

# Substitute Teacher Handbook



South Monterey County Joint Union High School District  
800 Broadway St  
King City, CA 93930  
Phone: (831) 385-0606 Fax: (831) 385-0695

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Special thanks to:

Substitute Teacher Training Institute/Utah State University, <http://subed.usu.edu>  
San Diego County Office of Education via their web site <http://www.sdcoe.k12.ca.us>

These two organizations were the source of much of the material in this handbook.  
This document has been prepared for training substitute teachers employed by the South Monterey County Joint Union High School District only and is not to be sold.

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## District Office and Business Office Directory

### SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

800 BROADWAY ST.  
KING CITY, CA 93930  
PHONE: 831-0606  
FAX: 831-385-0695

### DANIEL MOIRAO, Ed.D., State Administrator

	Extensions
Wendy Pospichal	<b>4315</b>
Assistant Superintendent of Administrative Services	
Duane Wolgamott	4338
Business Manager	
Shirley Laws	4304
Executive Assistant to State Administrator	
Claudia Arellano	4305
Human Resources Administrator	
Cristina Jimenez	4444
Technology Director	
Michael Onderko	4458
Director of Special Education & Alternative Programs	
John Sims	4333
Maintenance & Operations Supervisor	
Delia Arreola	4314
Human Resources Assistant/District Receptionist	
Monica Serrato	4339
Payroll/Benefits Technician	
Perla Medina	4310
MOTF Technician	
Marisa Martinez	4332
Business Technician	
Beatriz Trujillo	3256
Administrative Assistant	

## School Sites and Staff Directory

KING CITY HIGH SCHOOL		GREENFIELD HIGH SCHOOL	
720 Broadway St King City, CA 93930		225 S. El Camino Real Greenfield, CA 93930	
Phone: (831) 385-5461		Phone: (831) 674-2751	
Fax: (831) 385-0901		Fax: (831) 674-2646	
Janet Sanchez-Matos, Principal	3244	Lisa Mazza, Principal	3343
David Croy, Assistant Principal	3265	Clara Evans, Assistant Principal	3341
Joseph Martin, Counselor	3250	Katie Trujillo, Counselor	3325
Teresa Gama, Principal's Secretary	3243	Lucia Ruiz-Castillo, Principal's Secretary	3340
Ernesto Rodriguez, Student Services Tech	3251	Maria Villagomez, Student Services Tech	3321
Liz Hernandez, School Office Assistant	3241	Maria Navarro, School Office Assistant	3320
Yvonne Hernandez, Library Clerk	3220	Isabel Aguirre, Library Clerk	1555
Rosaneli Martinez, Registrar	3245	Lidia Rodriguez, Registrar	

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**PORTOLA-BUTLER CONTINUATION HS**  
**Michael Onderko, Director of Special Ed & Alternative Programs**

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760 Broadway St  
 King City, CA 93930  
 Phone: (831) 385-4661  
 Fax: (831) 385-0643

Hortencia Lopez, Alter. Ed. Secretary

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# SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

800 Broadway Street, King City, CA 93930 • 831-385-0606 • FAX 831-385-0695

## A Message from the State Administrator

Dear Colleague:

Your willingness to serve our students as a substitute teacher is greatly appreciated! I certainly recognize that serving as a substitute is no easy task; each day is different with new expectations, different rules, and varied instructional practices from your professional colleagues, so your commitment is even more greatly acknowledged.

As a school district we are working to set high expectations of our students and to provide the rigor to help them achieve at the highest of levels. Your support in maintaining the high expectations and rigor is our primary focus as you enter every classroom. With this continued constant focus, students can realize unanticipated success! You play a key role in this goal.

The material in this handbook is intended to provide you with a broad overview of the expectations of you as a substitute teacher in our schools. You are provided the necessary information of what you can expect and the help you can seek while on our campus. Each school site will provide additional information as appropriate. Please feel free in working with the site administrator in getting to know the campus, the students, and the expectations. Each site will be more than willing to work with you in making each day a success.

Once again, thank you for your commitment to serve our students and to help us . . .

Sincerely,



Daniel R. Moirao, Ed.D.  
State Administrator

**BRING ON THE PRIDE!**



## Substitute-Employee Management System



To All Substitute Teachers:

The South Monterey County Joint Union High School District uses an automated Substitute-Employee Management System “SEMS” to arrange for substitute teachers. SEMS utilizes both the telephone and the internet to assist you in locating jobs in our District. All substitutes must register with the system over the telephone before being able to access the system online. If you are not registered with the system, **YOU WILL NOT BE CALLED FOR JOB ASSIGNMENTS.**

In order to give you the ability to access the system when registering for the first time, we have set your ACCESS ID and PIN # to be the *last six digits of your social security* number. Once you access the system for the first time, you will be prompted to change your PIN# only. **NOTE:** the system will not accept a “0” as the first number. For example, if a person’s last six digits are: XXX 01 2345, the number “0” will be replaced with a “9.” So, this person’s ID and PIN # will be XXX 91 2345.

To register please follow these steps:

- Call the main system at (831) 263-5901
- Enter your Access ID # followed by the (\*) star key
- Then enter your PIN # followed by the (\*) star key
- If your Access ID # and your PIN # are the same, you will be prompted to enter a new PIN # (at least four digits in length)

Once you have registered over the phone you may then access the system online at:

<https://kingcityhigh.eschoolsolutions.com/logOnInitAction.do>

We are pleased to welcome you as a member of a valued and important team of substitute teachers. We want to wish you the best in your teaching experience with the South Monterey County Joint Union High School District. If you have any questions or need further assistance, please contact the District Office at (831) 385-0606.

Sincerely,

A handwritten signature in blue ink that reads "Claudia Arellano". The signature is written in a cursive style.

Claudia Arellano  
Human Resources Administrator



## S.E.M.S. Quick Reference – Telephone User Guide

<p style="text-align: center;"><b>SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT S.E.M.S. SUBSTITUTE'S QUICK REFERENCE</b></p> <p>System Phone Number <span style="float: right;"><b>831-263-5901</b></span></p> <p>Help Desk Phone Number <span style="float: right;"><b>831-385-0606, Ext 4314</b></span></p> <p>Your Access ID # is the last six digits of your SS#</p> <p>Write your PIN number here:</p> <p>Once you have registered over the phone, you may also access SEMS via internet at: <a href="http://www.kingcityhigh.eschoolsolutions.com">http://www.kingcityhigh.eschoolsolutions.com</a></p> <p><b>You will need your Access ID and PIN number to access the system online.</b></p> <p><b>THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Jobs</th> <th style="text-align: center;">Today's Jobs</th> <th style="text-align: center;">and</th> <th style="text-align: center;">Future</th> </tr> </thead> <tbody> <tr> <td>Weekdays 10:00 pm</td> <td>Start at 5:30 am</td> <td></td> <td>5:00 - 10:00 pm</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">continues until 25% of completion of Job</td> <td></td> </tr> <tr> <td>Saturday</td> <td>None</td> <td></td> <td>None</td> </tr> <tr> <td>Sunday pm</td> <td>None</td> <td></td> <td>5:00 - 10:00 pm</td> </tr> <tr> <td>Holidays</td> <td>None</td> <td></td> <td>5:00 - 10:00 pm</td> </tr> </tbody> </table> <p><b>WHEN SYSTEM CALLS, YOU MAY ...</b></p> <p>Enter your PIN <u>OR</u> PRESS * KEY for other options - - Make System Wait <u>OR</u> "Do Not Disturb"</p> <p><b>... LISTEN TO THE JOB OFFER</b></p> <ol style="list-style-type: none"> <li>1. Enter your PIN, then <b>PRESS 1</b> to HEAR THE UNASSIGNED ABSENCE INFORMATION.</li> <li>2. <b>PRESS 1</b> To ACCEPT THE JOB, <u>OR</u> <b>PRESS 5</b> To HEAR THE JOB AGAIN, <u>OR</u> <b>PRESS 9</b> To DECLINE THE JOB. ENTER A REASON FOR DECLINING.</li> </ol> <p><b>... LISTEN TO THE CANCELLATION</b></p> <ol style="list-style-type: none"> <li>1. Enter your PIN. The System says "The assignment has been canceled"</li> <li>2. <b>PRESS 1</b> To HEAR THE CANCELLATION AGAIN, <u>OR</u> <b>PRESS 5</b> To HEAR IF THERE ARE UNASSIGNED JOBS TO ACCEPT, <u>OR</u> <b>PRESS 9</b> To EXIT.</li> </ol> <p><b>... MAKE SYSTEM WAIT FOR PIN</b></p> <ol style="list-style-type: none"> <li>1. <b>PRESS</b> the STAR KEY, then <b>PRESS 1</b></li> </ol> <p><b>... THE "DO NOT DISTURB" OPTION</b></p> <ol style="list-style-type: none"> <li>1. <b>PRESS</b> the STAR KEY, then <b>PRESS 3</b></li> </ol> <p><b>WHEN YOU CALL THE SYSTEM YOU MAY ...</b></p> <p><b>MENU OPTIONS</b></p> <ul style="list-style-type: none"> <li>1 - to Change Phone Number</li> <li>3 - to Listen to Unassigned Jobs You are Entitled to Hear</li> <li>5 - to Review or Cancel Your Assignments</li> <li>7 - to Review or Modify Unavailability Period</li> <li>8 - to Review or Modify Daily Availability</li> <li>9 - to Exit</li> </ul>	Jobs	Today's Jobs	and	Future	Weekdays 10:00 pm	Start at 5:30 am		5:00 - 10:00 pm		continues until 25% of completion of Job			Saturday	None		None	Sunday pm	None		5:00 - 10:00 pm	Holidays	None		5:00 - 10:00 pm	<p><b>... CHANGE THE PHONE NUMBER THE SYSTEM CALLS</b></p> <ol style="list-style-type: none"> <li>1. <b>PRESS 1</b> to CHANGE THE PHONE NUMBER THE SYSTEM CALLS.</li> <li>2. The System says the number it currently calls to reach you. <b>PRESS 1</b> to CHANGE THE PHONE NUMBER, <u>OR</u> <b>PRESS 9</b> to KEEP THE NUMBER as is.</li> <li>3. The System repeats the new number. <b>PRESS 1</b> to ACCEPT the number you entered, <u>OR</u> <b>PRESS 5</b> to RE-ENTER the number.</li> </ol> <p><b>... HEAR JOBS AVAILABLE FOR YOU TO ACCEPT</b></p> <ol style="list-style-type: none"> <li>1. <b>PRESS 3</b> to HEAR JOBS.</li> <li>2. <b>PRESS 1</b> to ACCEPT THE JOB, <u>OR</u> <b>PRESS 3</b> to LISTEN TO THE JOB AGAIN, <u>OR</u> <b>PRESS 5</b> to DECLINE THE JOB, ENTER A REASON FOR DECLINING, <u>OR</u> <b>PRESS 7</b> to HEAR ANOTHER JOB.</li> </ol> <p><b>... REVIEW OR CANCEL AN ASSIGNMENT</b></p> <ol style="list-style-type: none"> <li>1. <b>PRESS 5</b> to REVIEW OR CANCEL JOBS YOU ARE ASSIGNED TO.</li> <li>2. <b>PRESS 1</b> to HEAR THE INFORMATION AGAIN, <u>OR</u> <b>PRESS 3</b> to HEAR ANOTHER JOB, <u>OR</u> <b>PRESS 5</b> to CANCEL THE JOB just played for you. ENTER A REASON FOR CANCELING.</li> </ol> <p><b>... REVIEW OR MODIFY UNAVAILABILITY</b></p> <ol style="list-style-type: none"> <li>1. <b>PRESS 7</b> to MODIFY A PERIOD WHEN YOU ARE UNAVAILABLE TO WORK.</li> <li>2. <b>PRESS 1</b> to KEEP THESE DATES, <u>OR</u> <b>PRESS 5</b> to CHANGE THESE DATES (MMDD), <u>OR</u> <b>PRESS 7</b> to ERASE THESE DATES.</li> </ol> <p><b>... REVIEW OR MODIFY YOUR DAILY AVAILABILITY</b></p> <ol style="list-style-type: none"> <li>1. <b>PRESS 8</b> to REVIEW OR MODIFY YOUR DAILY AVAILABILITY.</li> <li>2. <b>PRESS 1</b> to KEEP THIS DAY'S SETTING, <u>OR</u> <b>PRESS 3</b> if AVAILABLE BOTH AM AND PM, <u>OR</u> <b>PRESS 5</b> if AVAILABLE ONLY IN THE AM, <u>OR</u> <b>PRESS 7</b> if AVAILABLE ONLY IN THE PM, <u>OR</u> <b>PRESS 8</b> if NOT AVAILABLE ON THIS DAY.</li> <li>3. <b>PRESS 9</b> to indicate that you are finished.</li> </ol> <p><b>REASONS FOR DECLINE OR CANCELLATION</b></p> <ol style="list-style-type: none"> <li>1. Personal Illness</li> <li>2. Illness/Death of a Family Member</li> <li>3. Personal Business</li> <li>4. Jury Duty</li> <li>5. Maternity/Paternity Leave</li> <li>6. Discomfort with the Job (grade or subject)</li> <li>7. Discomfort with the Location</li> <li>8. Substituting Elsewhere</li> </ol>
Jobs	Today's Jobs	and	Future																						
Weekdays 10:00 pm	Start at 5:30 am		5:00 - 10:00 pm																						
	continues until 25% of completion of Job																								
Saturday	None		None																						
Sunday pm	None		5:00 - 10:00 pm																						
Holidays	None		5:00 - 10:00 pm																						

# S.E.M.S. Quick Reference – Online User Guide


Before any features are available, you must register with the system and create a PIN. The Access ID and PIN are used for all interactions with the system.

## Registering with the System

1. Call the main system number.
2. Enter your Access ID, followed by the star (\*) key.
3. When the system asks for your PIN, enter your Access ID again, followed by the star (\*) key.
4. Create your PIN. Enter the PIN you want to use followed by the star (\*) key. The PIN must be numeric, must meet the minimum length requirements for your system and cannot be more than 9 digits.
5. You will be asked to record your name. Record your name and when you have finished recording, press the star (\*) key.
6. Next you will hear your callback number. This is the telephone number the system will use to call you. If this number is incorrect, enter the correct number now.

## Logging into SmartFindExpress

1. Open your Internet browser and access the SmartFindExpress site. The system Welcome message and any district-wide announcements are displayed.
2. Two identifiers are required to log in to the system: User ID and Password. Click **Submit** to access the system.
3. If you have forgotten your password, click the **'Trouble signing in?'** link.
4. Follow the instructions on the screen and then click **Submit**. Your password will be sent to the email address on your profile.

 You must be registered with the system to use this feature.

District-wide  
Announcements



Enter  
User ID  
and  
Password.

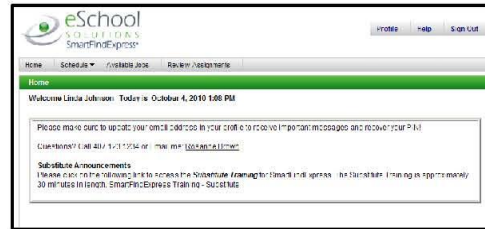


1. Enter User ID.
2. Enter Security Code.
3. Click **Submit**.

- Upon successful login, the Substitute home page is displayed. From the home page, substitutes can manage personal information, review their work schedule, search for available jobs, and review assignments.

**From your Home Page you can:**

- ✓ **Modify Profile Information**
- ✓ **Get Help While You Work**
- ✓ **Review Announcements**
- ✓ **View/Modify Work Schedule**
- ✓ **Access Available Jobs**
- ✓ **Review Assignments**



**Managing Profile Information**

The **Profile** menu lets you view profile information, update your email address and passwords, and view/modify callback information.

**View Profile Information**

The system displays your current status and address. Contact your system administrator with any changes.

**Update Your Email Address**

You can easily update your email address. The system automatically sends Job Creation and Job Cancellation emails (if your district uses this feature). For more information, contact your System Operator.

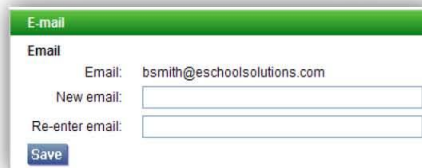
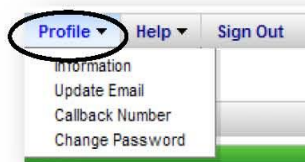
**View/Modify Call Back Information**

View/update your callback number or specify a temporary 'Do Not Call Until' time.

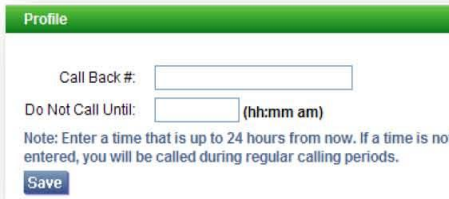
**Change Password**

Enter your current password and the new password. You can enter up to 9 digits. Click Save.

**Note:** If your district is configured to use Web Passwords, the Change Password feature will include an option to change the Web password.



Update Email Address



Change Phone Password (PIN)

**Help**

**Getting Help While You Work**

Click the Help tab to access Help guides and How-to videos.

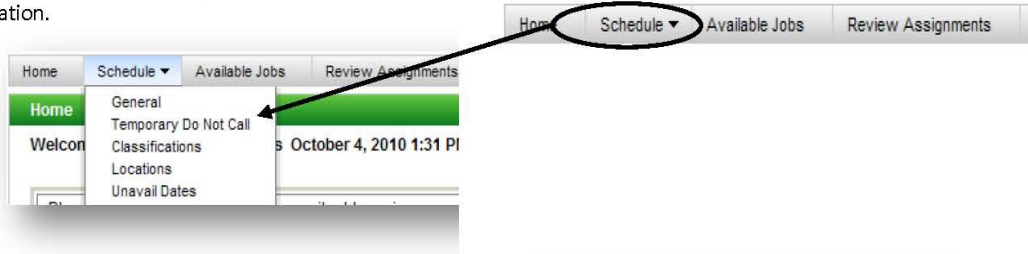
**Sign Out**

**Exiting the System**

Click the Sign Out tab to exit the system.

**Schedule**

Click **Schedule** to review or update work schedule information.



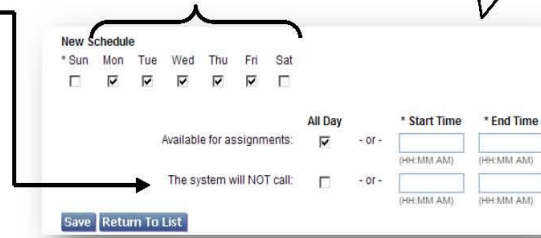
**General**

1. Click **General** from the Schedule menu to display your daily work schedule.
2. Click New to make changes to your schedule.
3. On the New Schedule screen, make any modifications to the days and times that you are available for work. The start and end times of the job are displayed.
4. If desired, set up Temporary Do Not Call times.
5. To delete a schedule, click the box next to the day you want to remove from your schedule and then click Delete.



You can receive job offers (for future jobs) during calling periods on days that you have no availability unless the days/times are set up as "Do Not Call."

You will not receive calls for assignments during the time period you specify.



### Temporary Do Not Call

(This feature is also available from the Profile drop-down menu on your home page.)

1. View/Update your call back number. The number should include the long distance indicator and area code (if required) for the system to call from its location.
2. Specify a temporary 'Do Not Call Until' time if you do not want to be called by the system during the regular calling periods. *T*

The following characters can be used in the Call Back # field: ( ), -, \*, #.

Profile

Call Back #:

Do Not Call Until:  (hh:mm am)

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

### Classifications

Click Classifications to see the Classifications you have indicated you will work. *If enabled by your district, this page will contain a New and Delete button for modifying your Classifications.*

Classifications

Classification List

Select	Code	Name
<input type="checkbox"/>	123	ART

Classifications

Classification List

Code	Name
003	CLASSIFICATION 003
005	CLASSIFICATION 005

### Locations

Click Locations to see the Locations you have selected to work. *If enabled by your district, this page will contain a New and Delete button for modifying your Locations.*

You will not receive job offers from any other locations unless you are specified.

Locations

Location List

Delete	Code	Name
<input type="checkbox"/>	101001	EMERSON ELEM

Locations

Location List

Code	Name
101	Adelphi Elementary
102	TEST LOCATION 102
103	TEST LOCATION 103

### Unavail Dates

1. To add unavailable periods for when you are not available to work, click New.

Unavailable Dates

- Specify the date(s) and time that you are unavailable. If unavailable all day, click "All Day." Multiple unavailability times can be entered for a single day. All unavailability times are shown on the Calendar.

- To receive calls for future assignments during the date/time specified for unavailability, check the "Call for future assignments" box.

- To modify an unavailable date, display the Unavailable Date List. Click the Start Date link for the date you want to modify.

New

Unavailable Date List

Delete?	Start Date	End Date	Start/End Time
<input type="checkbox"/>	09/08/2010	09/08/2010	All Day

Delete

- Make any updates to the unavailable date on the Modify Unavailable Date screen. Click Save.

Modify Unavailable Date

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

\* Date Range

Start: 09/08/2010 (MM/DD/YYYY) \* Time: (HH:MM AM) - or - All Day

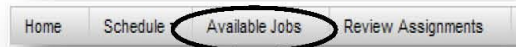
End: 09/08/2010 (MM/DD/YYYY) (HH:MM AM)

Call for future assignments

Save Return To List

### Available Jobs

Click the **Available Jobs** Menu.



- Click Search to display all available jobs, or enter a date range for your search.



When the system calls out in the morning, the available jobs presented on the Web and the IVR are jobs for that day. You may be able to review available jobs for future dates if allowed by your district.

Available Jobs

\* Search From: 09/04/2010 (MM/DD/YYYY) \* To: 09/05/2010 (MM/DD/YYYY)

Search

The list of available jobs can change at any time as other substitutes are accepting assignments and jobs are being created.

2. The system displays the list of available jobs. Job listings are preceded by a "Details" or "In Callout" link.

Action	Start Date/Time End Date/Time	Location Classification	Employee in for Work Days	Instructions Is Requested
<a href="#">Details</a>	09/15/2010 08:00 AM 09/15/2010 03:00 PM	WASHINGTON ELEMENTARY SCHOOL TEST CLASSIFICATION 101	SMITH, JANE Wed	None No
<a href="#">Details</a>	09/17/2010 08:00 AM 09/17/2010 03:00 PM	WASHINGTON ELEMENTARY SCHOOL TEST CLASSIFICATION 101	SMITH, JANE Fri	None No

3. Click the Details link for a job to display the job details.

4. View the details of the job on the Available Jobs Detail page. You can also accept the job, decline the job, or return to the jobs list.

Available Jobs

**Available Jobs Detail**

Job Status: Open/Open  
 Employee in for: SMITH, JANE  
 Location: WASHINGTON ELEMENTARY SCHOOL  
 Address: 100 WASHINGTON LANE  
 ANYTOWN, FL 33333  
 Telephone: 407-333-3333  
 Classification: TEST CLASSIFICATION 101  
 Voice Instructions: None  
 Text Instructions: None  
 Date: 09/15/2010 - 09/15/2010  
 Weekly Schedule: Wednesday 08:00 AM - 03:00 PM

Select a reason for Declining before pressing Decline Job  
 Decline Reason:

[Accept Job](#) [Decline Job](#) [Return to List](#)

Review job details

5. To accept a job, click Accept Job. The Available Jobs Confirmation screen displays. **If the system determines that a substitute is in the process of accepting the job on the IVR, the job will not be assigned.** If the job assignment is successful, a job number is displayed.

Available Jobs

**Available Jobs Confirmation**

**Job Number: 225**  
 Employee in for: SMITH, JANE  
 Location: WASHINGTON ELEMENTARY SCHOOL  
 Address: 100 WASHINGTON LANE  
 ANYTOWN, FL 33333  
 Telephone: 407-333-3333  
 Classification: TEST CLASSIFICATION 101  
 Voice Instructions: None  
 Text Instructions: None  
 Date: 09/17/2010 - 09/17/2010  
 Weekly Schedule: Friday 08:00 AM - 03:00 PM

[Return to List](#)

6. To decline a job, click Decline Job. You may be required to enter a reason for the decline. A Decline message displays on the Available Jobs screen.

When you click Return to List, the following changes may be occurred on the jobs list:

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

Available Jobs

**Assignment declined successfully.**

\* Search From: 09/05/2010 \* To: 09/17/2010  
(MM/DD/YYYY) (MM/DD/YYYY)

[Search](#)

- To review the details of a job currently being called on by the IVR, click the "In Callout" link for the job. The following message is displayed, "This job is currently being offered to a substitute. You may retry later." Click Return to List to return to the jobs list.

Available Jobs

\* Search from: 10/06/2010 (MM/DD/YYYY) \* To: 10/07/2010 (MM/DD/YYYY)

Search

Action	Start Date/Time End Date/Time	Location Classification	Employee in for Work Days	Instructions Is Requested
<a href="#">Details</a>	10/07/2010 05:30 AM	French Prairie - Nutrition Services	Vacancy	None
	10/07/2010 02:00 PM	Agriculture/Biology	Thu	No
<a href="#">Details</a>	10/07/2010 07:30 AM	Shared Services - High School Campus - other	Vacancy	None
	10/07/2010 03:30 PM	Agriculture/Biology	Thu	No
<a href="#">In Callout</a>	10/07/2010 07:30 AM	Shared Services - High School Campus - other	Vacancy	None
	10/07/2010 03:30 PM	Agriculture/Biology	Thu	No
<a href="#">Details</a>	10/07/2010 07:30 AM	Shared Services - High School Campus - other	Vacancy	None
	10/07/2010 03:30 PM	Agriculture/Biology	Thu	No

Available Jobs

This job is currently being offered to a substitute. You may retry later.

Available Jobs: Detail

Job Status: Open/Open

Employee in for: Vacancy

Location: Shared Services - High School Campus - other

Address: 1785 N. Front St.  
Woodrum, OR 97071

Telephone: 15039812600

Classification: Agriculture/Biology

Voice Instructions: None

Text Instructions: None

Date: 10/07/2010 10:07:20:0

Weekly Schedule: Thursday 07:30 AM - 03:30 PM

[Return To List](#)

### Review Assignments

- Click the **Review Assignments** Menu.
- To review all assignments, click Search, or enter a date range or job number to display specific assignments. Select List or Calendar format.
- The default is to display results in List View. Click the Calendar radial button to display your assignments in Calendar format. The start and end times of the job are displayed.

Home Schedule Available Jobs **Review Assignments**

Review Assignments

Display Format:  List  Calendar

Search From: (MM/DD/YYYY) To: (MM/DD/YYYY)

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

Search

#### Calendar View

#### List View

Job #	Start Date/Time End Date/Time	Location Classification	Employee in for Work Days
141	11/21/2013 08:00 AM 11/21/2013 04:00 PM	ZZ Test Location ZZ Test Classification	ZZ Test Employee, Thu



## Substitute Teacher Frequently Asked Questions

Q- Do I HAVE TO HAVE TOUCH-TONE SERVICE TO USE SEMS?

A- No, you may use SEMS via world wide web at: <http://smcjuhsd.org/>

Q- Do I HAVE TO CALL IN AND REGISTER WITH SEMS BEFORE I CAN RECEIVE JOB OFFERS?

A- Yes. You will not receive any job offers until you have registered by phone.

Q- Do I HAVE TO REGISTER EVERY TIME I CALL IN?

A- No. You only have to register once.

Q- WHAT HAPPENS IF SEMS CALLS ME AND GETS MY ANSWERING MACHINE?

A- Your answering machine will record some portion of SEMS greeting and narration asking for your PIN number. SEMS will realize that the phone was answered, but will not leave any information regarding the job. SEMS may call back later once it has completed the random calling cycle. Or you may call in to the SEMS or via SEMS online for any available jobs.

Q- WHAT IF SOMEONE IN MY FAMILY ANSWERS THE PHONE AND IT'S SEMS CALLING?

A- If you are home, have the person who answered the phone put the receiver down and call you. SEMS will ask for your PIN several times, waiting approximately 30 seconds between each request, so you will have time to get to the phone before the call is terminated.

Q- CAN AN EMPLOYEE REQUEST ME FOR, HIS/HER ABSENCE?

A- Yes, the employee can look you up by first and last name. **Do not share your access ID #.** SEMS will stop calling "requested substitutes" 24 hours before the start of the assignment. If the requested substitute does not answer/accept; the job opens up to all other substitutes who meet the requested criteria.

Q- WHAT IF THE DAYS I AM AVAILABLE LE TO WORK CHANGE FROM WEEK TO WEEK?

A- You can change this information yourself, using your touch-tone phone or via SEMS online. Follow the instructions in the Reference Guide.

Q- CAN I CALL SEMS AND "SHOP" FOR JOBS?

A- Yes, 24 hours a day, seven days a week or by via SEMS online.

Q- WHEN I CALL IN TO REVIEW AVAILABLE JOBS, WILL I BE GIVEN A LIST OF JOBS FROM WHICH TO CHOOSE FROM?

A- No. You will hear one job at a time and will able to accept the job, listen to the job again, or listen to the next job. If you accept the job, you may still review jobs for other "future" dates if any.

Q- IF I ENTER AN UNAVAILABLE DATE RANGE (FOR EXAMPLE, FOR A VACATION) AND RETURN EARLY, CAN I BEGIN TO PICK UP JOBS EARLY?

A- Yes. You must call SEMS or via SEMS online. You will then be eligible to receive job offers from SEMS as well as review available jobs.

Q- IF I REJECT A JOB FOR A PARTICULAR DAY, WILL SEMS QUIT CALLING ME FOR THAT DAY?

A- No. SEMS may still call you for "future" jobs if you meet the criteria.

Q- IF I REJECT OR CANCEL JOBS, WILL I BE AUTOMATICALLY REMOVED FROM THE SUBSTITUTE LIST?

A- No. You will not be automatically removed for rejecting or canceling jobs. However, if a pattern is developed and jobs are frequently canceled the morning of the assignment, the District may remove you from the substitute list.

Q- Do I NEED TO REMEMBER MY JOB NUMBER?

A- Yes. The job number is your confirmation that SEMS has registered your acceptance of the job. You will also need this number if you need to cancel the job.

Q- WILL I HAVE THE SAME JOB NUMBER FOR ALL MY JOBS?

A- No. Every new job you accept will have a different job number.

Q- CAN I CANCEL A PREVIOUSLY ACCEPTED JOB IN THE EVENT OF AN EMERGENCY?

A- Yes, by entering the job number. SEMS will play the job information for you and then give you the option of canceling the job. If you try to cancel a job after the Substitute Cancel Deadline, you must call the school site secretary where you had the assignment.

Q- WILL I EVER BE OFFERED JOBS IN POSITION AREAS THAT I DID NOT REQUEST?

A- Possibly. The school secretary may call you for jobs outside your stated position area(s) if the district is manually filling in assignments the day of.

## Substitute Teacher Credentials and Permits

Your continued employment with the South Monterey County Joint Union High School District and active status in the substitute teacher pool is contingent upon keeping your credential current, valid and on file with the District. Please keep the following in mind:

- It is your responsibility to know when your credential expires
- It is recommended you renew your credential at least 6 months before it expires
- You may renew your credential by using the CCTC online system at:  
<http://www.ctc.ca.gov/credentials/online-services/pdf/renewal-tips.pdf>

\*\*See information on next page attached.



# Online Services for Educators

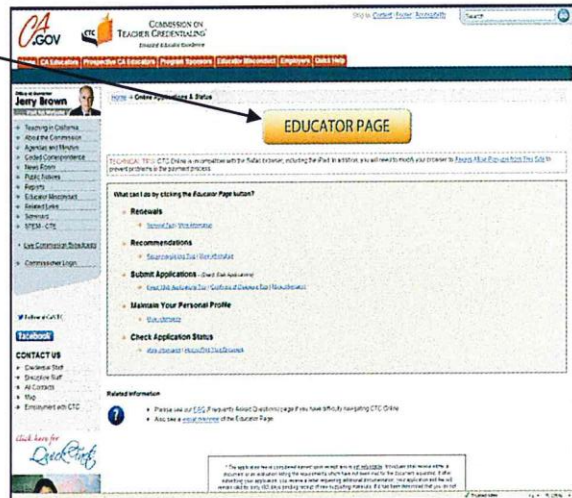
## Quick tips-How to Renew/Reissue Your Documents

**Important:** Before beginning the application process, be sure set your web browser to “Always accept pop-ups” from the Commission’s websites [www.ctc.ca.gov](http://www.ctc.ca.gov) and [www.educator.ctc.ca.gov](http://www.educator.ctc.ca.gov).

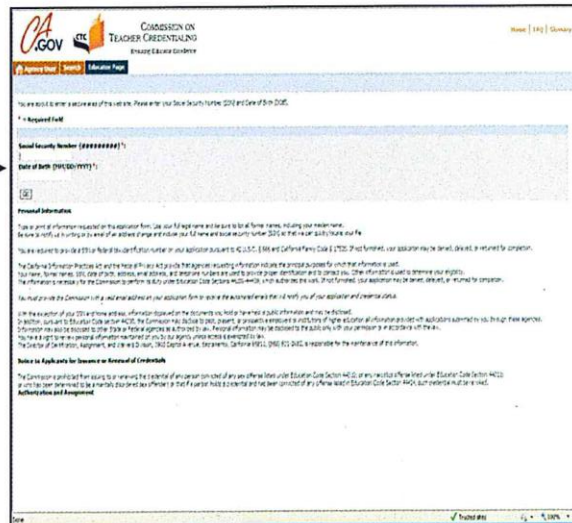
1. From the Commission’s Home page [www.ctc.ca.gov](http://www.ctc.ca.gov), click the **Online Services for Educators** navigation button



2. Select the **Educator Page** button.



3. Log in to your personal profile on the secure Educator Page using your SSN and date of birth.



4- Follow online instructions

# Professional Substitute Teacher Checklist

What is expected of me as a substitute teacher?

## At Home

- Keep a note pad and pencil by the phone you will be using to answer the SEMS automated substitute calling system. Answer the phone yourself.
- Assemble a Super Sub Pack. Keep it well stocked and ready.
- Leave early enough to arrive at school at least 20 minutes prior to the beginning of class.
- If you will be delayed arriving at school, notify the school secretary.

## Prior to Entering the Classroom

- Report to the office secretary.
- Ask about student passes and procedures.
- Ask if there will be any extra duties associated with the permanent teacher's assignment, including after school programs or classes.
- Find out how to refer a student to the office.
- Ask if you should be aware of any student medical problems.
- Obtain necessary keys. Keep them in a secure place inaccessible to students.
- Find out how to report students who are tardy or absent.
- Find the locations of restrooms and the teachers' lounge.
- Ask the names of the teachers on both sides of your classroom. If possible, introduce yourself to them.
- Check the mailbox of the permanent teacher; pick up any announcements and notices that need to go home that day. At the high school read announcements to the students. Leave all such materials on the teacher's desk for his/her use when he/she returns.

## In the Classroom before School

- Enter the classroom with confidence and your Super Sub Pack.
- Put your name on the board.
- Review the expectations or rules if any are posted.
- Locate the school evacuation map. It should be posted by the classroom door.
- Read through the lesson plans left by the permanent teacher. If you cannot locate them, call the office. However, always have your own set of lesson plans ready, just in case the teacher did not leave any for you.
- Locate the books, papers, materials, and equipment that will be needed throughout the day.
- Study the seating charts. If you can't find any, get ready to make your own.
- When the bell rings, stand in the doorway and greet the students as they enter the classroom.

## Throughout the Day

- Pronounce your name for the students and have the students call you by your proper name (Mr., Ms., Miss, Mrs., Dr.).
- Get students involved in a learning activity immediately.

- Constantly wander around the classroom to assist students at their desk on an as-needed basis.
- Carry out the lesson plans and assigned duties to the best of your ability.
- If you must improvise use the materials in your Super Sub Pack to fill extra time, enhance activities, or supplement sketchy lesson plans as needed.
- Be fair and carry out the rewards and consequences you establish.
- Be positive and respectful in your interactions with students and school personnel.
- Don't feel threatened when administrators visit your classroom.
- Be aware that there may be interruptions such as fire drills, power outages, visits to classrooms, injuries, assemblies, etc.
- Attach all referral slips (to the office, nurse, etc.) to your note to the teacher.
- Learn your students' names (nametags, name tents, labels, etc.).
- Do more than required.

### **At the End of Class and After Class**

- Challenge students to recall projects and topics they have studied that day. Remind students of homework.
- Have students straighten and clean the area around their desks. If separate desks and chairs are used, ask students if chairs need to be put up on desks for cleaning.
- Make sure that all classroom sets (calculators, rulers, markers, etc.) are accounted for.
- Organize and label the students' work.
- Leave a Substitute Teacher Report for the permanent teacher.
- If you were unable to complete the lesson, leave a note for the teacher indicating how much you were able to cover.
- Close windows, turn off lights and equipment, and make sure the room is in good order before you lock the door.
- Turn in keys and any money collected at the office.
- Check to see if you will be needed again the next day.
- Jot down a few notes to yourself about what was accomplished and how things went.

## Substitute “DO NOT” Tips

The following list of “**DO NOT**” Tips provides information which can help create a positive classroom teaching experience.

- **DO NOT** touch students. (Even “**positive**” touching can be misconstrued and cause for accusations.)
- **DO NOT** verbally or by action demean any student.
- **DO NOT** share your opinions, about students or their abilities.
- **DO NOT** share your personal values and beliefs.
- **DO NOT** share any confidential information about a student (i.e., address, phone number, school performance, placement in special programs, etc.).
- **DO NOT** use offensive language words of profanity or of a sexual nature, in interactions with students, parents, or other staff members.
- **DO NOT** allow any materials to be used in the classroom which you do not monitor content and use during the class time (e.g., videos, magazines).
- **DO NOT** vary from the lesson plan provided. If you find a controversial subject (i.e., sex education, AIDS, ethnic studies) to be a part of a lesson and you are uncomfortable or feel unprepared to teach the material, please consult with the principal.
- **DO NOT** leave students unsupervised or allow the class to move from one area of the school to another without supervision (e.g., walking to library, lunch, assemblies, etc.).
- **DO NOT** use tobacco products while on school district grounds.
- **DO NOT** use cell phones during classroom instruction time.

## Exercising Professional Judgment

### Professionalism Is a Basic Expectation

#### **Learn How to Use the SEMS System**

The South Monterey County Joint Union High School District use the SEMS computerized system for calling substitutes. Learn how to use it properly.

#### **Ability to Relate To Others**

The ability to work successfully with others is essential. Substitute teachers should treat students, parents, secretaries, classified staff, teachers, administrators, and all others with whom they come into contact in a friendly, courteous and respectful manner. Negativity, absence of a sense of humor, or an unwillingness to be flexible, cooperative, or helpful, may result in not being invited back as a substitute teacher.

#### **Negativity**

Substitute teachers should avoid speaking negatively about students, other teachers, or about the class or school. Negativity is almost never appreciated. The result is often damaging and frequently results in the substitute teacher developing a negative reputation and not being invited back.

#### **Look and Act Like a Teacher**

Substitute teachers are expected to dress appropriately and to serve as role models. Shirts, ties, dress pants and dress shoes (unless teaching a physical activity) are most appropriate for men. Appropriately cut dresses and blouses, pant suits, and women's slacks are appropriate for women. Short dresses, low cut blouses, blouses which expose the navel, nose rings, unusual hair colorings and pierced body parts (other than ears), T-shirts, or pants with holes, are normally deemed not to be professionally appropriate.

#### **Assignment Preparation**

In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. However, substitutes should plan on bringing alternative lessons and learning materials should lesson plans not be left, or if additional learning materials are needed. Substitute teachers should plan on arriving early and checking into the school office immediately upon arrival. The office staff will provide classroom keys, maps of the school, duty schedules, class schedules, emergency procedures, lunch procedures, playground and school rules, etc. Substitute teachers should become familiar with this information as soon as possible.

#### **Following Classroom Lesson Plans**

Most regular classroom teachers leave detailed substitute teacher lesson plans. Classroom teachers expect substitute teachers to follow their lesson plans closely.

#### **Taking Roll**

It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.

#### **Bring Your Own Hallway Passes**

Regular classroom teachers may not remember to leave hallway passes. Substitute teachers should bring their own hallway passes "just in case."

### **Instructional Aides and Use of Students**

Often substitute teachers will not be familiar with classroom or school procedures. If you are fortunate, you will have an instructional aide to assist you. Most often this will not be the case. When there is no instructional aide, substitute teachers will need to select responsible students to assist them and to provide them with necessary information.

### **Emergency Plans and Exit**

Substitute teachers should identify emergency exits, routes, and procedures for student emergency, evacuation and drills.

### **Grading Student Papers**

Substitute teachers should follow the direction of the classroom teacher when it comes to grading student papers. If there are no specific grading instructions from the regular classroom teacher, and the substitute teacher sufficiently understands the work to be graded, then the substitute teacher should grade the student papers prior to leaving for the day, if possible. As a minimum, student papers should be organized, so the classroom teachers can more readily grade them upon their return.

### **Leaving a Comprehensive Report**

Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher.

### **Leaving the Room Neat and Clean**

Leave the room neater and cleaner than you found it at the end of the day.

### **Checking Out At the End of the Day**

Remember to turn your classroom keys in to the office and to find out if your services are needed as a substitute teacher the following day.

### **Touching Students**

It is against California law to use any type of physical punishment with public school students. Teachers should exercise extreme caution in touching students. Hugging, putting your arms around students, patting, or touching students in any way can easily be misunderstood, and can place a teacher at legal and professional risk.

### **Being Alone With Students**

Unfortunately, in today's society, teachers are placing themselves and the district in "harm's way" if they allow themselves to be alone and outside the view of others with individual students. Teachers should avoid situations where they are left alone with individual students.

### **Language Barriers**

When a student and a teacher cannot readily communicate due to a language barrier, when possible a substitute teacher should identify an instructional aide or a student who can serve as an interpreter.

### **Use of Controversial Materials**

Substitute teachers should obtain prior approval from school administration before showing private or commercial videos to students. Usually, only "G" rated or occasionally pre-approved "PG" rated videos will be allowed. Videos need to serve a legitimate educational purpose and should be closely related to the school curriculum. If there is any question regarding the use of particular materials, administrative approval should be obtained prior to substitute teachers using the materials in the classroom.

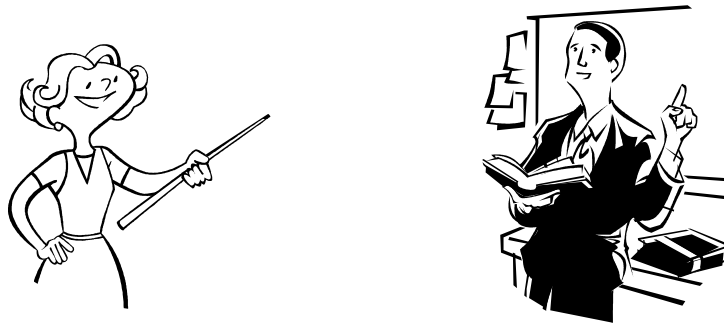


## **Student Use of Computers and the Internet**

The Internet contains material which is X-rated and is not appropriate for classroom use. Some chat rooms may include individuals whom educators and parents would not want students to communicate with. Chat rooms must be very closely monitored. Most schools have student Internet use agreements. Substitute teachers should be familiar with these agreements prior to allowing students to use the Internet. Substitute teachers need to closely monitor student use of computers to ensure their proper educational use.

## **Principal Observation of Substitute Teachers**

Many substitute teachers desire a regular teaching position. Remember that the principal has many responsibilities and is very busy. Given the time, opportunity, and when requested, most principals will consider observing a substitute teacher who is a long-term substitute or who substitutes frequently at the school.



## **Legal Responsibilities of Substitute Teachers**

### **Supervision of Students**

A substitute teacher has a duty to keep the students in his/her charge safe and orderly. A teacher acts *in loco parentis* – in the place of a parent – and is allowed to use his/her judgment in a manner similar to a parent. The standard is the reasonable use of professional judgment for the safety and orderly education of students. In California, except during lunch periods, certificated staff must maintain visual contact and assume the primary responsibility for the supervision of students (classified staff may not legally assume this role except during lunch periods).

### **Due Care and Caution**

A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.

While under the supervision of school personnel, staff members serve *in loco parentis*.

### **Release of Children**

Students should not be released directly to anyone other than school personnel without the written permission from office staff. Anyone who requests that a student be released to their care should be sent to the school office for written authorization, before the student is released.

### **Leaving Students Unattended & Locking Classrooms**

Students should not be left unattended in the classroom. They must be under supervision by certificated personnel at all times. Teachers are responsible for all students under their charge and are legally responsible for the welfare of these students. Lock the door when you leave the room.

### **Reporting Dangerous Situations**

If any employee at a school observes the existence of a dangerous situation, it needs to be reported to school officials as soon as possible so preventive and/or corrective actions can be taken. Dangerous situations can include unsafe equipment, physical obstacles, unknown objects, potential and actual student confrontations, substance abuse, gang activities, etc.

### **Missing Students**

Missing students should be reported to the school office immediately.

### **Injuries to Students**

If any doubt exists in the mind of a teacher about moving an injured student, don't move the student. The school office should be notified immediately for medical assistance. A student may need to be sent to the office for assistance while the teacher attends the injured student.

### **Confidentiality**

It is unprofessional and against the law to disclose confidential information about your students. A substitute should avoid comments about individual students that convey private information about grades, medical conditions, learning or discipline problems, etc. Any request for information regarding students or families from outside school sources should be referred to the school principal. Substitute teachers need to be diligent in protecting the privacy rights of students and families.

### **Child Abuse Reporting**

Even suspected child abuse must be reported to the proper legal authorities. Substitute teachers who suspect child abuse should seek the guidance of school administrators.

### **Students on Medication**

Students are prohibited from taking medication without being under the immediate supervision of appropriately designated and trained staff. Students who bring medications (prescription or over-the-counter) to class should be referred to the school office immediately.

### **Letting Students Out Early**

Letting students out early is disruptive to other classrooms, and it often results in students being unsupervised. If unsupervised students are injured, the school district and the assigned teacher/s are legally responsible. The early release of students should not be permitted without prior authorization of school administrators and without appropriate student supervision being provided.

### **Weapons and Drugs**

California has a zero tolerance law regarding weapons and drugs in schools. Any student suspected of being in possession of weapons or drugs or under the influence of drugs, is in violation of the law and school administrators should be notified immediately.

### **Sexual Harassment**

Sexual harassment (use of sexually explicit language, requests for sexual favors, sexually graphic materials/language, or the creation of a sexually hostile work or learning environment) between and among students, between staff and students, or between staff members is legally prohibited and should be reported immediately to the appropriate school administrator.

**Personal Use of School Property**

The personal use of school property constitutes a gift of public funds and is prohibited by law.

**School Visitors**

Most schools require school visitors to report to the school office prior to actually visiting classrooms or the playground. If you observe individuals at the school who you believe are unauthorized, report them to the school office immediately. Our schools will provide visitors with nametags or written authorization.

**Use of Physical Force**

Rarely, and only under emergency situations, is it legally or professionally permissible for teachers to use physical force with students. Physical force may only be used in order to prevent injury to students, others, or self. The use of physical force must be limited to the amount of force absolutely necessary to prevent injury. Teachers should avoid placing themselves in danger of injury when supervising students.

**Corporal Punishment in California**

The use of physical punishment is prohibited by the California Education Code.

**Student Detention during Lunch Break or After School**

Check the school policy before you withhold a student's lunch break, and before you require him/her to stay after school. Do not detain students during passing periods as you will make them tardy for the next class.

## Fire/Evacuation Drills

**FORMAL FIRE/EVACUATION DRILLS** are usually conducted at least once per month. When the fire alarm bell goes off, we will proceed with the evacuation drill.

Please adhere to the following procedures:

1. When the Fire/Evacuation Drill bell sounds, please have your students move out of your classroom in a quiet and orderly fashion down the corridor to the nearest exit in the direction indicated on the evacuation map. (Maps are posted in classrooms near the door).
2. When the bell sounds and the students begin to exit, **please take your emergency folder** (included in your substitute folder) and your emergency backpack and **carry** them with you to the evacuation location.
3. Make sure **EVERY** student leaves your classroom and is exiting the building in the proper direction and moving toward the designated class assembly evacuation area.
4. **Follow your class** down the corridor and out the exit to insure that none of your students remain inside the building.
5. When you and your class have exited from the building, please have your students line up in the evacuation area assigned to your class.
6. When your class arrives at its assigned evacuation area, immediately take attendance and complete the required **status report** (included in your substitute folder) if you are missing students who were already present and/or if you have injured students. Hold up the appropriate status card at the front of the line: green card (all is well and all accounted for) or red card (missing or injured students). The **Zone Commander** will collect the status report from teachers holding up the red card.
7. **Please keep your class outside of the building** and in your evacuation area in an orderly fashion until an administrator signifies that all is clear, indicating that all in the school are accounted for and it is safe to return to your classroom. Please return to the classroom in an orderly fashion.

## Emergency Reaction Plan

1. **BETWEEN CLASS SCENARIO:** Students should immediately report to the evacuation area assigned to their previously scheduled class (i.e. between 1<sup>st</sup> and 2<sup>nd</sup> - report to the assigned evacuation area for 1st).
2. **DURING LUNCH SCENARIO:** Students should immediately report to the evacuation area assigned to their previously scheduled class (i.e. 4<sup>th</sup> period on a regular day, 5<sup>th</sup> period on a Wednesday).

**Teachers, even if at lunch,** must immediately report to their assigned evacuation area, gather their students together and submit a classroom report form to the zone commander for missing/injured students. Checking in with the zone commander is important because we will know your location and that you are supervising your students - your written report can be submitted on a piece of paper if you do not have a report form.

**Teachers who leave the campus during lunch,** as a courtesy, should consider notifying the main office before leaving and upon returning – this is how zone commanders and response teams will know that you are not injured or trapped inside a building on campus and that your students will need supervision during a lunch emergency.

3. **Teachers on Prep** must immediately report to the command center (front flagpole) and check in with the site secretary. Your services may be required and if so, you will be requested to assist via notification through the secretary's walkie-talkie. Your presence must be accounted for as well.
4. **AN OFFICIAL DECLARATION THAT THE EMERGENCY SITUATION HAS ENDED:** During an actual emergency, the school's designated time schedule will be suspended. Only a formal administrative declaration of "All clear" through the walkie-talkie along with motioning of classroom teachers by admin. and campus supervisor to return to class will terminate the adherence to the emergency procedures. Bells, class schedules and other school personnel do not determine or signify the end of the drill or the emergency.

## Lockdown Procedures

During the lockdown, do not respond for any reason to bells, PA announcements, or people knocking on your door, as doing so could further jeopardize your safety. Remain in the lockdown location until police or school authorities arrive to evacuate you from that area or to let you know that all is clear. School authorities and police will use a key to enter your room. Again, do not open the door for anyone, do not release the students if a bell sounds during the lockdown, and remain secured in place until police or school officials enter your room.

It may become necessary for the safety of the staff and students to require that everyone report to and remain in a locked and secured area of the school facility. In the event of such an emergency situation, please strictly adhere to the following procedures:

1. Emergency Alert Warning Signals:
  - a) Initially, a public address announcement will be made using the word “Lockdown” to initiate an immediate securing and locking down of the entire school facility.
  - b) When the students are not in their classrooms, the students should immediately report to the nearest room that can be secured and locked.
2. If anyone is caught in a restroom or an unsupervised area during a Lockdown condition, they should get down on the floor or find a location in the room that cannot be seen from the entry door. They should remain at that location until school officials or police arrive.
3. Staff members should quickly check the immediate area, firmly direct students into the closest room, lock the door, cover the windows, and remain inside the room until school officials or police arrive.
4. Students should remain away from areas located near the door and windows. Students should be directed to immediately get down on the floor; and, if possible, to get under or behind a desk, a table or other item of furniture. Place a green status card in your window/under the door if all is well; a red one if injured or missing students.
5. Please do not call the office or tie-up the telephone lines. Have students refrain from using cell phones.
6. Anyone in the immediate vicinity of the threatening activity (i.e. campus invasion, person with a gun or weapon, etc.) should lie flat and still on the ground until it is safe to move or school officials or police arrive.
7. Staff members and students are to remain on “Lockdown” status until school officials or police arrive and unlock your door or until you hear a public address announcement that the lockdown has officially ended.

# Classroom Management

**REMEMBER: It is important for the substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for teachers to be perceived by students as confident, as being in charge, and as being fair.**

## **Respecting Students**

Remember that each individual student is a person who deserves to be treated with respect regardless of his or her intellectual abilities, primary language, social training, cultural background, or personal circumstance. Students respect adults who respect them.

## **Staying In Control**

It is extremely important for the teacher not to lose their temper or control of their emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self-control, their behavior often becomes the focus of attention rather than the student's behavior.

## **Eye Contact**

Direct eye contact and non-verbal communication are effective classroom management tools, provided that the non-verbal communication doesn't become threatening or intimidating to students.

## **Raising Your Voice**

Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.

## **Use Of A Whistle**

A whistle can be extremely valuable when supervising students when teaching physical education, but **not in the classroom.**

## **Establishing Standards Of Conduct**

Letting the entire class know what your expectations are is key to having a successful educational day. "Establishing standards" should be done as early in the day as possible. Teachers need to be firm, fair, and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

## **80-15-5 Discipline Principle**

80% of students rarely break the rules. These students come to school ready to learn. 15% of the students break the rules on a somewhat regular basis. These students do not blindly accept classroom rules and fight restrictions. 5% of the students are chronic rule-breakers and are often out-of-control. The goal of classroom discipline is to control the 20% of the students who break rules on a somewhat regular basis, without alienating the 80% who come to school ready to learn.

## **Logical Consequences for Student Behavior**

Students need to understand that if they chose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students' correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient enough to motivate students to want to continue making correct choices.

## **Positive Reinforcement**

Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

## **Praise and Correction Guides**

It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is "to correct privately and to praise publicly." At the high school level, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be genuine and never contrived.

## **Surprising Students**

Students need and expect clear direction and predictability. Clear direction and teacher predictability provide a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective, it often results in the students perceiving the teacher as being unfair and unreasonable.

## **Correlation of Success & Student Behavior**

There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management.

## **Proximity and Classroom Management**

There is a direct correlation between distance of the teacher from the student and student behavior. The closer a teacher is to a student, normally, the better the student's behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control.

## **Supervising Students from the Back of the Classroom**

Supervising students from the back of the classroom is a highly effective classroom management tool.

## **Unoccupied Student Time**

Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignments.

## **Extinction**

Minor unacceptable student behaviors are often best dealt with by using a technique known as extinction (ignoring minor negative behavior so it is not reinforced by providing desired attention). This technique usually results in minor unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct and forceful disciplinary intervention strategies.



### **Typical Classroom Rules**

High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of the students. Severe violations resulting in instant referrals to the principal's office include fighting, possession of drugs or weapons, physical threats, constant disruption and defiance, etc.

### **Number of Students Out Of Their Seats**

Unless the educational activity dictates, generally no more than two students should be out of their seats at one time. Normally, students should not be allowed out of their seats when the teacher is doing large group instruction or is working directly with the student's assigned group.

### **Student Use of the Restroom & Drinking Fountains**

Students are expected to get their drinks and to use the restroom during their breaks. When a student needs to use the restroom during class time, unless unusual circumstances exist, they should not be sent to the restroom with another student. Establish your own procedures at the beginning of the day or period.

### **Isolating Students**

It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behavior. Remember that the teacher needs to maintain visual contact and the ability to directly supervise all students. It is not appropriate to put a student outside the classroom.

### **Arguing With Students**

Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher's authority.

### **Use of Threats**

Teachers should never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for frustration and failure. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

### **Desired Teacher Characteristics**

Teachers should conduct themselves as appropriate authority figures and as student role models. Teachers should be viewed as caring, dedicated, skillful, sensitive, flexible, and responsive.

### **Dignifying Students**

Students will generally accept fair and reasonable rules and consequences when they know that the teacher is genuinely concerned about their well-being. Students should not be singled out or used as an example. When a teacher has had to repeatedly or strongly correct a student, it is important that before the student leaves for the day, that the teacher reinforces with the student that they care about them, believe in them, and sincerely want what is best for them. Teachers need to role model terms such as *please*, *thank you*, *excuse me*, etc.

### **Listen Before You Discipline**

It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for that student.

## **Seating Charts**

The ability to call students by name is a very powerful tool in classroom management. The use of a seating chart can be invaluable in helping the substitute teacher to call students by their names. If one is not available make a seating chart using post-it notes on a manila folder. Another option is to have students use name tents.

## **Logical Consequences for Disciplinary Infractions**

It is difficult to identify in advance appropriate disciplinary consequences for every circumstance that might arise in a school environment. Generally, substitute teachers should plan on utilizing the regular classroom teacher's rules and consequences. Usual disciplinary consequences include: name on the board, loss of a privilege, loss of free time, keeping the student after school (be sure that this is an acceptable practice at the school, and that the principal approves). Remember to check on bus transportation, and make sure that the parents/guardians have been notified in advance and have given their permission before this option is used. **A referral to the office usually comes only after other disciplinary strategies have failed to bring about the desired result.**

# Essential Steps In Establishing A Positive Classroom Environment

## **Expectancies**

An essential step in creating a positive student learning environment is having students clearly understand what is expected of them. The possibility of getting students to engage in positive behavior is greatly enhanced when the teacher has instructed students in what is expected of them. Students need to become familiar with the expectations of the teacher as quickly as possible. Getting students to engage in desired behavior is greatly enhanced when they know what is expected of them.

- Expectancies should be kept to a maximum of four or five.
- Expectations should be stated in positive and instructional terms.
- Expectancies should be role-played and discussed with students. At every level teachers need to have students restate what is expected of them. This is essential in getting future student cooperation.

## **The Importance of Task**

Getting students on task as quickly as possible makes it much easier to get and to keep students engaged in learning. When students are actively involved with the learning, they will seldom have the time to get into trouble. The more free time students have, the greater the likelihood that they will create classroom disruptions.

## **Determining the Differences Between Minor and Major Student Misbehavior**

Teachers must distinguish between minor and major disruptive student behavior. If the student's behavior is merely annoying and irritating, it is usually minor misbehavior. Minor misbehavior can be best dealt with by ignoring it and by recognizing other students' positive behavior. Teachers should use caution in bringing attention to minor classroom misbehavior, since recognition can often strengthen the unwanted negative behavior. Major disruptive behavior occurs when a student or students interfere(s) with student learning. This cannot be permitted. Even with major disruptive behavior, correction should be done quickly and privately, whenever possible. Stopping the behavior quickly and getting students to repeat what is expected of them, is essential in getting students to be cooperative and to minimize classroom disruption.

## **Extinction**

Purposefully ignoring minor and insignificant student misbehavior and then recognizing positive student behavior is an essential tool in creating and maintaining a positive classroom environment.

## **Responding To Negative Behavior in a Positive Manner**

Redirecting negative student behavior by recognizing another student's positive behavior is a highly effective classroom management technique.

## **Management by Wandering Around and Proximity**

Walking around in the classroom and being in close proximity to students is an indicator of a well-managed and positive classroom.

## **Teacher Behavioral Maturity**

Teachers should remain professional, model positive behavior even when under stress, and maintain a calm and serene demeanor.

### **Maintaining a High Rate of Positive Interactions**

Research shows that 90% of the positive things that students do in the classroom go unrecognized. Maintaining a high rate of positive interactions with students greatly enhances the probability of a positive classroom environment.

### **Acknowledge Positive Behavior at Irregular and Unexpected Intervals**

- Acknowledge positive student behavior when it is not expected.
- Teachers should acknowledge behavior only when positive reinforcement is deserved.
- Verbal praise should be done in a casual manner and should require no more than eight to ten words or more than three to five seconds.
- When a positive reaction generates a negative response, teachers should use extinction whenever possible. Teachers should come back to that student and recognize positive behavior as soon as possible.
- Teachers should praise the value as well as the behavior. Values such as hard work, kindness, dependability etc. should be reinforced in the verbal recognition as well as the desired behavior.

## Student Disciplinary Scenarios

**REMEMBER:** It is important for substitute teachers to establish their classroom expectations and consequences as early as possible in the day.

### **Scenario 1: Students Who Interrupt Learning; i.e., Minor Misbehavior**

- Use extinction (refuse to recognize the student) until they raise their hand. Praise other students for raising their hands.
- Make eye contact with the student(s) and send a non-verbal message not to interrupt. Stand near the student.
- Privately, inform the student that you expect them to raise their hand and be recognized before they speak.
- Write student's name on the board.

### **Scenario 2: Dealing With Students Who Refuse To Do Work**

- Check with individual students to ensure they understand the assigned work, be prepared to re-teach and to adjust the level of difficulty of the work as necessary.
- Find out from the student if something is bothering them and if you can help them in some way.
- Contact other teachers who are familiar with this student to determine if this is the student's normal behavior pattern. Try various strategies that might be effective in getting this student to work.
- Withhold a special activity or privilege if the student persists in not doing their work. Call the parents/guardian if the student still refuses to do work and seek their help.

### **Scenario 3: Students Who Won't Follow Instructions**

- Make certain to repeat and clarify the instructions and then check with the student(s) for understanding.
- Have students repeat that they need to follow instructions.
- Communicate with students regarding possible consequences if they don't follow instructions. Withhold a special activity or privileges if the behavior persists. Contact the parents/ guardians and enlist their support.

### **Scenario 4: The Class That Refuses To Be Quiet, Pay Attention, or Be Cooperative**

- Remember the students who are doing what they are supposed to do.
- If the students just arrived at class, and they still refuse to be quiet, cooperative or to pay attention, determine why the class is reacting in that manner. If there has been an incident that is upsetting the class, the teacher may need to discuss the incident with the class before academic instruction begins. If the incident has been particularly upsetting, the teacher may consider having students write about their feelings and then discussing those feelings with the entire class (without identifying individual students' concerns).

- Clearly and firmly (not in a hostile manner) state your expectations and the consequences students face if they choose not to comply with your need for quiet, cooperation, and your need for them to pay attention.
- Turning the lights off and on is often effective in getting the attention of the class.
- If a class has a quiet signal, such as all students raising their hand, the teacher may initiate the class signal for quiet. The substitute teacher may want to establish a signal for class quiet early in the day, if the regular classroom teacher does not have a signal.
- Provided there is an appropriate sequence of consequences for each failure to comply, writing the names of individual students who refuse to be quiet or cooperative on the chalkboard is often effective.

### **Scenario 5: Student Activity Transitions**

- Teachers should be very precise about the directions they give students. Examples of precise directions include: "Stop what you are doing; put away your English book; take out your math book and turn to page 356; take out a pencil and paper and write your first and last name in the top right hand corner of your paper now," etc.
- Teachers should have educationally beneficial "sponge activities" for students who complete their work before other students are ready to transition to another educational activity.
- Student movement creates increased opportunities for students to become disruptive. Unless the educational activity dictates student movement, it is normally better for the teacher to move to the students.

### **Scenario 6: Strategies for Working with Problem Student/s**

- If you expect students to misbehave, they will usually live up to your expectation. Every student should be able to start each day with a "clean slate." However, when a student has been identified as a problem, the substitute teacher may ask other teachers who have worked with this student about educational strategies which have been effective in the past.
- Enlist a problem student's support by asking for their help or by assigning them a classroom responsibility.
- Individual praise, recognition, or granting of an educational privilege often is effective in encouraging problem students to be more cooperative.
- Short-term rewards are usually more effective than long-term rewards when working with problem students. Usually, the younger the student, the shorter the time recognition needs to be.
- Have the problem student restate what is expected of them.
- If a student has a difficult time cooperating, moving the student closer to the teacher and/or isolating that student from the group may be appropriate. Remember, students should remain in full view of the teacher so proper supervision can be provided.

### **Scenario 7: Students Switching Seats**

- The regular classroom teacher generally will leave a student seating chart. If there is no seating chart, the substitute teacher may want to consider making one.
- If the substitute teacher suspects that students are not sitting in their assigned seats, the teacher should explain to the students that for safety reasons they must be seated in their assigned seats.
- Students need to understand that if they are sitting in the wrong seats, they may also be wrongfully blamed for something that they didn't do.
- Giving students the opportunity to return to their assigned seats, immediately after sharing the expectation that students are to sit in their assigned seats, without disciplinary consequences, will usually solve the problem.
- If students still refuse to sit in their assigned seats, an appropriate disciplinary consequence should follow.

### **Scenario 8: Student Use of Profanity and "Put-Downs"**

- Substitute teachers should have established their expectations and consequences at the beginning of the day that deal with these issues. "Put-downs" of other students **are not be tolerated.**
- Students need to immediately stop that behavior, a private correction needs to be given, and the student needs to repeat the expectancy.

### **Scenario 9: Fights, Threats, Weapons, and Drugs**

- California has zero tolerance laws with regard to weapons and drugs. Students in possession of weapons or drugs or who are suspected to be under the influence of alcohol or drugs should be referred to school administrators immediately.
- Schools must provide a safe and secure environment for students to learn, and threats and fighting are not acceptable. Students who are involved in fighting should be referred to school administrators immediately. Threats should be considered as legitimate threats to the welfare of others and should also be dealt with immediately. If threats appear to be serious in nature, then the school administrators need to be notified immediately.

### **Scenario 10: Sexual Harassment**

- Student-to-student sexual harassment is not to be tolerated. Students who subject other students to a pattern of unwelcome sexual jokes or comments are engaging in illegal sexual harassment and should be referred to school administrators. Whenever this type of behavior is observed or brought to the attention of the teacher, the teacher needs to intervene and stop the behavior from reoccurring. Students who touch other students in a sexual manner are also guilty of sexual harassment and need to be immediately referred to school administrators.

## 101 Ways to Say "Good Job!"

Everyone knows a little praise goes a long way in the classroom. Whether it is spoken or written at the top of a student's paper, praise reinforces good behavior and encourages quality work. But the same traditional phrases used over and over can sound rehearsed and become ineffective. Here are 101 variations of ways to give praise, show interest, and offer encouragement:

1. You've got it made.
2. Super!
3. That's right!
4. That's good!
5. You are very good at that.
6. Good work!
7. Exactly right!
8. You've just about got it.
9. You're doing a good job!
10. That's it!
11. Now you've figured it out.
12. Great!
13. I knew you could do it.
14. Congratulations!
15. Not bad.
16. Keep working on it; you're improving.
17. Now you have it.
18. You are learning first.
19. Good for you!
20. Couldn't have done it better myself.
21. Beautiful!
22. One more time and you'll have it.
23. That's the right way to do it.
24. You did it that time!
25. You're getting better and better.
26. You're on the right track now.
27. Nice going.
28. You haven't missed a thing.
29. Wow!
30. That's the way.
31. Keep up the good work.
32. Terrific!
33. Nothing can stop you now.
34. That's the way to do it.
35. Sensational
36. You've got your brain in gear today.
37. That's better.
38. Excellent!
39. That was first class work.
40. That's the best ever.
41. You've just about mastered that.
42. Perfect!
43. That's better than ever.
44. Much better!
45. Wonderful!
46. You must have been practicing.
47. You did that very well.
48. Fine!
49. Nice going.
50. Outstanding!
51. Fantastic!
52. Tremendous!
53. Now that's what I call a fine job.
54. That's great.
55. You're really improving.
56. Superb!
57. Good remembering!
58. You've got that down pat.
59. You certainly did well today
60. Keep it up!
61. Congratulations, you got it right!
62. You did a lot of work today.
63. That's it!
64. Marvelous!
65. I like that.
66. Cool!
67. Way to go.
68. You've got the hang of it!
69. You're doing fine.
70. Good thinking.
71. You are learning a lot.
72. Good going.
73. I've never seen anyone do it better.
74. That's a real work of art.
75. Keep on trying!
76. Good for you!
77. Good job!
78. You remembered!
79. That's really nice.
80. Thanks!
81. What neat work.
82. That's "A" work.
83. That's clever.
84. Very interesting.
85. You make it look easy.
86. Excellent effort.
87. Awesome!
88. That's a good point.
89. Superior work.
90. Nice going.
91. I knew you could do it.
92. That looks like it is going to be a great paper.
93. That's coming along nicely.
94. That's an interesting way of looking at it.
95. Out of sight.
96. It looks like you've put a lot of work into this.
97. Right on!
98. Congratulations, you only missed ....
99. Super-Duper!
100. It's a classic.
101. I'm impressed!



## Substitute Professional Reference Guide

\*Substitute Teacher Handbook: Secondary for Grades 9-12, ISBN 1890563102, Substitute Teaching Institute, Utah State University, 2003.

\*Sub Instructor, Interactive computer CD for use with the Substitute Teacher Handbooks. Substitute Teaching Institute, Utah State University, 2003.

\*Classroom Management: 5 Skills Every Substitute Teacher Should Have, 3 hour audio presentation by Dr. Glenn Latham. Substitute Teaching Institute, Utah State University, 2002.

*\*Available From The Substitute Teaching Institute, Utah State University, 6516 Old Main Hill, Logan, UT 84322-6516, 1-800-922-4693*

Mastering the Art of Substitute Teaching, S. Harold Collins, 2002. ISBN 0931993024, Garlic Press.

Classroom Management for Substitute Teachers, S. Harold Collins, 2000. ISBN I 0931993032, Garlic Press.

Instant Success for Classroom Teachers, New and Substitute Teachers, Barbara Cawthorne, 2003. ISBN 0960666605, Greenfield Publications.

The First Days of School How to be an Effective Teacher, Harry K. Wong & Rosemary Tripi Wong, 2003. ISBN 0962936006, Harry K. Wong Publications.

Substitute Teaching: A Handbook for Hassle-Free Subbing, Barbara Pronin, 2003. ISBN 0312774842, St. Martin's Press.

Super Sub: A Must-Have Handbook for Substitute Teachers, Cary Seeman & Shannon Hofstrand, 2002. ISBN 0673363805, Goodyear Pub Co.

Substitute Teaching: Planning for Success, Elizabeth Manera, Marji Gold-Vukson & Jennifer Kapp, 2002. ISBN 0912099062, Kappa Delta Pi Publications.

### Web Pages

The New Teacher Page

[www.geocities.com/Athens/Delphi/7862/](http://www.geocities.com/Athens/Delphi/7862/)

Classroom Discipline

<http://www.honorlevel.com/techniques.html>

The Substitute Teacher's Page

<http://www.eyesoftime.com/teacher/subteach.htm>

A web search of Substitute Teaching Ideas or Substitute Teaching Strategies will provide many more web sites.

## Suggested Contents For Your Super Sub Pack

### Classroom Supplies

- Rubber Bands
- Markers and/or colored pencils
- Labeled ball-point pens (red, blue, black)
- Labeled pencils and small pencil sharpener
- Transparent and masking tape
- Scissors
- Glue sticks
- Paper clips, staples, a small stapler
- Post-It Notes (various sizes and colors)
- Ruler
- File Folders
- Calculator
- Lined and blank paper
- Name tag materials (address labels or masking tape will work)
- Copy of your own discipline plan
- Seating chart forms

### Activity Materials

- The *Substitute Teacher Handbook*
- Tangrams
- Bookmarks
- Picture and activity books/pages
- A number cube or dice for games
- Estimation jar

### Personal/Professional

- Clipboard
- Blank Substitute Teacher Reports
- District information (maps, addresses, phone numbers, policies, starting times, etc.)
- Coffee mug and/or water bottle
- Whistle (for P.E. classes only)
- Small package of tissues
- Individualized Hall Pass
- Small bag or coin purse for keys, driver's license, money (enough for lunch), and other essentials items. Do not bring a purse or planner with a lot of money, checks, and credit cards (there may not be a secure place to keep it.)
- Band-aids
- Small sewing kit with safety pins
- Disposable gloves and small plastic bags
- Comfortable shoes
- Timer or stopwatch

## Salary and Payroll Information

The County distributes salary warrants for substitutes on the tenth of each month. Substitute teachers are paid from the sixteenth to the fifteenth of the month on the following tenth of the month. For example, if you work from January 16 to February 15 you will be paid on March 10. Paychecks can be picked up in the District Office at 800 Broadway after 2:00 pm on the tenth day of the month. Checks not picked up by the following working day at 4:00 pm will be mailed.

Substitute teachers will be paid according to the following salary schedule:

Days	Rate
1-19	\$ 135.00/day
20+ consecutive day for the same teacher	\$ 197.08/day
Less than 4 hours in a day	\$ 67.50/day

Substitutes accepting full day assignments should in general expect to be on campus for approximately 7.5 hours.



## Substitute Teacher Report

To be left for the permanent teacher.

Substitute: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

Substituted for: \_\_\_\_\_ School: \_\_\_\_\_

<b>Period</b>	<b>Notes about lessons</b>	<b>Notes about students</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		

Messages for the permanent teacher.

## Sponge Activities

Here are some activities you can have students do before the bell rings, while they are waiting for others to finish, during in-between times, and some of these will even work while students are standing in line for lunch or special classes!

1. List as many states as you can. Name their capitals.
2. List the states in alphabetical order.
3. List the states in rank order by size (largest population, number of Representatives in Congress, by regions, etc.)
4. Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name (biographical), (e) a proper name (geographical).
5. How many countries and their capitals can you name?
6. How many baseball teams can you name?
7. Turn to your neighbor. One of you tells the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
8. List all the things in your living room.
9. Name as many kinds of ice cream as you can.
10. List five parts of the body above the neck that have three letters.
11. List one manufactured item for each letter of the alphabet.
12. List one proper noun for each letter of the alphabet.
13. Write one kind of food beginning with each letter of the alphabet.
14. Name as many holidays as you can.
15. List as many U.S. Presidents as you can.
16. List as many models of cars as you can.
17. How many parts of an auto can you list?
18. Name as many countries of the world as you can.
19. List as many personal pronouns as you can.
20. List as many kinds of transportation as you can.
21. Write as many homonyms as you can. Example: past-passed.
22. Name as many movie stars (singers, cartoon characters, action figures, famous sports figures) as you can. Name the movies are they in?
23. Name as many politicians as you can. Name an idea they believe in. Tell what office they hold. Name the political party they represent.
24. List all the places you find sand.
25. List as many breakfast cereals as you can.

26. Make a list of the 10 largest things you know.
27. Name as many planets as you can.
28. List all the sports you can think of in \_\_\_\_ minutes.
29. List all the foods you can that have sugar in them.
30. List all the foods you can that have milk in them.
31. Name as many rock groups as you can that begin with the letters A-F.
32. Name as many teachers at this school as you can.
33. Name all the models of Ford (Toyota, Chevrolet, or other name brand) cars you can think of.
34. Name all of the parts of speech and give an example of each.
35. Why were these dates important: 1492, 1606, 1776, 1812?
36. Find these rivers on your map: Mississippi, Rio Grande, Colorado, Hudson.
37. Which television series can you name that have high school-aged characters as regulars?
38. Name as many airlines as you can.
39. Name the different sections of the newspaper.
40. Name as many islands as you can.
41. Name all the types of musical instruments you can think of.
42. Name all the foods you can think of that contain protein.
43. Name as many kinds of fish as you can.
44. Name all the words you can that begin with the prefix in
45. Name as many of the album titles of records by Ricky Martin, Madonna, Selena, the Beatles (update according to current interests of students).
46. Name all the countries that have the letter "E" in them.
47. Name as many animals as you can which cause harm to man, either directly or indirectly.
48. Name five books you've read recently that you really enjoyed.
49. Name a movie you saw recently that you did not enjoy and tell why.
50. Name as many places as you can remember where you and your family have spent vacations.
51. List things you would buy if someone gave you a \$100.00 gift certificate from Target (Toys-R-us, Nordstrom's, Staples, Home Depot, etc).

# 2013-2014 School District Calendar

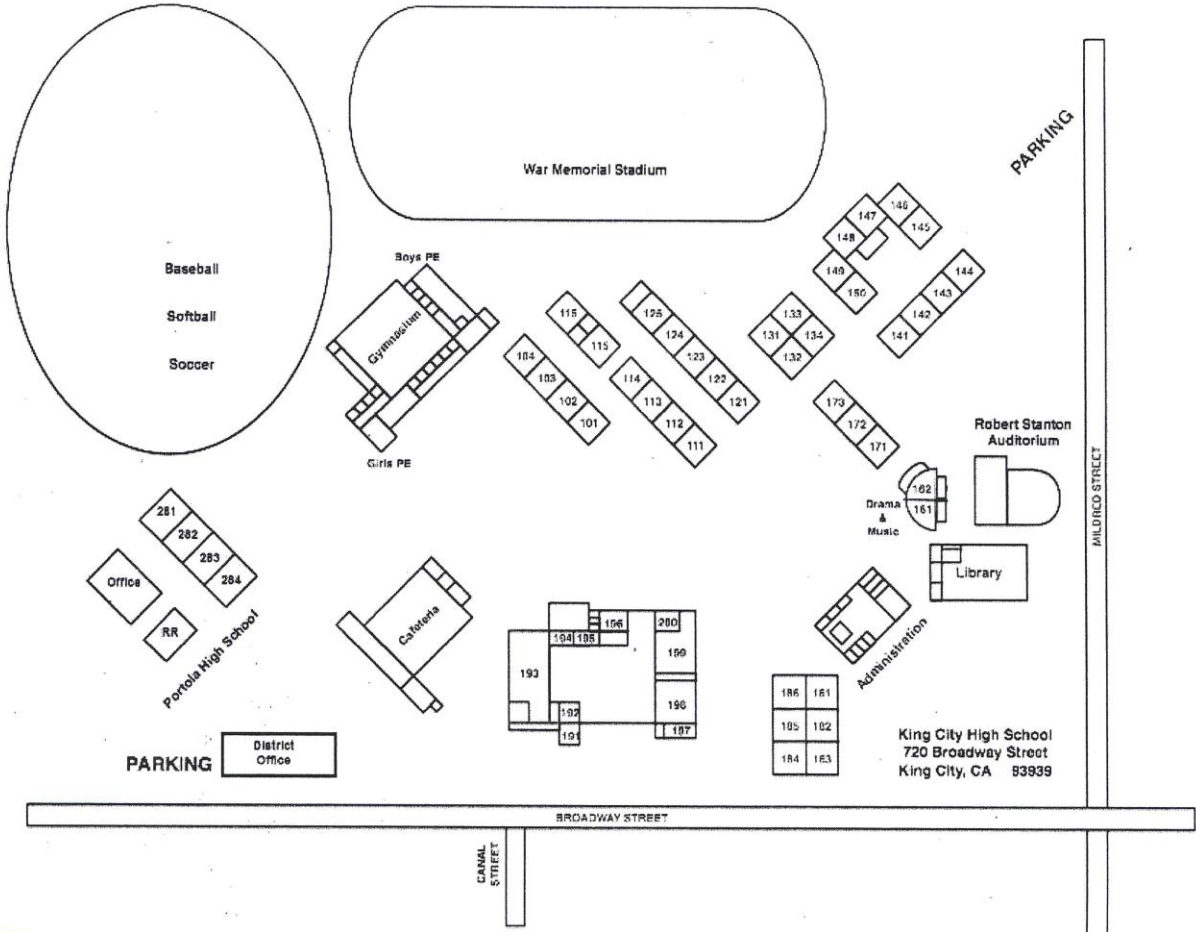
	MON	TUE	WED	THR	FRI	Week	Quarter	Semester
July	7/1	7/2	7/3	7/4	7/5	0		
	7/8	7/9	7/10	7/11	7/12	0		
	7/15	7/16	7/17	7/18	7/19	0		
	7/22	7/23	7/24	7/25	7/26	0		
	7/29	7/30	7/31	8/1	8/2	0		
August	8/5	8/6	8/7	8/8	8/9	4		
	8/12	8/13	8/14	8/15	8/16	5		
	8/19	8/20	8/21	8/22	8/23	5		
	8/26	8/27	8/28	8/29	8/30	5		19
September	9/2	9/3	9/4	9/5	9/6	4		
	9/9	9/10	9/11	9/12	9/13	5		
	9/16	9/17	9/18	9/19	9/20	5		
	9/23	9/24	9/25	9/26	9/27	4		19
October	9/30	10/1	10/2	10/3	10/4	5		
	10/7	10/8	10/9	10/10	10/11	5	47	9
	10/14	10/15	10/16	10/17	10/18	5		
	10/21	10/22	10/23	10/24	10/25	4		
November	10/28	10/29	10/30	10/31	11/1	5		13
	11/4	11/5	11/6	11/7	11/8	5		
	11/11	11/12	11/13	11/14	11/15	4		
	11/18	11/19	11/20	11/21	11/22	5		
December	11/25	11/26	11/27	11/28	11/29	2		17
	12/2	12/3	12/4	12/5	12/6	5		
	12/9	12/10	12/11	12/12	12/13	5		13
	12/16	12/17	12/18	12/19	12/20	3	43	90
January	12/23	12/24	12/25	12/26	12/27	0		
	12/30	12/31	1/1	1/2	1/3	0		
	1/6	1/7	1/8	1/9	1/10	0		
	1/13	1/14	1/15	1/16	1/17	5		
February	1/20	1/21	1/22	1/23	1/24	4		
	1/27	1/28	1/29	1/30	1/31	5		14
	2/3	2/4	2/5	2/6	2/7	5		
	2/10	2/11	2/12	2/13	2/14	5		
March	2/17	2/18	2/19	2/20	2/21	4		19
	2/24	2/25	2/26	2/27	2/28	5		
	3/3	3/4	3/5	3/6	3/7	5		
	3/10	3/11	3/12	3/13	3/14	4		
April	3/17	3/18	3/19	3/20	3/21	5	47	
	3/24	3/25	3/26	3/27	3/28	4		18
	3/31	4/1	4/2	4/3	4/4	0		
	4/7	4/8	4/9	4/10	4/11	5		
May	4/14	4/15	4/16	4/17	4/18	5		
	4/21	4/22	4/23	4/24	4/25	5		
	4/28	4/29	4/30	5/1	5/2	4		17
	5/5	5/6	5/7	5/8	5/9	5		
June	5/12	5/13	5/14	5/15	5/16	4		
	5/19	5/20	5/21	5/22	5/23	5		
	5/26	5/27	5/28	5/29	5/30	4		20
	6/2	6/3	6/4	6/5	6/6	0	41	88
June	6/9	6/10	6/11	6/12	6/13	0		178
	6/16	6/17	6/18	6/19	6/20	0		
	6/23	6/24	6/25	6/26	6/27	0		
	6/30	7/1	7/2	7/3	7/4	178	178	178

	Legal Holidays
	Non-school Days
	Minimum Days (mid-terms / finals)

7/4	Independence Day
8/2	Orientation for New Teachers
8/5	Staff Development Day
8/6	First Day of School
9/2	Labor Day
9/23	Non-School Day
10/11	End of 1st Quarter
10/21	Non-School Day
11/11	Veterans Day
11/28	Thanksgiving Day
11/27 - 11/29	Thanksgiving Break
12/16 - 12/18	Midterms/Finals (Minimum Days)
12/18	End of 2nd Quarter
12/18	End of 1st Semester
12/19 - 1/10	Winter Break
12/25	Christmas Day
1/1	New Year's Day
1/20	Dr. Martin Luther King, Jr. Day
2/17	Presidents' Day (Lincoln & Washington)
3/10	Non-School Day
3/21	End of 3rd Quarter
3/31 - 4/4	Spring Break
4/21	Non-School Day
5/16	Non-School Day
5/26	Memorial Day
5/27 - 5/29	Finals (Minimum Days)
5/29	End of 4th Quarter
5/29	End of 2nd Semester
5/29	Last Day of School

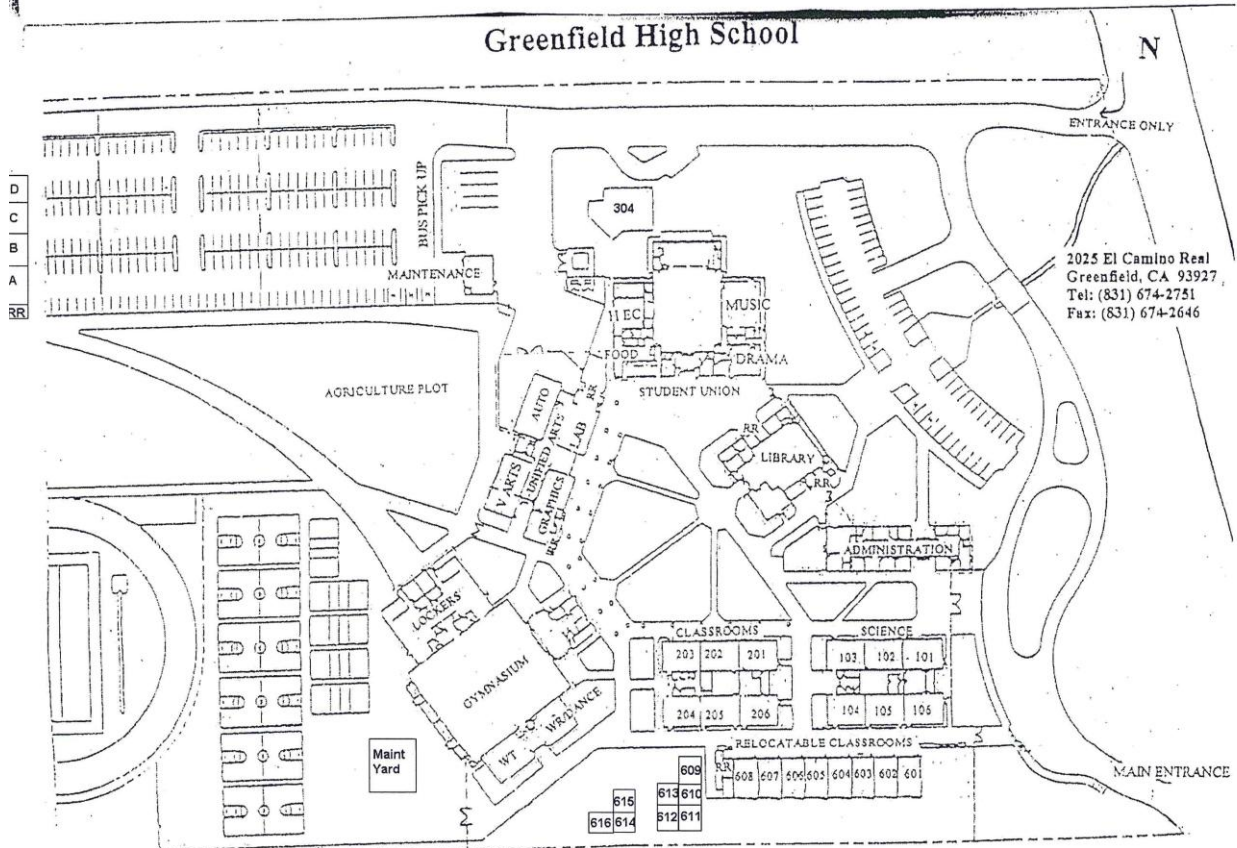
Rev. 12/8/11 06/14/13 07/19/13

# King City High School and Portola Continuation High School Map





# Greenfield High School Map



# King City High School and Greenfield High School Bell Schedule

## 2013-14 BELL SCHEDULE King City and Greenfield High Schools

Monday/Tuesday/Thursday/Friday											
<i>Report</i>	7:45 AM										
1	8:00 AM	8:54 AM	0:54								
passing	8:54 AM	8:58 AM	0:04								
2	8:58 AM	9:49 AM	0:51								
passing	9:49 AM	9:53 AM	0:04								
3	9:53 AM	10:44 AM	0:51								
passing	10:44 AM	10:48 AM	0:04								
4	10:48 AM	11:39 AM	0:51								
lunch	11:39 AM	12:14 PM	0:35								
passing	12:14 PM	12:18 PM	0:04								
5	12:18 PM	1:09 PM	0:51								
passing	1:09 PM	1:13 PM	0:04								
6	1:13 PM	2:04 PM	0:51								
passing	2:04 PM	2:08 PM	0:04								
7	2:08 PM	2:59 PM	0:51								
<i>Leave</i>		3:14 PM									
<table border="1" style="margin-left: auto; margin-right: 0;"> <tr><td>Hours</td><td></td></tr> <tr><td>Minutes</td><td>384</td></tr> <tr><td>Days</td><td>137</td></tr> <tr><td>Total</td><td>52,608</td></tr> </table>				Hours		Minutes	384	Days	137	Total	52,608
Hours											
Minutes	384										
Days	137										
Total	52,608										

Wednesday (Collaboration Day)											
<i>Report</i>	7:45 AM										
1	8:00 AM	8:41 AM	0:41								
passing	8:41 AM	8:45 AM	0:04								
2	8:45 AM	9:25 AM	0:40								
passing	9:25 AM	9:29 AM	0:04								
3	9:29 AM	10:09 AM	0:40								
passing	10:09 AM	10:13 AM	0:04								
4	10:13 AM	10:53 AM	0:40								
passing	10:53 AM	10:57 AM	0:04								
5	10:57 AM	11:37 AM	0:40								
lunch	11:37 AM	12:12 PM	0:35								
passing	12:12 PM	12:16 PM	0:04								
6	12:16 PM	12:56 PM	0:40								
passing	12:56 PM	1:00 PM	0:04								
7	1:00 PM	1:40 PM	0:40								
<i>Collaboration</i>	1:40 PM	3:15 PM									
<i>Leave</i>		3:15 PM									
<table border="1" style="margin-left: auto; margin-right: 0;"> <tr><td>Hours</td><td></td></tr> <tr><td>Minutes</td><td>264</td></tr> <tr><td>Days</td><td>33</td></tr> <tr><td>Total</td><td>8,712</td></tr> </table>				Hours		Minutes	264	Days	33	Total	8,712
Hours											
Minutes	264										
Days	33										
Total	8,712										

First Day of Finals											
<i>Report</i>	7:45 AM										
1	8:00 AM	8:45 AM	0:45								
passing	8:45 AM	8:49 AM	0:04								
2	8:49 AM	9:31 AM	0:42								
passing	9:31 AM	9:35 AM	0:04								
7 FINAL	9:35 AM	11:20 AM	1:45								
passing	11:20 AM	11:24 AM	0:04								
3	11:24 AM	12:06 PM	0:42								
lunch	12:06 PM	12:41 PM	0:35								
passing	12:41 PM	12:45 PM	0:04								
4	12:45 PM	1:27 PM	0:42								
passing	1:27 PM	1:31 PM	0:04								
5	1:31 PM	2:13 PM	0:42								
passing	2:13 PM	2:17 PM	0:04								
6	2:17 PM	2:59 PM	0:42								
<i>Leave</i>		3:14 PM									
<table border="1" style="margin-left: auto; margin-right: 0;"> <tr><td>Hours</td><td></td></tr> <tr><td>Minutes</td><td>384</td></tr> <tr><td>Days</td><td>2</td></tr> <tr><td>Total</td><td>768</td></tr> </table>				Hours		Minutes	384	Days	2	Total	768
Hours											
Minutes	384										
Days	2										
Total	768										

Finals Days (3 days at the end of each semester)																																			
<b>Day 1</b>																																			
	7:45 AM																																		
2	8:00 AM	8:12 AM	0:12																																
passing	8:12 AM	8:16 AM	0:04																																
1 FINAL	8:16 AM	10:01 AM	1:45																																
passing	10:01 AM	10:05 AM	0:04																																
5	10:05 AM	10:16 AM	0:11																																
passing	10:16 AM	10:20 AM	0:04																																
4 FINAL	10:20 AM	12:05 PM	1:45																																
<i>Leave</i>		12:20 PM																																	
<b>Day 2</b>																																			
	7:45 AM																																		
3	8:00 AM	8:12 AM	0:12																																
passing	8:12 AM	8:16 AM	0:04																																
2 FINAL	8:16 AM	10:01 AM	1:45																																
passing	10:01 AM	10:05 AM	0:04																																
6	10:05 AM	10:16 AM	0:11																																
passing	10:16 AM	10:20 AM	0:04																																
5 FINAL	10:20 AM	12:05 PM	1:45																																
<i>Leave</i>		12:20 PM																																	
<b>Day 3</b>																																			
	7:45 AM																																		
4	8:00 AM	8:12 AM	0:12																																
passing	8:12 AM	8:16 AM	0:04																																
3 FINAL	8:16 AM	10:01 AM	1:45																																
passing	10:01 AM	10:05 AM	0:04																																
1	10:05 AM	10:16 AM	0:11																																
passing	10:16 AM	10:20 AM	0:04																																
6 FINAL	10:20 AM	12:05 PM	1:45																																
<i>Leave</i>		12:20 PM																																	
<table border="1" style="margin-left: auto; margin-right: 0;"> <tr><td>Day 1</td><td>Minutes</td><td>245</td><td>2</td></tr> <tr><td>Day 2</td><td>Minutes</td><td>245</td><td>2</td></tr> <tr><td>Day 3</td><td>Minutes</td><td>245</td><td>2</td></tr> <tr><td colspan="4"><b>TOTAL</b></td></tr> <tr><td></td><td>Hours</td><td></td><td></td></tr> <tr><td></td><td>Minutes</td><td>735</td><td></td></tr> <tr><td></td><td>Semesters</td><td>2</td><td>178</td></tr> <tr><td></td><td>Total</td><td>1470</td><td>63,558</td></tr> </table>				Day 1	Minutes	245	2	Day 2	Minutes	245	2	Day 3	Minutes	245	2	<b>TOTAL</b>					Hours				Minutes	735			Semesters	2	178		Total	1470	63,558
Day 1	Minutes	245	2																																
Day 2	Minutes	245	2																																
Day 3	Minutes	245	2																																
<b>TOTAL</b>																																			
	Hours																																		
	Minutes	735																																	
	Semesters	2	178																																
	Total	1470	63,558																																

## Portola Continuation High School Bell Schedule

	A.M. SCHEDULE – GHS STUDENTS
Per 1	8:00---9:00
Per 2	9:00---10:00
Per 3	10:00---11:00

	P.M. SCHEDULE – KCHS STUDENTS
Per 1	11:45—12:40
Per 2	12:40----1:25
Per 3	1:25----2:10
Per 4	2:10----3:00

### **Wednesday P.M. COLLABORATION SCHEDULE**

**11:45 12:25**

**12:25 1:05**

**1:05 1:45**

## Acknowledgement Form – SUBSTITUTE TEACHER HANDBOOK

**South Monterey County Joint Union High School District**  
**800 Broadway**  
**King City, CA 93930**  
**Phone: (831) 385-0606**

I acknowledge that I have read and reviewed the Substitute Teacher Handbook from the South Monterey County Joint Union High School District. I agree to abide by the rules and regulations outlined in this book as well as any applicable District Board Policies and Administrative Regulations.

I understand this signed receipt will be kept on file as verification.

---

Printed Name

---

Signature

---

Date Signed

For Human Resources Only

Date Received: \_\_\_\_\_

By (initials): \_\_\_\_\_