



Substitute Handbook 2025-2026

Taylor ISD
www.taylorisd.org
512-365-1391
3101 N. Main, Suite 104
Taylor, TX 76574

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District Mission, Vision & Beliefs

IN TAYLOR ISD WE BELIEVE...

... EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

... families are partners who will be informed and supported in the educational process to help students discover their unique potential.

... our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

... our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.

... the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

...the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.



MISSION

Inspire, Equip, and Empower Every Student
to Achieve Their Unique Potential.

VISION

Intentionally Empowering the Whole Child

District Personnel & School Board

CENTRAL ADMINISTRATION

Jennifer Garcia Edwardsen – Superintendent

Megan Zembik – Chief Academic Officer

Jennifer Patschke – Chief of HR and Student Services

Jina Self – Chief Financial Officer

BOARD OF TRUSTEES

Marco R. Ortiz – President

Roderick “Shorty” Mitchell – Vice President

Cheryl Carter – Assistant Secretary

Jim Buzan – Secretary

Marilyn Tennill – Member

Anita Volek – Member

Joe Meller – Member

General Campus Information

TH Johnson Elementary

Grades PK-KG
3100 Duck Lane
Taylor, TX. 76574
(512) 352-2275 or (512) 365-7114
Andy Basche, Principal
Cari Farris, Secretary
Hours: 7:40 am-3:10 pm

Naomi Pasemann Elementary

Grades 1-5
2809 North Drive
Taylor, TX. 76574
(512) 352-1016 or (512) 365-2278
Cynthia Proctor, Principal
Day Strong, Asst. Principal
Joanna Jahn, Secretary
Hours: 7:45 am – 3:20 pm

Main Street Elementary

Grades 1-5
3101 N. Main St., Suite 105
Taylor, TX. 76574
(512) 365-1999 or (512) 365-1894
Kerri Pierce, Principal
Ashley Rush, Asst. Principal
Debra Ortiz, Secretary
Hours: 7:45 am – 3:20 pm

Taylor Middle School

Grades 6-8
304 Carlos Parker Blvd., NW
Taylor, TX. 76574
(512) 352-2815 or (512) 365-8591
Jamie Moller, Principal
Albert Sheffey, Asst. Principal
Kimberly Connolly, Asst. Principal
Viola Razo, Secretary
Hours: 8:05 am – 3:50 pm

Taylor High School

Grades 9-12
355 FM 973
Taylor, TX. 76574
(512) 352-6326 or (512) 365-1291
Matthew Wamble, Principal
Sean Schobinger, Associate Principal
Marcella Englishmen, Asst. Principal
Stacey Kruse, Asst. Principal
Megan Martinez, Secretary
Hours: 8:25 am – 4:15 pm

Legacy Early College High School

Grades 9-12
516 N. Main
Taylor, TX. 76574
(512) 352-9596
Erika Cantwell, Principal
Veronica Ferguson, Secretary
Hours: 8:15 am – M-Thurs. 3:55 pm
Hours: 8:15 am - Fri. 12:40 pm

Taylor Opportunity Center

1004 Dellinger
Taylor, TX. 76574
(512) 365-8089
Daniella Ogundare, Director
Shawn Lance, TOC/Achievement Coordinator
Hours: 8:00 am – 3:30 pm

Child Development Center

Daycare for employee's children
1004 Dellinger
Taylor, TX. 76574
(512) 365-8562
Denise Jechow, Director
Hours: 7:00 am - 5:00 pm

Nondiscrimination Statement

Taylor ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

This Substitute Teacher Handbook contains general information and guidelines for substitute teachers. Each campus may furnish additional campus-specific information upon the substitute teacher's assignment to the campus.

This handbook is for use by all substitute teachers and is based on Texas Education Code, the Taylor ISD Board Policy Manual, and administrative guidelines cover district policies related to substitute teachers. The district policy manual is located online at <http://www.tasb.org/policy/pol/>. In case of an omission from the handbook or in case of a conflict between the handbook and the Board Policy Manual, the Board Policy Manual is governing.

This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of employees in any way. It is a guide to and a brief explanation of district policies. District policies and procedures may change at any time.

Requirements to be Considered for Substitute Teaching in TISD

To Be a Substitute You Must Submit All Required Documents *AND*:

- Have a high school diploma;
- College degree and a Texas Teaching Certificate is preferred;
- Have completed substitute training as described by the District

Required Documentation for Employment:

- Completed substitute application
- Valid Texas Teaching Certificate (if applicable)
- Copies of college transcripts, high school diploma or GED
- Copy of Driver's License and Social Security Card or Birth Certificate
- Complete Fingerprinting Requirement
- Completed Tax form W-4
- Completed Employment Eligibility Verification (Form 1-9)
- Sign and submit Acknowledgement Form for Substitute Teacher Handbook
- Attend a substitute orientation session prior to substituting in the district

At-Will Employment:

- Employment as a Substitute Teacher is on an "at-will" basis. As an "at-will" employee, substitutes may resign at any time for any reasons or for no reasons. School district administrators, with principals' recommendations, may determine—at any time—to terminate assignments when such actions would better serve the needs of students or campus sites as a whole.

As-Needed Employment:

- Employment as a Substitute Teacher is strictly on an "as-needed" basis. The district cannot guarantee daily or long-term assignments.

Minimum Age Employment:

- A substitute must be at least 21 years of age in order to be employed as a substitute for any Taylor ISD high school campus.

Human Resources: Substitute Compensation & Benefits

Substitute:

A substitute is available to work in place of a regular employee when that employee is out on leave or in a vacancy while that vacancy is in the process of being filled.

Qualifications for working as a substitute will be maintained by the Office of Human Resources.

Statement of Employment:

Substitute employees shall serve at will, are not employed for any specified length of time, and have no property right in their employment. There is NO assurance that will be available or offered.

Employment Status of Substitutes:

1. An individual who has been approved for inclusion on the substitute list has no expressed or implied right to any particular assignment at any time.
2. Any individual who has been approved for inclusion on the substitute list serves at the will of the district and has no expressed or implied right to continued employment with the district.
3. At any time and without prior notice, the district may, at its sole discretion, elect to stop utilizing the services of any individual on the substitute list. This decision may not be appealed.

Termination of Classified / At-Will Employees:

At-Will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District.

Hours:

- A half-day is 4.5 hours or less, the rate of pay will be one half of the daily rate of pay.
- Substitutes will be paid the full daily rate for any job scheduled for 5 hours or more.
- Substitutes are not guaranteed a "conference" period; you may be required to work in a different capacity in a different classroom during the regular teacher's "conference" time. This is part of your regular substitute assignment and will not be subject to additional compensation.
- A substitute may not leave campus early without the permission of the campus principal.

Payday:

- Substitute teachers are paid on the 10th and 25th day of each month for all dates worked during the previous pay period, not necessarily the month. Always keep a record of the job number and the days/hours worked and compare that to your paycheck.
- The District requires Direct Deposit of your paycheck.

Worker's Compensation:

Worker's compensation benefits are provided to all employees who are injured on the job. The benefits include payment of medical expenses. If injured while at work, an employee must:

1. Report the injury to your supervisor or administrator at once. If unable to report the injury, have someone report it as soon as possible.
2. If medical attention is needed, the employee is entitled to select a doctor of their choice as long as that doctor accepts work comp claims.
3. When you go for treatment, inform the doctor that you were injured while at work.
4. If unable to return to work immediately, report that fact to the Human Resources office.
5. When able to return to work, notify the Human Resources office the day of the release.

Taylor Independent School District Substitute Pay Schedule

Certification/Degree	Paraprofessional Assignment	Paraprofessional Assignment in CDC, Life-Skills, Behavior, ISS or TOC	Professional Assignment	Long-Term Professional Assignment*	Professional Assignment in Life-Skills, Behavior, ISS or TOC
Non-Certified Substitute	\$95 per day	+ \$10 per day	\$105 per day	\$115 per day	+ \$10 per day
Non-Certified/4-yr Degree Substitute**	\$100 per day	+ \$10 per day	\$115 per day	\$135 per day	+ \$10 per day
TX Certified Substitute (Current)	\$105 per day	+ \$10 per day	\$120 per day	\$150 per day*	+ \$10 per day

***Long-term assignment pay rate for professional positions** will begin on the 11th consecutive day of working in the same position for the same staff member regardless of the length of the assignment. We understand that an absence may be necessary while in a long-term assignment, if the substitute has multiple absences while in the long-term assignment, then the substitute will be required to start over with 10 days at the regular rate before being paid the long-term rate on the 11th consecutive day.

***Long-Term – Highly Qualified Certified Teacher pay at \$150 per day:**

Substitutes who have been assigned to a long-term assignment and are a certified teacher, will receive \$125 per day beginning on the first day of the assignment.

There is no long-term pay differential for any paraprofessional position.

****Substitutes who hold a four-year degree (or higher), and wish to be categorized as “Degreed” for pay purposes, must submit an original transcript that reflects the awarded degree to the Taylor ISD Human Resources Department. Only original transcripts will be accepted.**

Semi Monthly Payroll Dates



2025-2026 Semi-Monthly Payroll Dates

Semi-monthly pay dates are on the 10th and 25th of each month. If the 10th or 25th falls on a weekend or holiday, the pay date will fall on the Friday prior.

Las fechas de pago quincenal son los días 10 y 25 de cada mes. Si el día 10 o 25 cae en fin de semana o feriado, la fecha de pago será el viernes anterior.

SEPTEMBER

08/16-08/31 = 9/10 PAYCHECK
09/01-09/15 = 9/25 PAYCHECK

OCTOBER

09/16- 09/30 = 10/10 PAYCHECK
10/01- 10/15 = 10/24 PAYCHECK

NOVEMBER

10/16- 10/31 = 11/10 PAYCHECK
11/01- 11/15 = 11/21 PAYCHECK

DECEMBER

11/16- 11/30 = 12/10 PAYCHECK
12/01- 12/15 = 12/19 PAYCHECK

JANUARY

12/16- 12/31 = 01/09 PAYCHECK
01/01- 01/15 = 01/23 PAYCHECK

FEBRUARY

01/16- 01/31 = 02/10 PAYCHECK
02/01- 02/15 = 02/25 PAYCHECK

MARCH

02/16-02/28 = 03/10 PAYCHECK
03/01-03/15 = 03/25 PAYCHECK

APRIL

03/16-03/31 = 04/10 PAYCHECK
04/01-04/15 = 04/24 PAYCHECK

MAY

04/16-04/30 = 05/08 PAYCHECK
05/01-05/15 = 05/22 PAYCHECK

JUNE

05/16-05/31 = 06/10 PAYCHECK
06/01-06/15 = 06/25 PAYCHECK

JULY

06/16-06/30 = 07/09 PAYCHECK
07/01-07/15 = 07/23 PAYCHECK

AUGUST

07/16-07/31 = 08/10 PAYCHECK
08/01-08/15 = 08/25 PAYCHECK

Supplemental Pay 1st-15th: Pay sheets must be submitted to payroll by the 16th of the month.

Supplemental Pay 16th- 30th/31st: Pay sheets must be submitted to payroll by the 1st of the following month .

Pago suplementario del 1 al 15: Las hojas de pago deben enviarse al departamento de payroll antes del día 16 del mes.

Pago suplementario del 16 al 30/31: Las hojas de pago deben enviarse al departamento de payroll antes del día 1 del mes siguiente.

Pay sheets received after the deadline will be processed on the next scheduled pay date.

Las hojas de pago recibidas después de la fecha límite se procesarán en la proxima fecha de pago programada.

For Questions or Concerns please call or email:
Si tiene preguntas o inquietudes, llame o envíe un correo electrónico:

Kristen Sovil
512-365-1391 ext 1045 kkieschnick@taylorisd.org

Substitute Automated System **(TEAMS)**

- **Accessible by phone or online**
- **Check daily for new opportunities**
- **Keep your scheduled assignments**
- **Schools are depending on you ☺**

The district uses an automatized Substitute/Employee Management System called TEAMS to assign substitutes for absent employees. The system utilizes a computer located in the District office with data/voice capabilities. The system can be accessed by the public telephone system and information is entered by using the key pad of a touch tone telephone and leaving voice messages. There is also a web-based component that can be accessed via the internet.

The TEAMS System enables the district to offer broader opportunities for substitutes if they wish, while still allowing each campus to choose the substitutes they have worked with in the past. This system will be aware of your wishes to: specify locations where you prefer to work; indicate your availability by day of the week; list the classification groups for which you are qualified to substitute and other groups for which you would like to substitute; let you call in to check on open jobs so you can plan ahead; and make yourself temporarily unavailable.

Each substitute will receive a Personal Identification Number that will be requested each time of interaction with the system.

How the System Works:

- An employee, principal or principal designee calls TEAMS via the public telephone system, or via computer
- An absence is reported and receives a job number
- TEAMS searches its listings and finds the appropriate substitute for this job
- During the morning or evening call-out periods, the system places a call to the substitute
- The substitute enters their personal information on the keypad of a touch tone phone and the system narrator recites the job information.
- The substitute accepts or declines the job (If accepted the substitute is given the job number to use when reporting to the location).
- The substitute teacher can also look for available openings online and confirm a job assignment.
- Call Delia Ortiz in Human Resources if you need assistance at 512-365-1391

Campus Information & Substitute Contacts

T.H. Johnson Elementary:

PPCD, Pre-k and Kindergarten campus. Located at 3100 Duck Lane.

Contact person is Alexandra Torres at atorres@taylorisd.org or 512- 365-7114.

Naomi Pasemann Elementary:

Grades 1-5. Located at 2809 North Drive. Contact is Virginia Regalado at vregalado@taylorisd.org or 512-365-2278

Main Street Elementary:

Grades 1-5. Located at 3101 North Main Street, Suite 105.

Contact person is Gloria Shuttles at gsshuttles@taylorisd.org or 512-365-1999.

Taylor Middle School:

Grades 6, 7 and 8. Located at 304 Carlos Parker Blvd. NW.

Contact person is Viola Razo at vrazo@taylorisd.org or 512-365-8591.

Taylor High School:

Grades 9, 10, 11, and 12. Located at 355 FM 973.

Contact person is Barbara Johle at bjohle@taylorisd.org or 512-365-1291.

Legacy Early College High School:

Legacy is an innovative high school within TISD that provides students an opportunity to earn a high school diploma and either an associate degree or at least 60 college credit hours toward a baccalaureate degree. Students must apply and be accepted into this program. Legacy is located at 516 North Main Street. Contact person is Veronica Ferguson at vferguson@taylorisd.org or 512-365-7242.

Taylor Opportunity Center (TOC):

TOC is an alternative placement for students who have exhibited problem behaviors. Students are placed at TOC for short term assignments and then return to their home campus. TOC is located at 1004 Dellinger St., formerly Northside Early Childhood campus. Contact person is Daniella Ogundare at dogundare@taylorisd.org or 512-365-8089.

The following are special education programs in the district:

PPCD – (Preschool Program for Children with Disabilities)

PPCD/PALS serves children ages 3 – 5. This program is designed to address the educational needs of young children with disabilities. All PPCD classes are integrated with the Pre-K classes to provide an inclusive instructional model.

Resource Class – Resource classes are taught by certified special education teachers. The subjects most commonly taught in Resource classes are reading, language arts and math. Specialized methodologies and smaller group instruction are emphasized.

CM – (Content Mastery or Learning Labs) Students will go to the lab for support at the discretion of the classroom teacher. The use of the lab is determined by the Individual Education Plan (IEP) of each student.

Life Skills – Life Skills is for students with significant developmental disabilities, where an ARD committee has determined that instruction in the TEKS is not sufficient or appropriate. The district provides an alternative curriculum and/or instructional approach. The curriculum in this classroom addresses functional academic and independent living skills taught through concrete application in community and school settings.

Tips for a Successful Day

Great Beginnings

- Arrive at the assigned school at least 20 minutes before classes begin.
- Park in the faculty parking lot – you're one of us now, not a visitor or parent.
- Report to the campus office for sign-in and for any instructions regarding your assignment.
- Be prepared for a last minute change in assignment based on the needs of the campus.
- Introduce yourself to your neighboring teachers in case assistance is needed during the day.
- Look over lesson plans, schedules and duties so you'll be familiar with your responsibilities for the day.
- Become familiar with the teacher's classroom behavior management plan as well as the campus behavior management plan.
- Stand in the doorway to greet students when they enter and during each class change during the day, keeping an eye on what is going on in the hallway and in the classroom.
- Keep an accurate record of student attendance.

Teaching and Learning

- Follow lesson plans as closely as possible to ensure the continuation of the lesson in the teacher's absence. If something is highlighted, please read that part extra carefully. Make note of any changes that must be made.
- Maintain an orderly classroom and follow the behavior management plan of the classroom and the campus.
- Establish a signal for getting students' attention, such as a raised hand. Ask students if they already have a signal established and if so, use that. Other examples of signal used for getting student's attention include the teacher saying, "One, two, three . . . Eyes on me."
- NEVER leave students alone. Students must ALWAYS have an adult present, even if personal needs arise.
- Maintain a positive learning environment. Find something positive to say about a student's work before pointing out problems.
- Maintain professional dress and conduct.

- Avoid any language or conduct which may be deemed inappropriate for a public school classroom.

A Fantastic Finish

- Have students pick up paper and straighten up the room. Find out if chairs are to be placed on desks.
- Complete the day's work and organize the materials collected from students in an orderly manner.
- Always leave a note for the teacher letting him/her know how the day went. Leave notes about the positive parts of your day as well as notes about any disciplinary concerns or changes to the teacher's plan that needed to be made.
- Check out in the main office.

The Substitute Teacher Folder

For most campuses, each teacher will have a substitute folder. If you do not see the folder, please ask the teacher next door to help you locate it.

The substitute Teacher Folder May Include:

Lesson plans

Attendance sheets/procedures

Current seating chart

Location of text books and other needed materials

Important information about student special needs

What to do if you need to refer a student to the office for discipline

Phone extensions of people to call for assistance

Emergency Procedures for fire drill, tornado drill, shelter in place and lockdown.

Tips for Managing Behavior

- If no seating chart has been left by the teacher, quickly make one. It will be much easier to maintain discipline when you are able to call students by name.
- Build positive relationships with students, but also know when to be firm.
- Realize that students may not always interpret the classroom's rules accurately for you. Be wary of student interpretations such as: *Tuesday is extra recess day. Mrs. Smith lets us go to the library whenever we want because reading is so important. We always get to pick our own partners. We're allowed to sit on the floor any time we want as long as we say please.*
- Always ask for help if you are in doubt when handling any situation. The campus will support you in handling problems.
- Walk around the room. Students are less likely to talk if you are close to them.
- Use motivating rewards for good behavior and completing work. A 5 minutes of 7-Up (or some other quick game) can be a great motivator at the elementary level.
- Under no circumstance is a substitute teacher to administer corporal punishment or use physical force in dealing with student discipline.
- The substitute teacher should use appropriate language, no matter how frustrating the situation may become.
- Correct in the least public manner possible.
- At times, a whisper may be the most effective way of getting student attention. They will have to be quiet to hear what you're saying.
- If a student doesn't respond when you call his name, he may have switched seats. Let them know it is better to have the correct name so the wrong student doesn't get in trouble and have a note left about him for the teacher.
- Know which students have extra behavior support and call for that support as soon as you see a situation beginning to escalate.
- Treat students in a fair and consistent manner.
- Refrain from making threats or statements to students that cannot be followed through.
- Use lots of positive reinforcement for appropriate behaviors. (Thank you for raising your hand. I really like how you are writing in complete sentences.) Do not reinforce negative behavior.
- Offer a couple of acceptable choices as an alternative to unacceptable behavior.

- Never allow a class to leave early to go to the next class or for lunch unless the teacher or next door teacher says it's okay.
- Don't allow students to call you by your first name.

Redirecting minor behavior and/or attention

Make eye contact from across the room, or use appropriate hand gesture.

Call on the student to answer

Walk by the student's desk

Stand near the student's desk for a few minutes.

Touch the student's desk.

Whisper a direct correction to the child

Address the behavior anonymously. (I hear talking and I need for everyone to listen)

Conferencing about behavior

Note: It is not necessary to force the child to make eye contact while conferencing.

What are you doing?

Is that helping you?

What are you supposed to be doing?

How can you make that happen?

De-escalating a situation involving an angry student

Remember to immediately call the office for support if a student who receives extra behavior support begins showing signs of anger. The teacher will let you know of any students receiving extra behavior support in the substitute folder.

"I see your fists are clenched/face is red/hitting the table"

Identify the behavior that tips you off that the student is emotionally escalated.

"Are you feeling angry?"

Inquire if you interpret the observed behavior correctly.

"Yes, I can see that you're angry."

Affirm what the student says.

"What are you angry about?"

Inquire why the student feels that emotion.

"So you're angry about _____. Is that right?"

Restate what you heard to verify your understanding and to demonstrate you are listening.

“What do you want?”

Assist the student in identifying what options are reasonably available.

What have you tried?

Guide the student through a process of self-reflection.

How well has that worked?

Help the student assess their progress in dealing with the situation.

What else are you willing to try?

Provide alternatives if the student is struggling with identifying other ways to deal with the situation.

Will you let me know how that goes?

Follow-up with the student in an appropriate amount of time. This will help you build trust.

Good Practices

Tips on how to become one of the most requested subs in the district.

Word spreads fast, and the faculty soon learns which subs are the best at managing student behavior and continuing teaching and learning in the teacher's absence. The following good practices will not only help you have a successful day, but will also lessen the stress on the teacher upon returning from an absence.

Teacher's Desk, Filing Cabinets, Closets, etc . . .

It is not necessary to go through the teacher's desk, filing cabinets, and other areas unless specifically told to do so in the lesson plans for that day or by the campus administration. Anything you need should be left out for you. If you have any questions about other materials you may need, please ask the teacher next door. Teachers generally do not appreciate a substitute going through things and pulling materials that were not intended to be used that day. Please refrain from helping yourself to the teachers bottled water, snacks, soda, etc. . . unless the teacher has specifically offered these items to you.

Grade Book

If the teacher's absence was sudden, and there was not time to secure all confidential materials, the grade book as well as graded papers, etc . . . may still be on the desk. Please make sure that students leave these materials alone. As a general rule, students should not be allowed access to the teacher's desk, cabinets, filing cabinets, etc . . .

Follow the lesson plans

When asked what message they would most like to relay to substitute teachers in the training session, teachers most frequently mention this one first. Please follow the lesson plans as closely as possible, paying extra close attention to any highlighted instructions.

Grading Papers

If you can confirm that the teacher wants you to grade papers, that will be a huge help when she/he returns to work. If you aren't sure, then it is best to leave the ungraded papers for the teacher.

Keep noise levels at acceptable levels

If teachers in classrooms close to your room complain about the excessive noise, including loud voices, furniture being moved, objects hitting the wall, etc . . . then the teacher and administration will know that lesson plans are probably not being followed.

Securing the Classroom

If you are given a key, it is best to lock the room any time you leave in order to prevent items from disappearing and to prevent unauthorized access to confidential materials.

Memos and Notes

Keep all memos, notes, etc . . . received during the day and leave for the teacher in the substitute teacher folder.

Parents

Be responsive to parent contact should it occur, but leave parent contact/conferences to the regular teacher.

School Property

Protect and safeguard equipment and other school property. Teachers like to return to the classroom when the sub has maintained order and no damage or theft has occurred.

General Information

Fingerprinting Requirement: Senate Bill 9 requires all substitute teachers be fingerprinted. You must either submit proof that you have been fingerprinted through the State Board for Educator Certification fingerprinting process or get fingerprinted. When you submit the Substitute Fingerprinting Profile Sheet, a FAST pass will be requested. We will notify you when the FAST Pass is ready for pick-up. It will be your responsibility to register, secure an appointment, and get fingerprinted before filling any vacancies. You must provide the receipt from IBT as proof that you have been fingerprinted to continue with the application process. If you have already been fingerprinted, we will use the profile sheet to subscribe to you through TEA.

Confidentiality (including Facebook and other social media):

Employees, including substitute teachers, are required to maintain student confidentiality. Do not share any information with your family or friends that you learn about students. Be careful about sharing any work related information on social media. Photos of students or student work should never be posted on your personal social media accounts. Student names should never be posted on your personal social media accounts.

Bad Weather Procedures – At the direction of the Superintendent, school may be cancelled or delayed in opening for the day, due to bad weather. Announcements will be made on local radio and TV stations in a timely manner.

Accidents/Illness

Refer to the nurse or to the principal as soon as possible. Any hit to the head should be referred to the nurse.

Advancement of Religion: Federal law prohibits the advancement of religious beliefs in classrooms. Substitute teachers are not to pray, lead prayer, or discuss their religious beliefs with students at any time they are working as substitute teachers. Additionally, religious texts or materials shall not be distributed to students.

Care of District Tools and Equipment – Reasonable care and caution should be taken when using any tools or equipment, which are the property of the District. No equipment or supplies may be removed from the schools. **Substitute teachers are not authorized to use computers in classrooms. This also includes the use of emails.**

Cell Phones: The use of cellular phones in the classroom during instructional time is prohibited, except in unusual or extenuating circumstances as approved by the principal. Please set the proper example for students by taking your own work seriously rather than spending time on your cell phone while on duty.

Collection of Money: Substitutes should NOT accept money from students unless instructed to do so. If money is collected, he/she should deposit it with the appropriate main office personnel at the first available opportunity. Do NOT leave money unattended in the classroom. Substitute teachers should never lend money to students for any reason.

Computer Use: Substitute teachers are NOT to utilize the classroom computers at any time without permission from a campus designee. Computers should only be accessed as directed in the teacher's lesson plans and are not to be accessed for personal use.

Substitutes are held responsible for computer usage by the students under their charge. Close supervision is required to ensure that students access appropriate material.

Crisis Management – Each campus has a crisis management plan for emergencies. For the purpose of this handbook, “crisis” is defined as: A sudden generally unanticipated event that profoundly and negatively impacts a significant segment of the school population and often involves property destruction, serious injury or death. The plan includes procedures for emergencies such as fires, tornadoes, and other evaluations. Information about such procedures should be included in the substitute folder.

Discipline: When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and you will need to call the office for additional support. Substitutes must NEVER administer corporal punishment, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is forbidden.

Evaluations: Substitute teachers will be evaluated to ensure satisfactory job performance. Satisfactory performance generally assures continued placement. Unsatisfactory evaluations may result in administrative action up to and including termination of the substitute teacher. Overall, evaluations are very positive and typically require no action be taken.

Firm, Fair & Consistent: Research on substitute teaching indicates that in order to be successful in his/her treatment of students; the substitute needs to treat them in a FIRM, FAIR and CONSISTENT manner. Fairness and consistency are key issues with students. The substitute must not “play favorites” when dealing with student behavior or performance.

Injuries on the Job: If you should become injured while substituting, report immediately to the principal and/or school nurse.

Injuries to Students: All accidents involving students on the school grounds, in the building, on the way to or from school, or occurring in any area while the pupil is under the supervision of the school, shall be referred to the school principal and nurse immediately. Injured students should be sent or taken to the school nurse immediately. If unable to send or take them to the nurse, ask another student to seek help.

A substitute is never allowed to administer medication (not even a cough drop). Refer all students needing medication to the school nurse or main office.

Leaving the Campus: The care and supervision of the students assigned to the substitute should be of paramount importance. At no time during the day should the substitute leave campus unless authorized to do so except during the duty free lunch period.

Parking and Privileges: Substitutes are employed as teachers. They are not visitors or volunteers. Substitute teachers should not park in “reserved” or “visitor” parking areas. When working on a campus, substitutes are encouraged to use the faculty parking lots, and use the faculty lounges. Substitutes may eat lunch either in the cafeteria or in the teacher’s lounge.

Personal Profile Information: Throughout the year, the substitute has the responsibility of keeping current the information that is stored in the human resources office. This includes your current address, phone number and email.

Phones in each room: A phone is provided in each classroom for use in case of emergency.

ID Badges: A Substitute ID Badge is issued to every substitute teacher during the school day. Substitutes must wear or display this badge at all times when on campus. If the ID badge is lost or stolen, please report this to the campus office immediately. While on campus, be prepared to identify yourself as a substitute teacher and provide the name of the full time teacher whose place you are taking. This ID will allow you accessibility in the building.

Release of Students: Any person(s) coming to the classroom for any type of information regarding a student or asking that a student be released from school **MUST** be directed to the main office. **Students are never to be released from the classroom without an official notice from the office.**

Candy rewards and other edible treats:

Public schools are under strict guidelines regarding giving students anything to eat or drink during the school day. Please do not bring candy or other edible treats to give out to students.

Removal from Service: A substitute who goes for a period of time without accepting any jobs or who does not show up for jobs he/she has accepted will be considered inactive and may be removed from the active calling list. Substitute teachers may be removed from service to the District at any time it is deemed necessary and appropriate to do so. If circumstances warrant it, the substitute may be restricted immediately from service if the school administration and the Human Resources Administrator conclude it is in the best interest of the district to do so.

Seeking Help: At all times, and in all matters related to substitute teaching, the substitute should never hesitate to SEEK HELP when needed. Everyone in the school system wants the substitute teacher to be successful – the teachers, administrators, students, and parents. In addition to the teacher next door or across the hallway, key personnel are always available to assist the substitute with either instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and departmental heads.

Unattended Classrooms: The substitute should never leave the classroom unattended. Even if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and they will handle the situation. If the substitute needs to leave the classroom for personal reasons, a nearby teacher should be notified so that the classroom will be supervised.

Use of Electronic Equipment: Substitutes are NOT to use cameras and/or camera phones to take pictures during the school day without prior approval from school administration. The same applies to the use of other electronic equipment such as MP3 players, laptops, etc. on their campus; repeated failure to do so will result in the substitute being restricted from working anywhere in the district.

Dress:

Dress professionally and appropriately for your job assignment. Always dress at least one notch above your students. There should be no doubt who is the teacher. Students work harder and show more respect for a teacher who dresses professionally.

Manners:

Don't chew gum in class. It cancels out your professional image.

Watch your language – no swearing, profanity or inappropriate use of slang.

Watch your grammar, model good English at all times.

Use humor carefully – don't assume your humor is acceptable to every audience. Never use off-

color humor or innuendos.
Never criticize teachers or students.

Blood-Borne Pathogen Safety

Not every educator is occupationally exposed to blood-borne pathogens while performing his or her job. However, it is important for everyone in an educational setting to understand the dangers of infection and the safe procedures to minimize risk.

All new and existing employees are required to receive Blood-Borne Pathogen Exposure Training annually to ensure that our district is in compliance with state and local policy.

Blood-borne disease includes HBV (the Hepatitis B virus) and HIV (the human immunodeficiency virus that causes AIDS.) Three types of body fluid primarily spread these diseases: blood, vaginal secretions, and semen.

Blood-Borne Pathogens Can Enter Your Body Through a Variety of Ways:

1. Open cuts
2. Nicks
3. Abrasions
4. Mucous membranes – mouth, eyes, nose
5. Accidental injury (broken glass, needles, knives, sharp metal, exposed ends of orthodontic wires)
6. Indirect transmissions (touching an object or surface contaminated either by blood or other infectious material and transferring the infection to your mouth, eyes, nose or open skin)

Consider every person, all blood and body fluids to be a potential carrier of infectious diseases.

General Guidelines to Follow Include:

Avoid contact:

- Allow the injured party to tend to his/her own injury, if possible.
- Allow him/her to dispose of contaminated material appropriately.
- Do not eat, drink, or apply cosmetics/lip balm in areas that might be exposed to blood or other potentially infectious materials (OPIM).
- Do not store foods or drinks anywhere blood or OPIM are present.
- Use a mouthpiece, resuscitation bag, pocket mask, or other ventilation device when giving rescue breathing.

Protect yourself:

- Clean up afterward. Wear latex gloves when in contact with blood or OPIM.
- Pick up items that could puncture gloves with tongs, forceps, or brush & dustpan.
- If exposure to human bites is a possibility, wear long sleeves or other protective clothing.

Clean up afterward:

- Wash hands with water and soap, dry with single-use towels or hot-air drying machines after contact with blood or OPIM.
- If unable to wash your hands immediately, clean them with an antiseptic towel or hand cleaner.
- Sanitize areas exposed to blood or OPIM with a bleach/water mixture.

Report any exposure to your supervisor.

Reporting Child Abuse or Child Neglect

Child abuse and neglect are against the law in Texas, and so is failure to report it. If you suspect a child has been abused or mistreated, you are required to report it to the Texas Department of Family and Protective Services. As a professional (including, but not limited to teachers, nurses, counselors, day-care employees) you are required to make a report within 24 hours of the time you suspect the child has been or may be abused or neglected. A professional may not delegate to or rely on another person to make the report for him or her. Additionally, the employee's supervisor cannot require the employee to inform him or her first before making a report under this Section. However, if you have questions about this, please seek guidance from the campus administrator.

Make Your Report To:

- Department of Family & Protective Services (DFPS) if the alleged or suspected abuse involves a person responsible for the care, custody or welfare of the child. This can be done by phone: 1-800-252-5400 or on-line at <https://www.txabusehotline.org>.
- The state agency that operates, licenses, certifies or registers the facility in which the alleged abuse or neglect occurred.
- Law enforcement may and should be contacted for other types of report, e.g., sexual assault or indecency with a child committed by a stranger. Call 9-1-1 in any emergency.

Abuse:

Abuse is mental, emotional, physical, or sexual injury to a child or failure to prevent such injury to a child.

Neglect:

Neglect includes (1) failure to provide a child with food, clothing, shelter and/or medical care; and/or (2) leaving a child in a situation where the child is at risk of harm.

Confidentiality:

Child abuse reports and the identity of the person are confidential by law and only disclosed in accordance with federal or state law, court order or to a law enforcement officer for purposes of conducting a criminal investigation of the report.

Immunity:

Persons making good faith reports or assisting in such investigations or trials are immune from civil and criminal liability but failing to report when required to do so is a Class B misdemeanor under state law. However, persons making bad faith reports or maliciously reporting are not immune from civil or criminal liability and may be subject to a Class A misdemeanor under state law.

Reporting Child Abuse or Child Neglect:

Board Policies GRA (Local), (Regulation), & (Exhibit) govern the protocol followed by campus administration when law enforcement officers or case investigators come to the campus to interview students in such matters.

Professional Ethics for Substitutes

The substitute teacher has a professional obligation, even though he/she is not a regular classroom teacher. Keeping this in mind, the following should be observed:

1. The school exists for the student. The first obligation of the teacher is therefore to the student.
2. Substitute teachers have an obligation to conduct themselves in an ethical manner in all things pertaining to school operation and school information.
3. It is unethical and unprofessional to criticize and complain about students, school personnel and school policies. Valid constructive concerns should be made privately only to the principal of that campus in a professional conference. Under NO circumstance should a substitute teacher criticize a regular teacher, administrator, or student in the presence of other teachers, students or members of the community.
4. Substitute teaching is a position of public trust. Observe the same rules of confidentiality that professional school district personnel must observe. Confidential information concerning individual students must not be disclosed. Do not discuss students' conduct, grades, or abilities with anyone outside the school district or with unauthorized personnel in the school community.
5. Use extreme caution in expressing personal reactions and opinions about what is seen or heard in the classrooms. Refrain from gossiping about students and/or faculty.
6. All employees are expected to dress in a clean, neat and mature manner to reflect their position as a role model for the students.

Criminal History:

Background and criminal history checks will be conducted prior to employment with the District and randomly throughout the employment period.

Title 19 of the Texas Administrative Code, Section 249.14 requires school districts to notify the State Board for Educator Certification (SBEC) of any reported criminal history of a school district applicant or employee who holds a certificate or permit issued by SBEC. A reported criminal history includes arrests, indictments, prosecutions, convictions or other dispositions (such as a probation or deferred adjudication) by the criminal justice system.

Code of Ethics and Standard Practices for Texas Educators:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relationship with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

I. Professional Ethical Conduct, Practices and Performance:

The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

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

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

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

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

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

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

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

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

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

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

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

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

Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

II. Ethical Conduct Toward Professional Colleagues:

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

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

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

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

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

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

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

Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

III. Ethical Conduct Toward Students:

Standard 3.1: The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2: The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

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

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

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

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

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

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

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Human Resources Employee Standards of Conduct

Courtesy:

Employees shall be courteous to one another and the public, working together in a cooperative spirit to serve the best interests of the District.

Safety Requirements:

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

Computer and Network Use:

Substitute teachers are NOT to utilize the classroom computers at any time without permission from a campus designee. Substitute teachers are not to use the school computers to check their personal email.

The District provides computing resources and internet access for educational purposes only. These resources are strictly available for approved educational uses within the goals and objectives of the District and the specific teacher lesson plans. Substitute teachers will carefully monitor students to abide by the general expectations of appropriate social behavior and network etiquette at all times. These expectations of behavior are collectively termed "Digital Citizenship" and include using appropriate language and audio/visual depictions, respecting and protecting the privacy and character of yourself and others, respecting copyright protection, assessing the appropriateness and accuracy of internet content, using resources only for approved activities and recognizing and avoiding inappropriate online interaction.

Arrests and Convictions:

Any employee who is arrested for any felony or any offense involving moral turpitude must report the arrest to the principal or immediate supervisor within three calendar days of the arrest. An employee who is convicted of or receives deferred adjudication for such an offense must also report that event to the principal or immediate supervisor within three calendar days of the event.

Moral Turpitude:

Moral turpitude includes but is not limited to dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor; drug- or alcohol-related offenses; or acts constituting abuse under the Texas Family Code.

Drug-Free Workplace Requirements:

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, inhalants and alcohol in the workplace. 41 U.S.C 702(a) (1) (A); 28 TAC 169.2

Tobacco Use:

Employees shall not use tobacco products on District premises, in District vehicles, nor in the presence of students at school or school-related activities. (LEGAL)

Dress Code:

Employees shall act as role models by exemplifying the highest standard of professional appearance for the educational purposes of teaching community values and proper grooming and hygiene.

Staff: General Guidelines:

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with the following standards:

- Dresses and all outer garments shall fit properly and be of an acceptable length.
- Halters, tank tops, see-through garments, or clothing with revealing, provocative necklines, bare backs, bare midriff, or spaghetti straps shall not be permitted. In addition, clothing with symbols, phrases, or slogans advertising tobacco, alcohol products, or any controlled substances are unacceptable.
- If shirttails are made to be worn tucked in, they must be tucked in.
- No hats, caps or any other head coverings shall be worn inside the building.
- Hair shall be clean, neatly trimmed and well-groomed.
- Hemlines for skirts and dresses should be long enough not to be distracting.
- Jeans may be worn on days designed by the principal or supervisor, designated spirit days, and teacher in-service days.
- Male instructional staff shall be expected to wear slacks and other appropriate professional attire.

Harassment:

Employees shall not engage in harassment motivated by race, color, religion, national origin, disability, or age and directed toward students or District employees. A substantiated charge of harassment against a student or employee shall result in disciplinary action.

The term “harassment” includes repeated, unwelcome, and offensive slurs, jokes, or other oral, written, graphic, or physical conduct relating to an individual’s race, color, religion, national origin, disability, or age that creates an intimidating, hostile, or offensive educational or work environment.

Employees who believe they have been harassed are encouraged to promptly report such incidents to the campus principal or supervisor. If the campus principal or supervisor is the subject of a complaint, the employee shall report the complaint directly to the Superintendent.

An employee who suspects or knows that a student is being harassed by a school employee or by another student shall inform his or her principal or immediate supervisor.

Any allegations of harassment of students or employees shall be investigated and addressed.

Oral complaints shall be reduced to writing to assist in the District’s investigation. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

The District shall not retaliate against an employee who in good faith reports perceived harassment.

Sexual Harassment:

Definition: When unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature occur, it is considered harassment if:

- Submitting to such conduct becomes explicitly or implicitly a term or condition of an individual’s employment.
- Submitting to or rejecting such conduct by an individual is used as the basis for employment decisions affecting the individual.

- Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Employees shall not engage in sexual harassment of other employees, volunteers or students. Sexual harassment of students includes such activities as engaging in sexually oriented conversations for purposes of personal sexual gratification, telephoning students at home or elsewhere to solicit inappropriate social relationships, physical contact that would reasonably be construed as sexual in nature and enticing or threatening students to engage in sexual behavior in exchange for grades or other school-related benefits.

An employee who believes that he/she has been or is being subjected to any form of sexual harassment shall bring the matter to the attention of the principal, immediate supervisor, or the Title VII Coordinator for employee complaints in accordance with the procedures in the District's employee complain policy (DGBA Local).

The employee complaining of harassment is not required to present the matter to the person who is the subject of the complaint; nor shall sexual harassment complaints be dismissed because they are not filed within the timelines.

Allegations of sexual harassment or sexual abuse of students by employees will be reported to parents and investigated. Information about sexual misconduct involving students that may be considered abuse or neglect shall be reported to the proper authorities (Local Police Department and Child Protective Services).

Personnel-Student Relations

All district employees must recognize and respect the rights of students, as established by local, state and federal law.

Summary of the Day Form

Classroom Teacher: _____ Room Number: _____

Substitute Teacher: _____ Date: _____

Absent Students: _____

The lesson plans were:

___ Completed

___ Not Completed

The assignments we did not complete were:

Students who were exceptionally helpful, respectful and hard-working:

Problems and solutions you implemented to solve them:

Any other comments:

Assignment Log

Date	Campus / Teacher	Full Day / Half Day	District Job Number

Assignment Log

[illegible]

Assignment Log

Date	Campus / Teacher	Full Day / Half Day	District Job Number