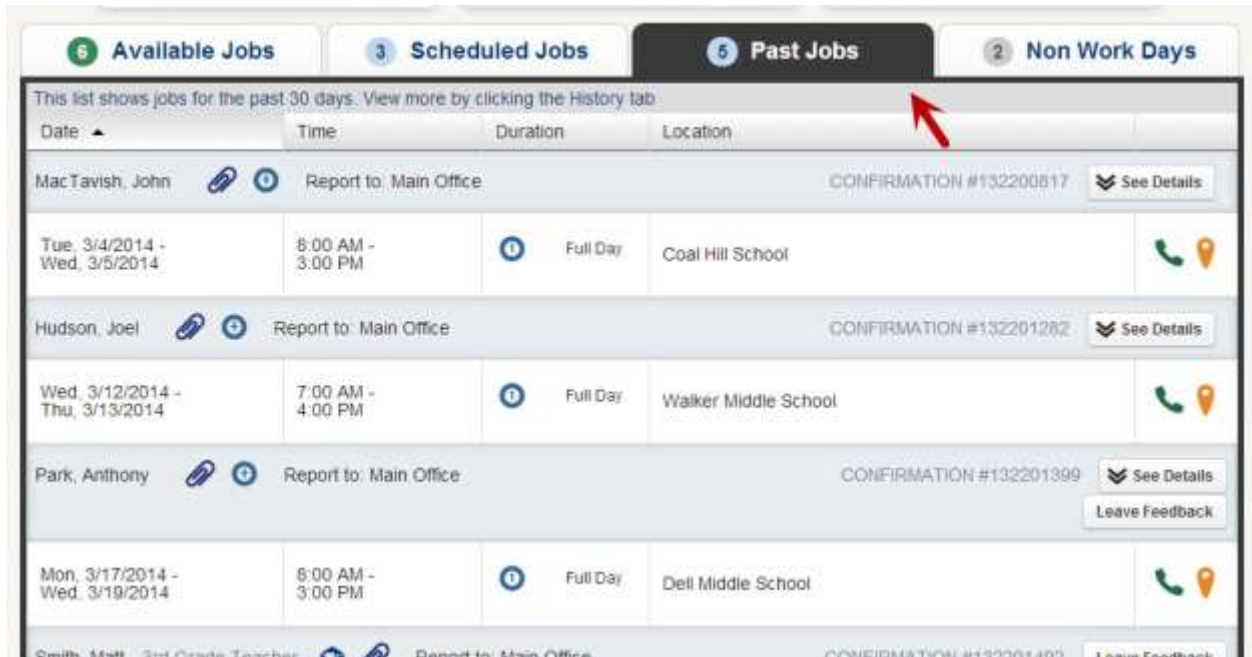
Click **OK** to confirm. This means Aesop will not call you with job offers but you will still be able to search for jobs online.

Viewing Job History

In Aesop, you will have the ability to view the details of you job history any time you want.

Past Jobs

If you want a quick view of the jobs you have worked in the past 30 days, you can see that right on your home page under the "Past Jobs" tab. On the tab, there will be a number indicating the number of jobs you have had in the past 30 days.



History Tab








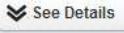









If you would like to go further than 30 days into your job history, you can click the **History** tab on the home page.



This will open your job history and default to showing you the last 60 days. You can pick from the set date ranges at the top of the report or choose a custom date range to view.



Displaying: 1/31/2014 to 4/1/2014






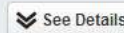
Select a date range: **Last 60 days** Last 90 days Last 120 days This School Year Last School Year Custom

6 Jobs		0 Non Work Days	
Date ▲	Time	Duration	Location
Jones, Martha   Report to: Main Office CONFIRMATION #125458536			
Fri, 1/31/2014	8:00 AM - 3:00 PM	 Full Day	Coal Hill School  
MacTavish, John   Report to: Main Office CONFIRMATION #132200817  See Details			
Tue, 3/4/2014 - Wed, 3/5/2014	8:00 AM - 3:00 PM	 Full Day	Coal Hill School  
Hudson, Joel   Report to: Main Office CONFIRMATION #132201282  See Details			
Wed, 3/12/2014 - Thu, 3/13/2014	7:00 AM - 4:00 PM	 Full Day	Walker Middle School  

To create a custom date range, click the **Custom** option. A date range selector will pop up. Enter your custom date range and click the **Go** button to bring up the jobs for that range.

Select a date range: **Last 60 days** Last 90 days Last 120 days This School Year Last School Year **Custom** 

From 3/3/2014  to 3/31/2014   Go

6 Jobs		0 Non Work Days	
Date ▲	Time	Duration	Location
Jones, Martha   Report to: Main Office CONFIRMATION #125458536			
Fri, 1/31/2014	8:00 AM - 3:00 PM	 Full Day	Coal Hill School  
MacTavish, John   Report to: Main Office CONFIRMATION #132200817  See Details			

Adding Non-Work Days

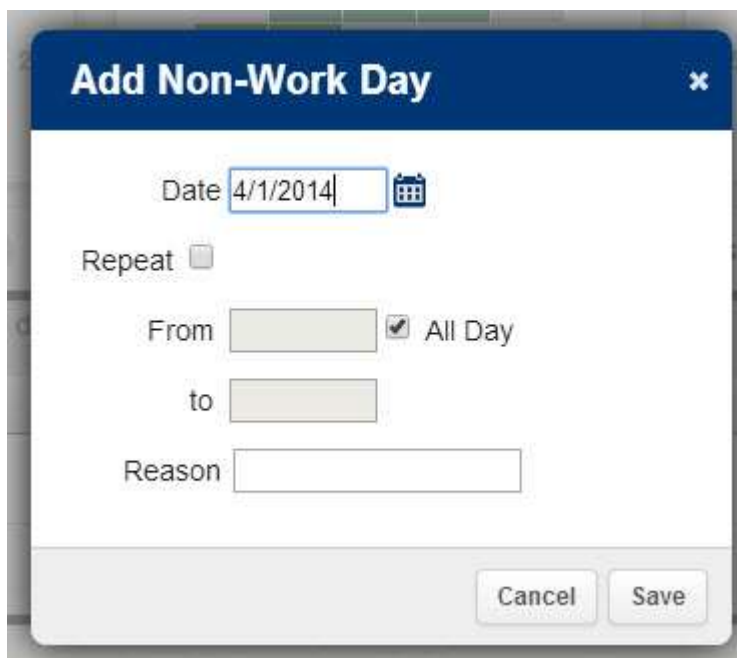
If you have days or partial days when you are not able to substitute, you can create "Non-Work Days" so Aesop will not offer you jobs on those days. Click the **Non-Work Days** tab to view your non-work days and to create new ones. The tab will have a number on it indicating how many Non-Work Days you have scheduled.





This list shows non-work days for the past 30 days. View more by clicking the History tab

Date	Time	Reason	
Fri, 4/11/2014	All Day		
Fri, 4/25/2014	All Day		

To create a new Non-Work Day click the **Add Non-Work Day** button. This will bring up a window where you can enter your Non-Work Day info.



Add Non-Work Day 

Date 

Repeat

From All Day

to

Reason

To create a single Non-Work Day...

- **Date** - Type the date into the box or use the calendar icon to select the date.
- **From/to** - Enter the start and end times for when you can't work. You must un-check the "All Day" box to edit the times.
- **Reason** - Enter the reason for your non-work day. This info is not required.

Click the **Save** button when you are ready to save the Non-Work Day.

Repeating Non-Work Days

You can also create a Non-Work Day that will repeat. For example, maybe you can't work on Tuesdays for the entire month. When creating the Non-Work Day, click the check box for "Repeat" (shown below).

Add Non-Work Day [X]

Date [Calendar Icon]

Repeat every day

Wednesday

Until [Calendar Icon]

From All Day

to

Reason

Cancel Save

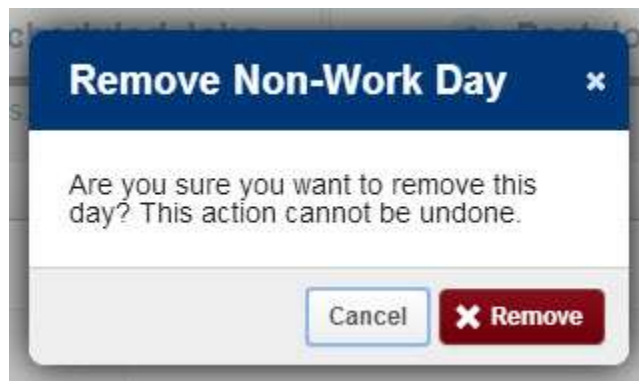
Then, mark the circle for Tuesday, put in the end date you want this to repeat until, and click the **Save** button to save the repeating Non-Work Day.

Removing a Non-Work Day

In your "Non-Work Days" tab, you will see a Remove button for any Non-Work Days that are still in the future. Click the **Remove** button for the specific Non-Work Day you want to remove.

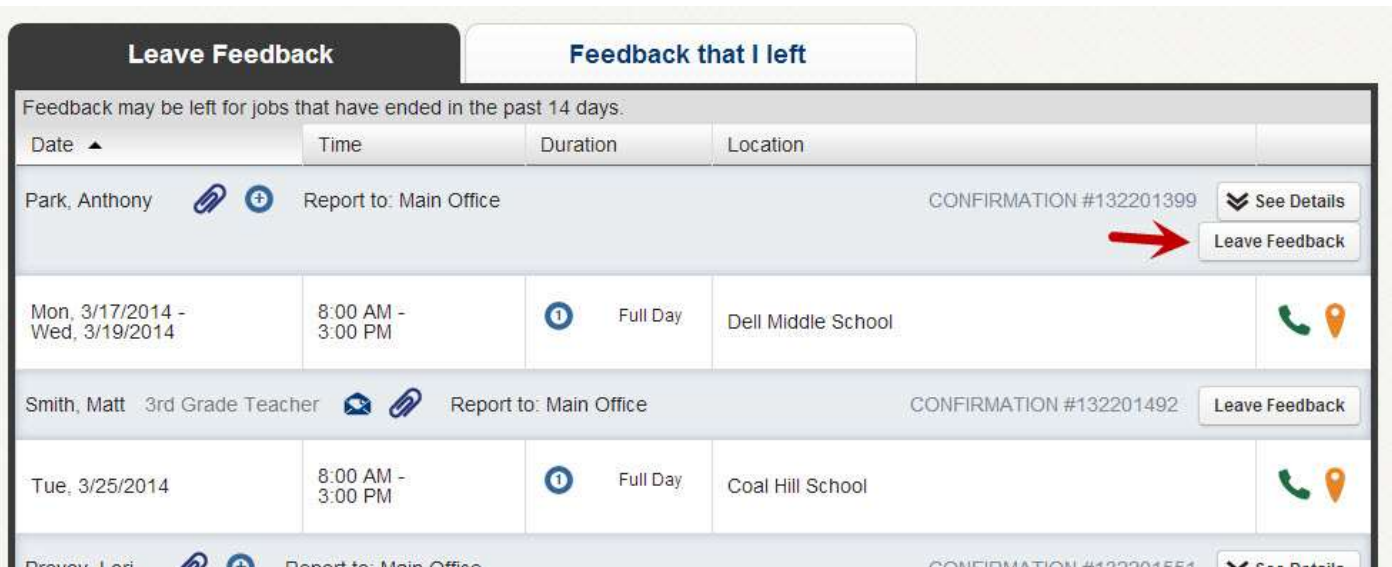


You will receive a confirmation pop-up. Click **Remove** to confirm (or if you would like to close the window without removing the Non-Work Day, click Cancel).



Leaving Feedback

Click on the Feedback tab to be taken to a list of all absences from the past 14 days that are waiting for your feedback. To leave your experience feedback, click the **Leave Feedback** button for the individual absence.



This will take you to a page where you can answer questions about how your job went. The first thing to do is choose an overall rating. This is a 1 to 5 star rating with 1 star meaning your job experience was "poor" and 5 stars meaning your job experience was "outstanding." Hover over and click on the number of stars you would like to give.

Select an overall score that represents how you would rate the experience you had in this position.



Below the star rating, you will see a list of questions you can answer. These questions may have been customized by your district so the questions you see in this help article may differ from what you see on your web page. If any questions are marked with **, that means the district requires that you answer them before you can submit your feedback.

Please answer the following questions:

Questions marked with an *** are required

Notes regarding lesson plans

The lesson plans were helpful and well organized

I also taught...

There was extra time at the end of class so we moved into Chapter 3

Messages for the permanent teacher

Once you have marked your star rating and answered the questions, click the **Submit** button to save your feedback. Once you submit your feedback, you will not be able to go back and edit it.

Students who were absent

No students were absent

Terrific helpers

Amy Pond was very helpful

Reset

Submit

Reviewing Feedback

After you have left experience feedback for jobs in Aesop, you can review the feedback for all jobs in the current school year. To do this, click the **Feedback that I left** tab in the Feedback section.

The screenshot shows the Aesop Feedback interface. At the top, there are navigation tabs: Home, Available Jobs, History, Feedback, Preferences, and Help. Below these, there are two sub-tabs: 'Leave Feedback' and 'Feedback that I left', with a red arrow pointing to the latter. The main content area displays a table of feedback entries. The first entry is for 'Park, Anthony' at 'Dell Middle School' on 'Mon, 3/17/2014'. The table has columns for Date, Time, Duration, and Location. There are also icons for 'See Details' and 'Leave Feedback' for each entry.

Date	Time	Duration	Location
Mon, 3/17/2014 - Wed, 3/19/2014	8:00 AM - 2:00 PM	Full Day	Dell Middle School

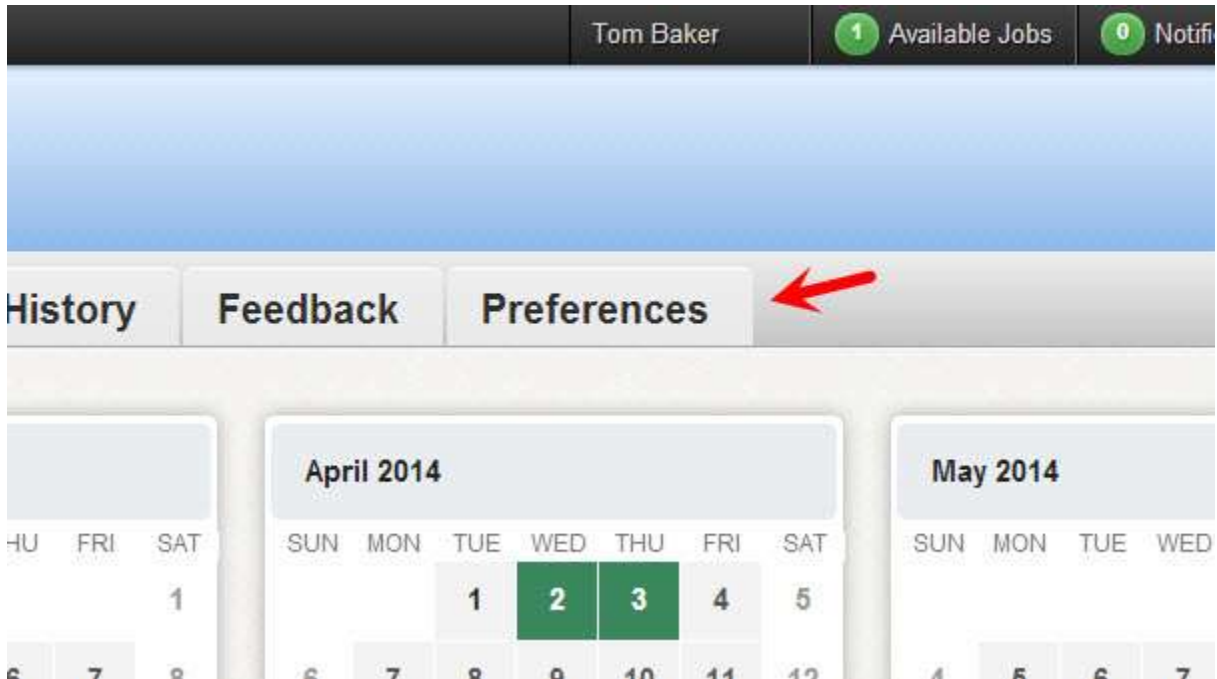
This will bring up a list of all jobs you have left feedback for in the current school year. You can view the star rating at the end of each job row. Click the **View Feedback** link to see the specific answers you gave on the feedback form for that job.

The screenshot shows the Aesop Feedback interface with the 'Feedback that I left' tab selected. The main content area displays a list of feedback entries. The first entry is for 'Chesterton, Ian' at 'Walker Middle School' on 'Tue, 7/30/2013'. The table has columns for Date, Time, Duration, and Location. There are also icons for 'See Details' and 'View Feedback' for each entry. A red box highlights the 'View Feedback' link, and a red arrow points to it.

Date	Time	Duration	Location
Tue, 7/30/2013	8:00 AM - 3:00 PM	Full Day	Walker Middle School

Managing Your Personal Info

It's easy to add or update personal information in Aesop. Start by clicking the **Preferences** tab on the home page.



By default, Aesop takes you right to the "Personal Info" page. To edit your information, click the **Edit** button.



Most districts allow their substitutes to change their email address and phone number. You may have permission to edit other info as well.

If you make any changes, click the **Apply** button to save the changes.

The screenshot shows a web application window titled "Victoria County School District" with a modal dialog box titled "Edit Personal Info". The dialog box contains the following fields:

First Name	<input type="text" value="Tom"/>	Street	<input type="text"/>
Last Name	<input type="text" value="Baker"/>	Street 2	<input type="text"/>
Phone	<input type="text" value="5551233568"/>	Street 3	<input type="text"/>
Email Address	<input type="text" value="4thdoctor@email.com"/>	Street 4	<input type="text"/>
Confirm Email	<input type="text" value="4thdoctor@email.com"/>	City	<input type="text"/>
Language	<input type="text" value="English"/>	State	<input type="text"/>
		Zip Code	<input type="text"/>

At the bottom right of the dialog box, there are two buttons: "Cancel" and "Apply". A red arrow points to the "Apply" button.

That's it!

Choosing Your Preferred Schools

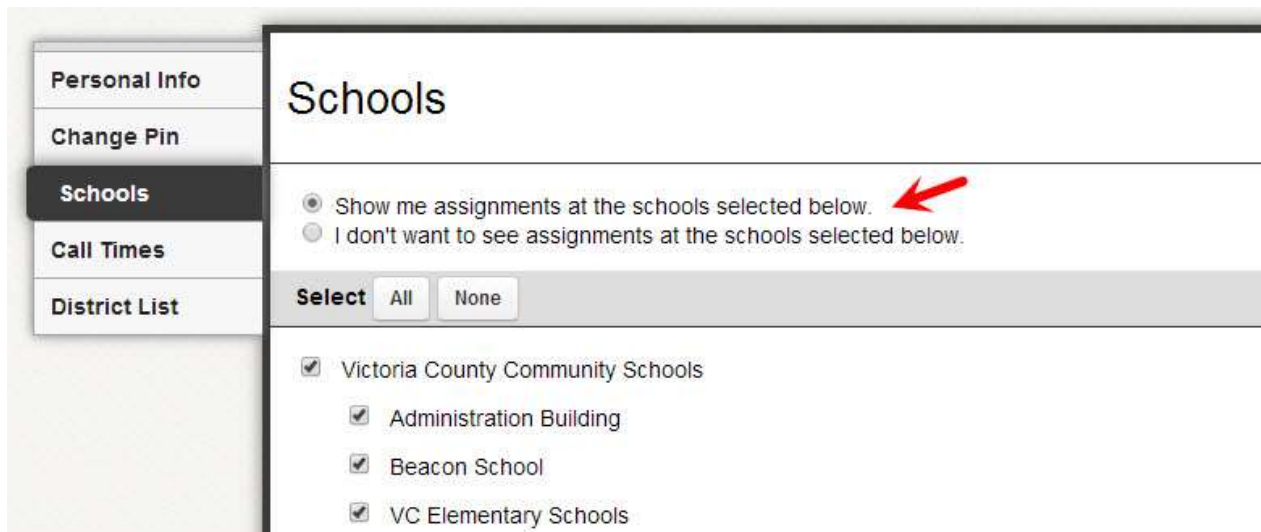
Aesop gives you the option to choose a list of schools that you want to work at and choose a list you prefer not to work at.

If you are a new substitute, you will see jobs at all schools by default. If you are ok with this, you do not need to change any settings here.

Get to the "Preferred Schools" list by clicking the **Preferences** tab on the home page.



Click the **Schools** option in the side bar under the "Preferences" tab. At the top of the screen, you will be able to choose if you want the list of schools to be where you want to see jobs or where you don't want to see jobs. Click the circle for the option you want to choose.



Use the **All** or **None** buttons to clear out or fill in your list:

Select All None 

- Victoria County Community Schools
 - Administration Building
 - Beacon School
 - VC Elementary Schools
 - Coal Hill School
 - Columbia Elementary School
 - Duquesne Elementary School

Then, click the check boxes for the individual schools you want or don't want (depending on the above setting) to see jobs for. In the example below, you can see the substitute doesn't want to see jobs from elementary schools.

Schools

Show me assignments at the schools selected below.
 I don't want to see assignments at the schools selected below.

Select All None

- Victoria County Community Schools
 - Administration Building
 - Beacon School
 - VC Elementary Schools
 - Coal Hill School
 - Columbia Elementary School
 - Duquesne Elementary School
 - Jaspers Elementary School
- VC High Schools
 - Hamner High School
 - Vanderbilt High School
 - Williams High School
- VC Middle Schools
 - Dell Middle School
 - Walker Middle School

When you've finished, click Save to save changes.

