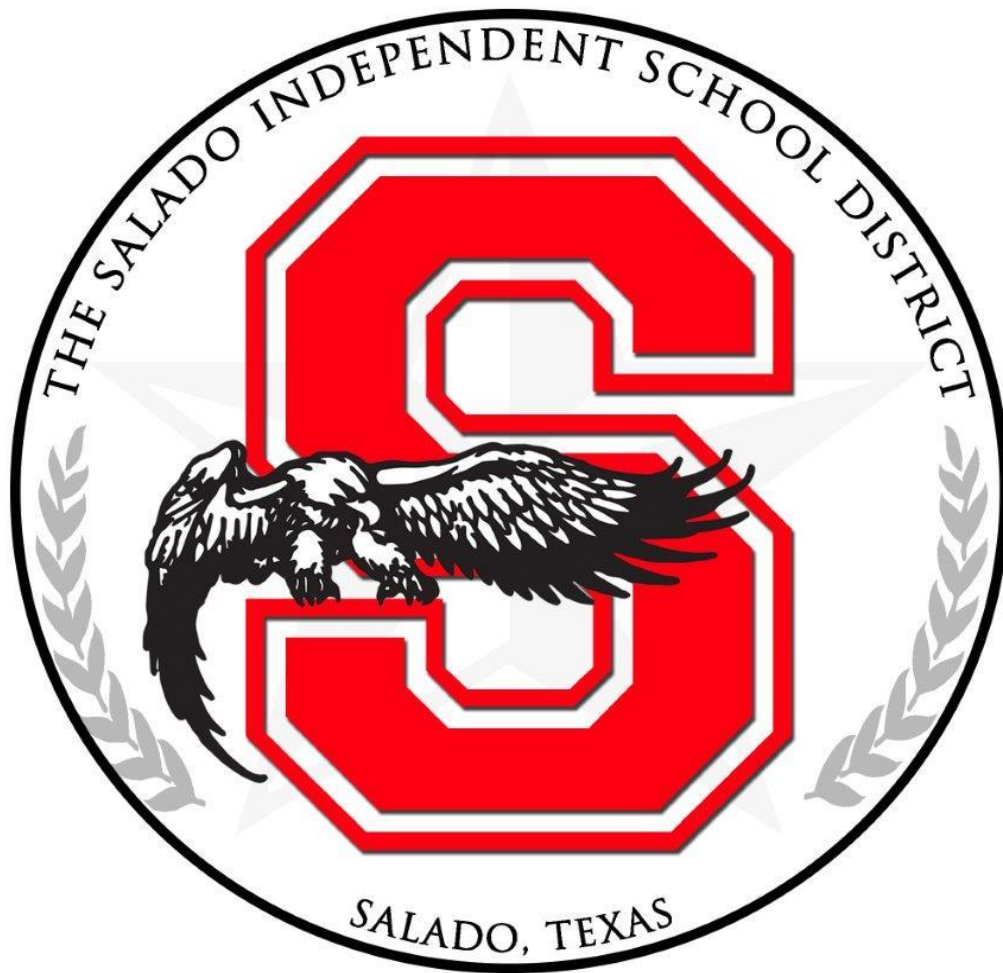


Salado Independent School District
Substitute Handbook
2022-2023



Notes

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Haim Ginott

INTRODUCTION

Purpose and Overview of the Substitute Teacher Handbook

The purpose of this handbook is to assist substitute staff in understanding the duties and responsibilities of a substitute teacher with Salado Independent School District. If you need additional information or assistance, please contact Substitute Coordinator, Jennifer Umpleby by phone at 254-947-6908 or by email at Jennifer.Umpleby@saladoisd.org. She will be happy to answer questions you have regarding our substitute staff program.

Salado ISD considers substitute teachers and staff to be an integral part of the educational process. Our teachers are the most important element in providing a great education to our students. When they are off campus, the substitute then becomes the central figure in the classroom. As such, substitute teachers and staff are expected to maintain a professional attitude toward their work. Effective substitute teachers build positive relationships with students and contribute to a safe and orderly campus environment.

Substitute teachers and staff are assigned on an as needed basis and are considered temporary employees. Substitute teachers and staff will be provided with lesson plans, schedules and seating charts. Additional information to assist substitutes will be provided by school administrators and campus staff. Each campus will provide substitutes with campus specific information regarding policies and procedures. Substitute teaching assignments may change based on the needs of the individual school. A substitute staff member may be asked to accept assignments outside of his/her background or educational training. They may also be asked to cover classes outside of their original assignment during a planning or conference period. A substitute teacher is not expected to teach new or unfamiliar material, but rather make every attempt to follow the lesson plan and manage student behavior in a positive and professional manner.

**Salado I.S.D.
Dr. Michael Novotny
P. O. Box 98
Salado, TX 76571
(254) 947-5479**

Salado ISD Information for Substitutes

PAY

Sign in at the campus office when you arrive each day.

Substitute pay is as follows:

\$90 per day for degreed, certified teacher
\$85 per day for degreed (Bachelor's or higher)
\$75 per day for non-degreed

Long-term degreed subs are paid \$100 per day. Long-term degreed, certified subs are paid \$120 per day. Long – term non-degreed subs are paid \$80 per day. Long-term pay begins on day 21 when subbing consecutive days for the same employee. If you work until 11:30 a.m. it is considered a half (1/2) day. **Substitutes are paid only in half day or full day increments. The only exception to this policy is on district scheduled noon release days. Substitutes will be paid for a full day on noon release days, with the expectation that they remain on campus after student dismissal until excused by the campus principal.**

Be sure you complete the following paperwork at the business office for payroll processing: Worker's Compensation Form, Form I-9, Form W-4, and the Application. A copy of your driver's license and social security card are also required for payroll purposes.

When you work for one month, you will be paid the next month for those days. Payday is on the 22nd of each month. A month runs from the first day of the month to the last.

FICA ALTERNATIVE PLAN

Instead of contributing 6.2% to social security (FICA) you will be making a pre-tax contribution of 7.5% to the FICA Alternative Plan. It is an individual retirement account (457b) that can be withdrawn or transferred to another retirement account when you end your substitute status.

If you have additional questions please contact our business department.

SUBSTITUTE EXPECTATIONS

You may be removed from the district's substitute roster for poor performance or misconduct. In addition, you may be removed from the substitute roster if:

- you repeatedly turn down assignments, are repeatedly unavailable for calls, or frequently cancel assigned positions.
- you do not accept at least five assignments per year
- you do not timely return a letter of reasonable assurance

Timeclock

All time worked must be recorded in timeclock. Failure to record time could result in non-payment.

- Time kiosks located on each campus
- Frontline App (unlock code: 7354) must be connected on district's Wifi (password: goealges2011)
- Time can be viewed and approved online through Time & Attendance in Frontline.
- Shortcut located on every desktop computer.
- Any questions regarding Time & Attendance can be directed to your campus secretaries or Sandra Jackson.

Substitute Teachers are expected to do the following:

- Follow the lesson plan left by the teacher and ensure students complete all assigned tasks
- Maintain a safe environment
- Keep students under direct supervision at all times
- Refrain from touching any student for any reason
- Use appropriate language at all times
- Use materials provided by the teacher or other school personnel
- Avoid engaging in or encouraging discussions of inappropriate or non-school related topics-including controversial or divisive issues.
- Become familiar with emergency procedures. Know what to do during a drill or an actual emergency.
- Notify school administration of any unusual incidents which may have occurred during the school day
- Leave information concerning the day's activities for the teacher. Teachers really appreciate notes with both positive feedback and areas of concern.
- Check in with the front office if you need to leave early for any reason.
- Refrain from the use of cell phones for making or receiving calls or texting while students are present.
- Substitute teachers should not share personal contact information or social media pages with students. This includes the exchange of phone numbers, Snap Chat, Twitter, Instagram, Facebook and other social media platforms.

STANDARDS OF PROFESSIONAL CONDUCT

Our school community encompasses a wide variety of races, ethnicities, cultures and religions.

SISD employees strive to treat each student and staff member with respect. School staff, including substitute personnel, function in two primary ways: as professionals interacting with other educators and as adult role models for young people. All of our actions and interactions should reflect these two responsibilities.

Professional Attire

Professional businesslike dress and appearance support the goals of the school district by promoting a working and learning environment that fosters high student and staff expectations. Substitute staff members are expected exercise good judgment in their dress and appearance.

Items that are not appropriate in the work setting include the following:

- Garments that bare or expose undergarments, private areas of the body, or midriffs
- Torn/ tattered clothing
- Flip Flops or other beach style sandals
- Hats or headgear, with the exception of attire worn for medical or religious reasons
- Athletic wear, unless working in a PE or coaching environment
- Clothing or accessories exhibiting obscene, vulgar, profane or derogatory language or illustrations referencing drugs, alcohol or tobacco
- Facial piercings- one small nose stud is allowed

Tobacco Use

The use of tobacco products-including vape pens and electronic cigarette devices, on school property, including all campuses and athletic facilities, parking lots and grounds, support facilities and vehicles including school buses, is strictly prohibited.

Alcohol, Drugs and Narcotics

Salado ISD prohibits employees from being under the influence of, using, selling, dispensing, possession, or manufacture of illegal drugs and narcotics or alcoholic beverages on its premises, on or in school buses or vehicles. This prohibition also covers all legal or prescription drugs which would impair an employee's ability to perform his/her job safely or properly.

Corporal Punishment

No employee of SISD shall subject a student to corporal punishment. "Corporal punishment" means the infliction of, or causing the infliction of, physical pain on a student as a means of discipline.

Confidentiality

During your employment with SISD there may be times when you have access to or become aware of information concerning students, families, and/or staff. As an SISD temporary employee, you are expected to understand the confidential nature of the information and treat it accordingly. This includes the schoolwork, grades, classroom behavior, and special program status of all students.

Social Relationships

Salado ISD employees are prohibited from dating or engaging in any intimate social relationship with a student.

Electronic Media/Social Networking

Substitute staff are authorized to use SISD computers for purposes directly related to SISD requirements and the substitute teachers' assigned tasks. Use of cell phones, personal laptops or other personal electronic media should be limited during your assignment. Please refrain from talking on the phone or texting while supervising students. Under no circumstances can substitute teachers take photographs or record images of students or staff or allow themselves to be photographed or recorded. Nothing regarding your employment as a substitute teacher should appear on social network pages such as (but not limited to) Facebook, Twitter, Instagram or YouTube. Do not share your personal information with students or receive e-mail addresses or phone numbers from them. Use of social networks to interact with students is prohibited. Keep in mind your social network pages are public and accessible to parents, students, and other members of the community.

ON CAMPUS

Punctuality

Be on time in the morning. If you are not, students are left alone or another employee must take time to supervise the class.

Attendance

Teachers will have a roster of students available for the substitute. The substitute marks any absences; marks time attendance was taken then dates and signs it. The roster is sent to the office. Be sure to check with the school secretary in the office for details.

Tardies

A student is considered tardy if he/she is not present when the bell rings. If a student is over 10 minutes late, they are considered absent. Please contact the campus for details about campus procedure in addressing tardies.

Passes

Students should have a pass to leave the classroom whether going to the restroom, library, office, etc. Be sure to check with the campus secretary regarding specific policies and procedures.

Discipline

If you have discipline problems with a student, please send that student to the principal’s office with a completed Discipline Referral Form, if available. Follow the class rules and procedures as set by the teacher. It is best to err on the side of being too strict, rather than too lenient.

Class Schedules

A copy of the class schedule is available on your campus. School for staff begins at 7:30 AM and ends at 4:00 PM. If substituting for an aide at elementary, please arrive by 7:15 a.m. for a teacher by 7:30 a.m.

Refusing an Assignment

Please provide the campus with as much notice as possible if you are unable to report for a scheduled job. If you would like your name removed from the sub list, please contact Jennifer Umpleby.

Teacher Parking Areas

Parking for substitute teachers is as follows: Elementary - the large parking lot on the south side of the intermediate campus. Middle School - the parking lot in front of the building. High school – the parking lot directly in front of the school.

Lunch Schedules

You will receive a lunch schedule for your class when you arrive at the school. Please do not leave campus for lunch or conference without checking in with the front office secretary first.

=====

GOOD LUCK! YOU ARE IMPORTANT!!!

Salado ISD Campus Secretaries

Thomas Arnold Elementary School

Office located at TAE 2 (PK-5):

**Keyla Sebek 254-947-6919 or
Tammy Whitley 254-947-6928**

Salado Middle School (6-8):

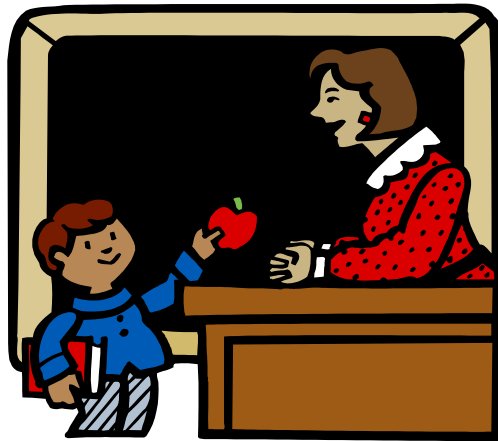
Bunny Pierce 254-947-6935

Salado High School (9-12):

Cyndi Danek 254-947-6985

Substitute Training

Tips and Strategies



Advantages to Being a “Sub”

- Regular work
- Excellent interim job
- Different assignments daily
- Offers a flexible working schedule
- No teaching experience necessary
- Many chances to express creativity
- Substitute responsibilities are over at the end of the day
- Great experience for anyone wanting to enter the profession
- Quick job entrance
- Good substitute teachers are in demand
- You choose the age level of students you’d like to teach

Tricks of the Trade

Dress Professionally

Sloppy or trendy dressing can be a distraction

Slacks, shirt and tie are acceptable for men

Women need to look professional, whether in a dress or slacks

Things to take to School

A pen

Lunch or money for lunch

Jacket or sweater

Things to do Before Class

Be at assigned school ½ hour before you were asked to be there

Check in at the office

Find the room

Familiarize yourself with the setup of the room

Find the substitute folder

Find the class schedule

Find the roll sheet(s)

Find the emergency exit route

Review discipline plan

Review lesson plans

If you can’t find lesson plans ask for help from the office

Write assignments on the board

Write your name on the board

Look over the material
Plan your own strategy for teaching the lesson
Place name cards on desks or use the seating chart for taking attendance
Talk to the first student who comes to class for helpful information

When Class Begins

Greet the students
Introduce yourself
Give an assignment before taking attendance
Take attendance and call students by name while they are occupied

Taking Attendance

Taking attendance at the beginning of the period is one of the worst possible times because it gives kids too little to do. They get into trouble. Subs are handed a list with students' formal names, so the big guy in the back row whose official name is Frances is called "Biff" by his friends. If you call out "Frances" you'll evoke laughter and ridicule. Here are several suggestions to help with "Taking Attendance."

- **Get Kids Working**
During the first ten minutes of class, get students working. Call a student up to the front of the room and have your helper identify all the names on the roll while you mark the attendance. Then double check by counting names and heads.
- **Use Seating Charts**
When available, use seating charts. Tell students that you'll take attendance by the seating chart. They'd better be in their assigned seats or they'll be marked absent.

Your success will depend on your ability to manage a classroom and to motivate students. Keep the students informed and on task. **Follow the lesson plans.** You are the teacher- **be firm, fair, and consistent.** Do not assume you are alone. There is always an administrator or staff member willing to answer your questions.

Verbal Guidance

Throughout the day a teacher will need to convey instructions, warnings, directions, reprimand, and encouragement to students. Of the many ways to convey these messages, the most common is by speaking directly to the student or students. To be most effective, verbal guidance should be brief, firm, and positive.

Say:

Talk in a quiet voice.

Use both hands when you climb.

Climb down the ladder.

Keep the puzzle on the table.

Turn the pages carefully.

Be sure the ladder is safe.

Sit on your chair.

Time to go inside.

Do Not Say:

Don't shout.

You will fall if you don't watch out.

Don't jump.

Don't dump the puzzle pieces on the floor.

Don't tear the book.

Be careful, you might fall.

Don't rock in your chair.

Are you ready to go inside?

You will find it necessary to acquire techniques in keeping with your personality. However, the following general rules should be observed.

DO:

1. Speak in a calm, kind voice.
2. Speak directly to the student; do not call across the room.
3. Speak in short, meaningful sentences, which the student can understand.
4. Try to express your request in a positive way.
5. Keep your voice and facial expressions pleasant.

DO NOT:

1. Make fun of the student.
2. Give students a choice if they cannot have one.
3. Compare one student with another, *"Look at how many questions Susan has completed."*

Teacher Behaviors that Communicate Positive Expectations

Instructional personnel are relied upon to encourage student learning and active participation. The behaviors listed below will contribute to success for students.

Use wait time

After calling on a student, mentally count to eight to give the student time to respond and to convey your expectation that she/he has an answer.

Call on all Students

Devise a system so that you call on all students in the class, not just the ones who raise their hands or are being disruptive.

Monitor the Room

Walk around the room as you are teaching and/or as students are working. This allows you to see what is going on with every student.

Demonstrate Respect for All Persons

Do not make or allow anyone in the class to make remarks that put people down because of race, religion, ethnicity, sex or disability. Do not tell jokes or refer to stereotypes based on such factors.

Ask Students When You Don't Know

If a question arises that you are not sure how to answer, ask the students. This not only allows you to get away with not knowing the material, but also encourages the students towards finding the answer on their own. Students are quick to “test” substitute teachers to see if they are qualified to teach the classroom subject. The best response to the students’ challenge is to ask, “What do you think?” If they persist, instruct the student to look for the answer in the book, or go on to the next question.

Limit Setting

Practice this sequence when you must deal with a disruptive student who is testing your ability to control the classroom:

- Stand and look at the disrupter; hold their gaze.
- Move within about 3 feet from the student and face him/her and quietly call the student by name.
- Maintain unwavering eye contact; wait.
- Take relaxing breaths and keep your body relaxed.
- Keep a bland facial expression. (no emotion)
- Call student by name quietly again; wait.
- Lean toward the student and give verbal direction (**Do not tell the disruptor what to stop doing, but tell him/her what to do**);
Stay there until the student follows the direction.

- Thank the student when he/she complies, thank the other students for waiting and return to the teaching.
- If disruptive behavior continues, you may have to send the student to the office.

Effective discipline depends more on your nonverbal communication skills than any other control mechanism. Analyze your present communication system and begin to modify your classroom and yourself in ways that effectively express nonverbal control.

Be Aware of the Games

Students try to get you to talk about subjects other than the lesson. This is an avoidance game. The following are some examples of the games and ploys that the students will use to avoid class work.

Eat the Clock

A favorite ploy is to ask you personal questions. If you start talking about yourself they won't have to work.

What Time is it?

Arrive early and wear a watch. Students have been known to arrive early and change the time on the classroom clock. Be wary if the time seems a little off from your watch.

“I Don't Understand”

This is also a way to avoid work. Just to keep the sub busy by re-explaining the assignments. Tell the students you will be walking around the room. This way the students who already understand the assignment can get started.

I Need to Go to the.....

Locker, bathroom, library, office, etc. If you grant every request there won't be anyone left to teach. Try to find out if this is a real emergency. Remember when you are twelve everything is an emergency. Try to put them off until the end of the class.

I Forgot my.....

Book, paper, pencil, homework, etc. Carry extra pens and pencils into the classroom. The teacher usually has an extra textbook, just be sure and get it from the student at the end of the class period. For paper, ask someone in the class if they have an extra sheet or two that they will share with the student.

Don't Turn Your Back

As you write on the board, angle your shoulders out so you can watch the group. If you're lecturing and writing on the board at the same time, maintaining eye contact will keep the kids interested.

Avoid Arguments

The question, "Why are we doing this?" is not a question. It's an invitation to do battle. Students love to argue, and they'll beat you every time. Don't argue. If they persist in wanting a reason, just say their regular teacher requested the assignment.

Are They Doing Their Work?

Kids are great at looking busy. Walk around the room. Check to see if they are on the right page. Your presence will encourage them to stay focused. Troublemakers typically sit at the back of the room if given a choice.

End of the Day

Grading

If the teacher who is absent leaves an answer key, or if there is some way you can get the correct answers, it is a good idea to check homework / papers. At the very least have assignments clipped together in alphabetical order by last name.

Straighten the Room

Return equipment, books and materials to their proper place. Erase chalkboard, straighten desks, etc. Pick up markers, pens, etc. that have been dropped on the floor. The teacher does not want to return to a room that looks like it has been hit by a tornado.

Leave a Note

It is strongly recommended that you leave a brief account of the day for the returning teacher. Be positive but to the point about difficult students. Include if anyone dropped out of class, if anything was broken or how the hamster died!

Check in at the School Office

Sign the employee absence report; verify your social security number and job number. If you don't have an assignment for the following day, ask if you will be needed back in the same position or another position on that campus.

Make A Note to Yourself

Write down the name of the school and the teacher's name and a few comments about the class. Also, make notes to yourself about whether you found the sub folder, whether you found lesson plans, if there was a discipline plan to follow, etc. This will help you to plan for the next time.

No Lesson Plans? Now What Do I Do?

Check with the teachers next door. Many times the absent teacher will have left plans with a fellow teacher or a fellow teacher knows what you are up against and will be more than willing to get you started with something the students can work on. If help from another teacher is not available, make your own plan. Look at the previous chapter or the next chapter in the book and assign questions or outline the chapter. **Get the students busy** doing something. Elementary students can always review math facts or spelling words. This assignment can be anything; past/present/future homework, student ideas, student experiences, handouts you brought with you, extra work not originally assigned or other work found in the classroom. Sponge activities can be useful in getting students busy.

In Case of an Emergency

- **All SISD campuses have an emergency operations plan (EOP).**
- **Examples of an emergency would include a fire, inclement weather including a tornado, a dangerous situation outside the building or an intruder in the building.**
- **Each of these emergencies warrant a specific response that has been planned for in our EOP.**
- **The teacher next door is your best source for information in case of an emergency.**

In case of a fire or other emergency requiring an evacuation, follow the class next door to the evacuation area. The fire alarm will alert you of an emergency requiring an evacuation.

In case of inclement weather including a tornado or severe thunderstorm with damaging conditions you should shelter in place. If there is a tornado warning follow the class next door and evacuate to the shelter area. If there is a severe thunderstorm warning remain in the classroom away from windows and do not allow students to go outside.

In case of potential dangerous situation outside the building, i.e. robbery in town, police car chase, etc. the building will go into lockdown procedures. All outside doors will be locked and visitors will not be allowed entrance into the building until we receive the all clear signal. Students should remain inside the building and school will continue with business as usual.

In case of an intruder in the building, an announcement will be made to go into lockdown. Situational awareness is important as you must determine if you should lock out, get out or take out. If you do not know where the danger exists in the building the best strategy is to secure all your students in your classroom by locking the door, covering all windows, turning out all lights, moving away from sight and maintaining silence. Do not open the door until an administrator or first responder unlocks the door. If you know where the danger exists and it is safe to get away from the danger, get out of the area and flee to a safe location. If the intruder is in your proximity and your life or the life or your students is in imminent danger, use any means possible to protect yourself and your students.

Learning Styles

Visual Learners

Characteristics:

- Ignores verbal directions and OFTEN requests they be repeated
- Sometimes has low vocabulary and/or poor articulation
- Frequently appears to daydream; often has a blank expression during lectures or class discussion
- Causes trouble when the teacher is explaining on the board
- Watches others and then begins when directions are given
- Prefers to show or demonstrate than to tell or explain
- Dislikes speaking before a group and does not like to listen
- Frequently cannot remember verbal information
- Doodles during class instruction

Teaching Strategies:

- Present material visually (overheads, charts, flannel boards, flash cards, etc.)
- Teach so that students can see your mouth as you talk
- Use color coding on worksheets and when using the blackboard or overheads
- Allow student to read silently rather than orally
- Color code folders, classroom rules, etc.
- Use gestures as visual cues
- Turn your body in the direction of the object being discussed
- Use a pointer to indicate an object
- Motion with your hands
- Raise an eyebrow for emphasis
- Clap your hands
- Teach students to visualize acronyms
- Teach students how to take notes
- Encourage students to keep assignments logs

- Teach students to visualize math story problems
- Try to eliminate excess notes
- Use visual materials
- Visually sequence the order of independent assignment
- Keep instructions brief and use lots of visual aids to emphasize key points

Auditory Learners

Characteristics:

- Inattentive to visual tasks: when given a worksheet, the student fiddles with it, shreds the paper, or doodles on it.
- Appears bored or restless during silent filmstrips
- During movies, the student attends to sound more than to the screen
- Does not like art or drawing; may dislike coloring
- Often omits words or parts of words when copying from the board
- Writing includes inversions, reversals, omissions, and letters formed incorrectly
- Frequently rubs his eyes or complains that his eyes bother him
- Holds materials close to his face when reading and may move his head from side to side
- Lays his head on the desk or holds his face close to his work when doing maps, worksheets, etc.
- Cannot remember what he has read to himself
- Remembers material discussed in class or small groups
- Has trouble telling time using conventional clocks
- Knows hundreds of jingles from TV –may even be able to repeat entire commercials and songs.
- Likes to talk
- Terrible speller on written work.
- Math errors show consistent patterns: Inattention to signs, confusion of numerals, reversals of numerals
- May not notice new things in the classroom such as bulletin boards, furniture, or someone's new dress
- Has difficulty completing map and diagram activities

- Confuses similar words when reading such as “bought” for “brought”
- Poor on matching activities when lines must be drawn
- Dislikes dittos and will search to find the clearest, sharpest one
- Mumbles when reading or doing seatwork
- Points when reading
- Papers are poorly organized and are very messy
- Does not do well when taught to read using the sight word approach

Teaching Strategies:

- Teach the student to change visual material to auditory. The emphasis for this student is on sharing and speaking. The student’s best sources for learning are your voice, his voice, tapes, and records.
- Include tactile/kinesthetic materials when teaching.
- Consider an alternating seating arrangement. Seat student to the front on board work days and to the back on lecture days.
- Give oral directions
- Teach the student to talk through tasks
- Provide auditory and rhyming cues
- Encourage the student to use a ruler, marker or card to complete his paper and pencil tasks
- Make sure you have his attention before giving directions
- Teach fine and gross motor skills to improve handwriting
- Use jingles, catchy stories, mnemonic devices, cheers, or songs to aid the student in mastery and/or retention of skills
- Allow the student to spell or recite words or information to be learned onto a cassette tape or Language Mater card
- Color code math symbols or important written information
- Use puzzles, raised maps, globes, and color coding to improve map skills
- Provide worksheets that are dark, clear, and easy to read
- Allow the student to use a ruler when drawing lines for matching activities
- Allow the student to sub vocalize or point while reading or doing assigned work
- Use a phonetic approach to reading and spelling
- Positively reinforce the student when he is attending and when he is working quietly at his desk

Tactile Kinesthetic Learners

Characteristics:

- Touches everything
- Moves a great deal while reading
- Gets up and walks around frequently
- Rubs hands along wall in lunch line or when walking down hall
- Puts hands on door frame when going through or standing by door
- Touches desks as he goes down aisle
- Thumps friends frequently
- Often writes things over and over
- Can take gadgets apart and put them back together again
- Has many things to play with at school
- Enjoys doing things with his hands
- Well coordinated
- Frequently makes airplanes, fans, etc. from paper or shreds of paper
- Wants to use concrete objects as learning aids
- Has difficulty counting by rote or sequencing materials without aids
- Learning abstract symbols (letters, numerals, map symbols, math symbols) is difficult
- Seems to be an “underachiever”
- Cannot keep his hands to himself
- Appears immature and needs to explore environment more than peers
- Seems to be hyperactive

Strategies:

- Provide as many tactile/kinesthetic materials as possible. Let the student literally feel what he has to do
- Allow the student to trace over projected images on the wall or board: examples include maps, words, parts of the ear, etc.
- Give instructions first, then pass out materials
- Touch the student or hold his hand while talking to him. Communicate Approval, disapproval, and restraint through touching
- Keep work period short and gradually lengthen. Vary activities during the

day to offset long periods of sitting because these students learn best when active.

- Seat the student close to you
- Color code handouts and materials
- Make work assignments specific since this student tends to persevere.
- Keep the student far away from such items as trash cans, bulletin boards and bookshelves, as he will manipulate the objects found there
- Let the student make materials for you and create bulletin boards
- Use methods such as Chisanbop, Finger Math and “air” writing
- Make the student an active participant in the learning experience.

Students can type, take notes, role play, and construct models

- When possible, allow the student to move around the room as part of the learning experience
- Cut a long worksheet into smaller segments and give the student one segment at a time
- Use simulations and body action games
- Provide a time during the week for special interest time
- Teach students to create daily records such as diaries and journals
- Avoid passive learning
- Have the student chart his progress
- Combine creative dramatics with reading

Sample Primary Sponge Activities

Managing Instructional Time

Beginning Sponges:

1. Be ready to tell one playground rule.....
2. Be ready to tell me the names of the children in our class, which begin with “J” or “M, etc.
3. Be ready to draw something that is only drawn with circles.
4. Be ready to tell a good health habit.....
5. Have a color word on the board. Have students draw something that is that color.
6. Flash fingers-students tell how many fingers.
7. Say numbers, days of the week, months-and have students tell what comes next.
8. “I went to the sporting goods store and I bought.....”-each student names an item.
9. What number comes between these two numbers: 31-33, 45-47, etc.?
10. What number comes before/after, 46, 52, 13, etc.?
11. Have a word written on the board. Students make a list of words that rhyme.
12. Have a word written on the board. Students list words with the same long or short vowel sound.
13. Put spelling words in alphabetical order.
14. Count to 100 by 2’s, 5’s, 10’s, etc.-either oral or written.
15. Use T-squares to drill math fundamentals.
16. Think of animals that live on a farm, in the jungle, in water, etc.
17. Give names of fruits, vegetables, meats, etc.
18. Hangman, using the names of the children in the class or colors or numbers.
19. Simon Says
20. List things you can touch, things you can smell, big things, small things, etc.

21. List the colors you are wearing.
22. Clapping games
23. Finger plays

Dismissal Sponges:

1. "I Spy"- who can find something in the room that starts with "M", "P", etc?
2. Who can find something in the room that has the sound of short "a", long "a," etc.?
3. Number rows or tables. Teacher signals # of table with fingers; children leaving accordingly.
4. Those children who have all crayons put away may leave now, etc.
5. Those with freckles/buckled shoes/new front teeth/etc. may leave.
6. Count in order by 2's, 5's, etc.
7. Say the days of the week, the months of the year.
8. What day is it, what month is it, what is the date, what is the year, how many months in a year, how many days in a week, etc.?
9. Reward activity:
"We have had a good day! Who helped it be a good day for all of us?"
Betty, you brought flowers to brighten our room. You may leave. John, you remembered to rinse your hands. Good for you. You may leave. Ellen showed us that she could be quiet coming into the room today. You may leave, Ellen. Bob remembered his library book all by himself. Dawn walked all the way to the playground - she remembered our safety rules. Lori brought things to share with us. Tom surprised us with a perfect spelling paper - he must have practiced, etc., etc." So that students can be grouped together for good deeds to speed things up, teacher can finish, "You're all learning to be thoughtful. I'm very proud of all of you, and you should be very proud of yourselves.
10. Use flash cards: A first correct answer will earn dismissal.
11. To review the four basic shapes, each child names an object in the room either in the shape of a triangle, circle, or square, etc.
12. Say a word that begins or ends with certain consonants, blends, etc.

13. Dismiss by color of eyes, color of clothing, type or color of shoes, month of birthday, season of birthday, beginning letter of first name, beginning letter of last name.
14. Name an object that begins with B, C, etc. Pretend you are this object as you leave.
15. What will we remember tomorrow?

Sample Upper Grade Sponge Activities

Managing Instructional Time

1. List the continents of the world.
2. Make up three names for rock groups.
3. Name as many kinds of windstorms as you can.
4. Take a number. Write it. Now make a face out of it.
5. Name as many gems or precious stones as you can.
6. Write the names of all the girls in the class.
7. Name as many teachers at this school as you can.
8. List as many states as you can.
9. Write: (a) an abbreviation (b) a Roman numeral (c) a trademark (d) a proper name-(biographical) (e) a proper name-(geographical)
10. How many countries and their capitals can you name?
11. How many baseball teams can you name?
12. Write down as many cartoon characters as you can.
13. Write what you would do if you saw an elephant in your backyard.
14. Name as many kinds of ice cream as you can.
15. List five parts of the body above the neck that have three letters.
16. List one manufactured item for each letter of the alphabet.
17. List as many nouns in the room as you can.

18. List the mountain ranges in the U.S.
19. Write the twelve months of the year correctly. Stand up as soon as you are finished.
20. Make a list of five things you do after school.
24. List one proper noun for each letter of the alphabet.
25. Write one kind of food beginning with each letter of the alphabet.
26. Name as many holidays as you can.
27. How far can you count and write down by 6's?
28. Name as many balls as you can that are used in sports games.
29. List as many U.S. presidents as you can.
30. List all the work tools you can think of.
31. List as many models of cars as you can.
32. Name all the colors you know.
33. How many parts of an auto can you list?
34. How many animals can you list that begin with vowels?
35. List as many kinds of trees as you can.
36. Name as many countries of the world as you can.
37. List as many personal pronouns as you can.
38. List as many kinds of transportation as you can.
39. How many different kinds of languages can you name?
40. Write as many homonyms as you can. Example: past-passed
41. You have five children. Make up their five names.

42. Name as many things as you can that are made of cloth.
43. Name as many things as you can that you can wear on your head.
44. Name as many movie stars as you can (not TV).
45. List all the musical instruments that begin with “t.”
46. Name as many TV game shows as you can.
47. Name as many politicians as you can.
48. Name as many breeds of dogs as you can.
49. Write the days of the week correctly in order. Stand up when finished.
50. List all the kinds of sandwiches that you can.

Scramble five spelling words, trade with someone, and unscramble them

Sample Secondary Sponge Activities

Managing Instructional Time

1. List as many states as you can.
2. Write: (a) an abbreviation (b) a Roman numeral (c) a trademark (d) a proper name - (biographical) (e) a proper name - (geographical)
3. How many countries and their capitals can you name?
4. How many baseball teams can you name?
5. Turn to your neighbor. One of you tells the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
6. List all the things in your living room.
7. Name as many kinds of ice cream as you can.
8. List five parts of the body above the neck that have three letters.
9. List one manufactured item for each letter of the alphabet.
10. List one proper noun for each letter of the alphabet.
11. Write one kind of food beginning with each letter of the alphabet.
12. Name as many holidays as you can.
13. List as many U.S. Presidents as you can.
14. List as many model of cars as you can.
15. How many parts of an auto can you list?
16. Name as many countries of the world as you can.
17. How many parts of an auto can you list?
17. Name as many countries of the world as you can.
18. List as many personal pronouns as you can.

19. List as many kinds of transportation as you can.
20. Write as many homonyms as you can (Example: past-passed).
21. Name as many movie stars as you can (not TV).
22. Name as many politicians as you can.
23. List all the places you find sand.
24. List as many breakfast cereals as you can.
25. Make a list of the ten largest things you know.
25. Name as many planets as you can.
26. List all the sports you can think of.
27. List all the foods you can that have milk in them.
28. Name as many rock groups as you can that begin with the letters A-F.
29. Name as many teachers at this school as you can.
30. Name all of the parts of speech and give an example of each.
31. Why were these dates important: 1492, 1606, 1776, 1812?
32. Find these rivers on your map: Mississippi, Rio Grande, Colorado, and Hudson.
33. Which TV series can you name that have school-aged characters as regulars?
33. Name as many airlines as you can.
34. Name the different sections of the newspaper.
35. Name all the types of musical instruments you can think of.
36. Name as many islands as you can.
37. Name all the foods you can think of that contain protein.
38. Name as many kinds of fish as you can.
39. Name all the words you can that begin with the prefix "in."

More Tips:

A substitute teacher should always be aware of what is happening with the activities of his/her students. This includes foreground activities, background activities, and activities not directly under your control, but still under your responsibility. You may want to devote more time to “watching” the student who left class to “go to the office”, than any of the students in the classroom.

Substitutes may have to write loaded referrals. This is an effective method of discipline for a class with more than its share of troublemakers. Referrals are usually kept in the folder given to the substitute or in the teacher’s desk. After these forms are filled out a copy often goes to the student’s parents. This can be a scary proposition for the student. The proper use of this method is to complete the referral except for the student’s name. For “REASON for REFERRAL” simply write “Continued disobedience of a substitute teacher”. Tell the entire class of your behavior expectations at the beginning of class. Tell them that students not meeting these expectations will be given the referral, complete with the disruptive student’s name written on it. This usually calms the troublemakers. If it doesn’t use the referral!

Remember that substitute teachers are held up to the same ethical and legal standards as regular classroom teachers. Think about it like this: if you were a parent and a babysitter did something unethical, unsafe or illegal with your child - you would certainly hold the caregiver responsible. Subbing isn’t any different. Be safe, ethical and legal. Err on the side of caution - for example, when alone with a student, leave the door open.

Never strike or grab a student. Avoid any sarcasm in the classroom. Some classes have firmly entrenched diversions such as “let’s make the sub cry”. It is important to keep perspective and remember nothing that can happen in the classroom should shake you so emotionally that you break down. You’re in control and you can assign disciplinary action.

Sometimes the Substitute has to go with blind faith, rather than analytical reasoning! Understanding a student’s learning style helps a teacher understand the student and expedites instruction.

CLASSROOM MANAGEMENT



Substitute Hints and Suggestions

1. Know the teacher next door. Introduce yourself so you can call on someone to answer questions about schedules or material for the class throughout the day.
2. When students need to go to the restroom or the library, send only one student at a time. When the first one returns, a second one may go.
3. If there is not a seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call student by name.
4. If a student doesn't respond when you call him/her by name, you may suspect the students have switched seats. Tell them it is better if you have their correct names so the wrong student doesn't get in trouble and written about to the permanent teacher.
5. Do not let students start any name calling or being rude to other students; it is much easier to stop verbal disagreement than pushing or fighting.
6. Try to be in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on students coming in the classroom. If the students see a teacher, they are less likely to behave inappropriately.
7. Have a couple of extra pens or pencils with you for students who have "forgotten" and would rather go to their lockers and walk the hall than be in class.
8. If you give a student a pen or pencil and would like it back, be sure to ask the student for his lunch card, or something of value that she/he will be sure to remember they want back. Many students just forget that it isn't their pen.
9. Try to identify the names of one or two trustworthy students who will tell you the truth and help out in class.

10. Never let classes go early for lunch unless the teacher for whom you are substituting or the teacher next door says it is okay. Some schools have very strict rules about the number of students in the cafeteria/hallway at a time.
11. Never let a student have a pen without an ink cartridge. It might be used as a spitball thrower.
12. Establish your rules and expectations very clearly at the beginning of the day.
13. Do not let students use a phone in the classroom. Have them use the phone in the office.
14. Do not discuss the teacher's class with other people, especially out of school. You are a professional and shouldn't discuss individual students or problems.
15. If you need to talk to someone about a problem, talk to the principal.
16. Be neat in your appearance.
17. Follow the lesson plans the teacher has left. Incorporate your own ideas if there is extra time.
18. Correct the students' work for the day if possible.
19. Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them also.
20. Most students will acquiesce to your leadership, but there will be some who will question your plans or authority. It is better not to argue. Instead say, "*I know this may not be the way Mr. Smith does it, but this is the plan for today.*"
21. If you are not sure how the teacher wants an assignment done, ask another teacher or develop your own plan. Then be sure to leave a note for the permanent teacher explaining what you assigned.

22. Be assertive so students don't feel they can manipulate your decisions and authority. Use statements such as:
- a. I need you to start reading now
 - b. I want everyone to pass their papers forward.
 - c. I don't need...
 - d. I don't want...
23. Don't let students manipulate you by protesting or saying, "*We never do that!*" calmly tell them, "*I understand, but today we will read aloud instead of silently.*"
24. Walk around the room. Don't just sit by the desk, especially during independent work or a test. Students will be less likely to talk or cheat when you are close by them.
25. Don't let students wear hats during a test. Sometimes they have been known to write answers in the brim.
26. Don't try to catch a student by grabbing an arm or clothes. They could fall and you could twist his/her arm, or rip his/her clothes.
27. Don't let any students possess a knife or any other weapon. Report suspected violators to the principal's office or send a reliable student to the office.
28. Do not touch the blood of a bleeding child. Use a napkin, towel, or a cloth to cover the cut. Whenever possible, have the student treat the injury until the proper individuals have been notified.
29. If a teacher has classroom sets that are used by the students, be sure to have them all returned before the entire class leaves. It is easier to locate one book or calculator in a class of 30 than trying to find it in the whole school. Hopefully, the calculators or books are numbered and have been assigned in a given order so you know who has the missing book.
30. Don't make statements lightly - "Students remember!".

Advice from Students

- Trust us.
- Be fair to everyone.
- Punish only the troublemakers.
- Make learning fun.
- Give us our assignment and let us go to work.
- Allow study time in class.
- Show concern and be willing to help with assignments.
- If I raise my hand, don't ignore me.
- You can be both strict and nice.
- Don't yell.
- Be straightforward with us.
- Be organized.
- Speak quietly and be patient.
- Give us something to work toward.
- Leave your personal life at home.
- Think positively of every student.
- Speak clearly.
- Be reasonable in your expectations.
- Have a sense of humor.
- Follow through with promises and consequences.



Professional Substitute Teacher Checklist

At Home

- ☐ Compile a set of note cards containing pertinent information about the school where you may be assigned.
- ☐ Keep a notebook and pen by the phone you use to answer early morning calls.
- ☐ Assemble a ***SubPack***. Keep it well stocked and ready.
- ☐ Organize several appropriate substitute teacher outfits in a section of your closet.
- ☐ Leave early enough to arrive at the school at least 20 minutes prior to the beginning of school.

Prior to Entering the Classroom

- ☐ Report to the principal or the office.
- ☐ Ask about student passes, playground rules, bus duty, and lunch procedures.
- ☐ Ask if there will be any special duties associated with the permanent teacher's assignment.
- ☐ Find out how to refer a student to the office.
- ☐ Review the school's discipline policy.
- ☐ Ask if there are any medical issues you should know about.
- ☐ Obtain necessary keys.

- ☐ Ask how to report students who are tardy or absent.
- ☐ Find the locations of restrooms, the teacher's lounge, and other important places in the school.
- ☐ Introduce yourself to the teachers on both sides of your classroom.

In the Classroom Before School

- ☐ Enter the classroom with confidence and your *SubPack*.
- ☐ Put your name on the board.
- ☐ Review the classroom rules.
- ☐ Locate and review the school evacuation map.
- ☐ Read through the lesson plans left by the permanent teacher.
- ☐ Locate books, papers, and materials that will be needed throughout the day.
- ☐ Study the seating chart and if you can't find one, get ready to make your own.
- ☐ When the bell rings, stand in the doorway and greet students as they enter the classroom

Throughout the Day

- ☐ Greet students at the door and get them involved in learning activities quickly.
- ☐ Carry out the lesson plans and assigned duties to the best of your

ability.

- ☐ Improvise using the materials in your ***SubPack*** 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.

At the End of the Day

- ☐ Make sure all classroom sets are accounted for.
- ☐ 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.
- ☐ Complete a “Substitute Teacher Report” for the permanent teacher.
- ☐ Neatly organize papers turned in by students.
- ☐ 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.
- ☐ Thank individuals who provided assistance during the day
- ☐ Check to see if you will be needed again the next day.

Trap # 1: **The Criticism Trap**

The criticism trap refers to a situation where the more the students are criticized for their inappropriate behavior, they more likely the will be to behave inappropriately.



How to Avoid the Criticism Trap

Students require attention. Whether they get attention for being “good” or “bad” they will get attention. By recognizing and providing reinforcement for appropriate behavior, the need for students to act out in order to get attention is virtually eliminated. As a general rule, teachers should never have more than one negative or critical interaction with a child for four or five positive interactions.

Examples of Negative Interactions:

“That’s not what I told you to do.”

“You’ve done the whole assignment wrong.”

“I’ve never taught in a class this noisy before.”

“I don’t want to have to tell you again to go to work.”

“Didn’t you read the instructions?”

Examples of Positive Interactions:

“Thank you for following directions.”

“You have the first five problems right.”

“I’m glad you remembered to put your name on the top of the page.”

Traps to Avoid:

- **The Criticism Trap**
- **The Common Sense Trap**
- **The Questioning Trap**
- **The Sarcasm Trap**
- **The Despair and Pleading Trap**
- **The Threat Trap**
- **The Physical and Verbal Force Trap**

“I can tell you were listening because of your

“I can tell you were listening because of your correct answers.”

“You have accomplished a lot this morning.”

Trap # 2: The Common Sense Trap

The common sense trap is also known as the reasoning or logic trap. In such a situation, the student doesn't learn anything they don't already know, nor are they offered a single reasonable incentive to change the behavior.



Getting Caught in the Common Sense Trap

“Nicki, let’s go over this again. As I explained earlier, you should have your assignment completed by the end of class. Look at how much you’ve got left to do. You keep telling me that you’ll get done in time, but unless you go to work you never will. It’s up to you to get it done. If you don’t complete your assignments you’re never going to pass the fourth grade.”

Create an environment where there are incentives to change.



How to Avoid the Common Sense Trap

Create an environment where there are incentives to change and where positive consequences reinforce that change.

Avoiding the Common Sense Trap

“Nicki, you have done the first four problems absolutely right. However, I can see that you still have a lot of this assignment left to complete. In order to participate in the end of the day activity, you will need to be finished with your work. I’ll be back in a few minutes to see how you are doing.”

Trap #3: The Questioning Trap

For the most part, questioning students about inappropriate behavior is useless and counterproductive. It usually only leads to more pointless questions which accomplish nothing and waste education time. This is illustrated in the following exchange



Getting Caught in the Questioning Trap

Teacher: “Why aren’t you working on your assignment?”

Student: “Because I don’t want to.”

Teacher: “Why don’t you want to?”

Student: “It’s stupid.”

Teacher: “What’s stupid about it?”
Etc.



How to Avoid the Questioning Trap:

Don’t ask students questions about their inappropriate behavior unless you really need the information to solve the problem. A better approach is to restate the expected behavior, have the student demonstrate an understanding of the expectation, then positively reinforce the expected behavior as was discussed in Skill No. 4, *Dealing Noncoercively with Inappropriate Behavior*.

Trap #4: The Sarcasm Trap

Probably nothing lowers a student’s respect for a teacher more than does the use of sarcasm.



Getting Caught in the Sarcasm Trap

Teacher: “My, my aren’t you a smart class. It looks like by the age 12 you have all finally learned to find your own seats and sit down after the bell, and to think it only took you seven minutes to do it. I don’t think there is another class in the entire school as smart or quick as you guys.”

Sarcasm belittles students, and suggests that you as the teacher do not know any better way of interacting. It also sets the stage for similar negative interactions between students themselves.



How to Avoid the Sarcasm Trap

Avoiding the sarcasm trap is easy, don’t use sarcasm! Better ways of communicating with students are discussed throughout this chapter.

Communicating Without Sarcasm

“One of the expectations of this class is to be seated and ready to go to work when the bell rings. I appreciate those of you who achieved this expectation today. Tomorrow when the bell rings, those students not in their seats and ready to work will lose the opportunity to participate in the end of class activity.”

Trap #5: The Despair and Pleading Trap

Teachers often become their own worst enemies by convincing students that they are inadequate and incapable of managing the classroom.



What the Despair and Pleading Trap Sounds Like

Teacher: (With a distraught expression and hopeless voice) “I just don’t know what to do with you guys. Everything I’ve tried today hasn’t worked. No matter what I say, you just won’t sit down and do your work. What do you think I should do? How can I make you behave? How are we ever going to make it through the rest of the day?”

Student: “Don’t ask me, you’re the teacher!”

There will be days when nothing you do seems to work. As tempting as it may be to confide your feelings of inadequacy and frustration to the students and plead for their help in solving the problem, it will rarely accomplish the desired outcome.



How to Avoid the Despair and Pleading Trap

The best defense against the despair and pleading trap is a good offense. Come to the classroom prepared with several classroom management strategies. For some classes, positive verbal reinforcement will be enough to gain compliance. In others, you may need to introduce tangible reinforcers such as point systems, end of the day drawings, or special awards (see page 96 for ideas). When you find that one strategy just isn’t working with an individual or class, don’t be afraid to try something else.

Trap #6: The Threat Trap

Threats are just one step beyond despair and pleading on the scale of helplessness. The majority of threats are either inappropriate or unenforceable. They are typically hollow expressions of frustration which tell students that the teacher is at wit’s end, out of control, and in over his or her head. Unreasonable and out-of-control threats like the following can be heard regularly in the classrooms across the country.



Getting Caught in the Threat Trap

Teacher: *"If you students don't sit down and be quiet right this minute I'm going to call your parents and have them come here and sit beside you all day long in class. If that's what it takes to make you behave, then that's what I'm going to do!"*



How to Avoid the Threat Trap

A much better way to deal with frustrating situations is to formulate and state expectations in a proactive way, then positively and selectively reinforce appropriate behavior as students comply.

Avoiding the Threat Trap

Teacher: *"During this group activity, you are expected to remain in your seat and work quietly." Wait several minutes for students to comply. "Group number three is doing an excellent job of staying in their seats and working quietly."*

Trap #7: The Physical and Verbal Force Trap

The use of physical and verbal force, except in instances where life or property are at risk, is absolutely inappropriate; certainly, it is far less appropriate than the behavior which it is intended to stop. Physical force in the classroom as a behavior management tool is not only unproductive, and inappropriate, in many states it is also illegal.



Example of Physical Force

Teacher: "I told you to take your seat."
Teacher pushes student into their desk. "Now stay there until class is over."



Avoiding the Physical and Verbal Force Trap

Concentrate on restating the expectation in a proactive way and having the student restate and demonstrate the expectation. Keep your cool, count to ten, walk to the other side of the room, do whatever it takes to keep from resorting to force.

The Seven Traps Conclusion: The use of any of these trap-related management strategies is evidence of a frantic, desperate, even drastic attempt at managing student behavior and in time virtually certain to backfire resulting in the steady deterioration of the school and classroom environment.

• **Dangerous Situations-** A substitute teacher is responsible for making sure the learning environment is safe. This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment. A teacher must also consider the potential for problems in certain kinds of classes. Planned activities in a physical education, science and shop or home economics class may be uncomfortable for the substitute teacher. In such cases, the substitute teacher may choose to do an alternative activity which they feel they can conduct safely.

Reminder Note:

**Never Leave Your Students
Unsupervised.**



Legal Aspects of the Job

An overall consideration when substitute teaching is your legal responsibility in the classroom and school. The following are some legal responsibilities you should be aware of. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.

- **Supervision Of Students** - The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly. In many states, 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.

- **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, and following school safety policies and procedures.
- **Release of Children-** Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without express consent from the office.
- **Administering Medication-** Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.
- **Confidentiality-** It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical condition, learning or discipline problems, etc.
- **Anecdotal Records-** Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that a classroom occurrence might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.

SALADO ISD DEFINITIONS AND TERMS

Updated August 2013

AASA	American Association of School Administrators	LPE	Legislative Planning Estimate
ABC	Alternative Basic Classroom	LRE	Least Restrictive Environment
ABE	Adult Basic Education	M&O	Maintenance & Operations
ACLD	Association for Children and Adults with Learning Disabilities	MSD	Municipal School District
ACT	American College Test	NABE	National Association for Bilingual Association
ACM	Asbestos Containing Material	NAEP	National Assessment of Educational Progress
ADA	Average Daily Attendance or Americans with Disabilities Act	NCLB	No Child Left Behind
AEIS	Academic Excellence Indicator System	NSBA	National School Boards Association
AEP	Alternative Education Program	NSPRA	National School Public Relations Association
AFT	American Federation of Teachers	OHI	Other Health Impaired
AHERA	Asbestos Hazard Emergency Response Care	OCR	Office of Civil Rights
AP	Advanced Placement	OM	Odyssey of the Mind
ARD	Admission, Review, Dismissal Committee	OSHA	Occupational Safety and Health Administration
AR	Accelerated Reading	PDAS	Professional Development and Appraisal System
ASF	Available School Fund	PEG	Public Education Grant
ATPE	Association of Texas Professional Educators	PEIMS	Public Education Information Management System
At-risk	Students who meet State criteria for being at-risk of not graduating from H.S.	PIA	Public Information Act

At-will	Employee serving wo/contract	PIC	Private Industry Council
AYP	Adequate Yearly Progress	PID	Personal Identification Data
B/E	Bilingual Education	PLATO	At-risk student software
B/P	Behavior Intervention Plan	PPO	Preferred Provider Organization
BRAVO	Building Resources and Vocational Opportunities	PSF	Permanent School Fund
CAD	County Appraisal District	PTA	Parent-Teacher Association
CAI	Computer Assisted Instruction	RACM	Regulated Asbestos Containing Material
CAST	Citizens & Schools Together	RADA	Refined Average Daily Attendance
CATE	Career & Technology Education	RALLYE	Reading Program for Salado
CEC	Council for Exceptional Children	RESC	Regional Education Service Center
CEI	Cost of Education Index	RIF	Reduction in Force
CIS	Communities in Schools	RFP	Request for Proposal
CFR	Code of Federal Regulations	RSCCC	Finance Software
CISD	Consolidated Independent School District	SAC	Special Assignment Classroom
CLEP	College Level Examination Program	SAS	Standard Application System (applies to TEA grant applications)
COBRA	Consolidated Omnibus Budget Reconciliation Act of 1985	SAT	Scholastic Assessment Test
CONS	Consolidated Independent School District	SB	Senate Bill
CSA	Council of School Attorneys	SBAN	School Board Advocacy Network
CSD	Common School District	SBEC	State Board for Educator Certification
Comp Ed.	Compensatory Education Funding (fed)	SBDM	Site-based Decision Making

DAEP	Disciplinary Alternative Education Placement	SBOE	State Board of Education
DE	Distributive Education	SCE	State Compensatory Education
DEC	District Effectiveness & Compliance	SCR	Senate Concurrent Resolution
DIP	District Improvement Plan	SDFC	Safe & Drug Free Community
DPE	District Planning Estimate	SEDL	Southwest Educational Development Laboratory
EAP	Employee Assistance Program	SEF	Salado Education Foundation
EC	Early Childhood	SJR	Senate Joint Resolution
ED	Department of Education	SOTY	Superintendent of the Year
EDF	Educational Development Fund	SPED	Special Education
EEIS	Educator Excellence Indicator System	SR	Senate Resolution
EEOC	Equal Employment Opportunity Commission	SREB	Southern Regional Education Board
EPA	Environmental Protection Agency	SYP	Summer Youth Program
ERS	Employee Retirement System	T-IIA	Title IIA (PIC funding source)
ESC	Education Service Center	TAAS	Texas Assessment of Academic Skills
ESL	English as a Second Language	TABS	Texas Assessment of Basic Skills
IEP	Individual Education Plan	TIAA	Texas Industrial Arts Association
IFA	Instructional Facilities Allotment	TIF	Telecommunications Infrastructure
IPC	Integrated Physics & Chemistry	Title I & II	Federal Funded Program for At-risk Students
IRA	International Reading Association	TOMA	Texas Open Meetings Act
ISC	Instructional Skills Class	TPIA	Texas Public Information Act
ISD	Independent School District	TRS	Teacher Retirement System of Texas

I&S	Interest & Sinking (debt)	TRS-CARE	Medical Group Insurance (retirees)
ISS	In-school Suspension	TSA	Texas Society of Architects
ITBS	Iowa Test of Basic Skills	TSPRA	Texas School Public Relations Association
ITV	Instructional Television	TSTA	Texas State Teachers Association
JJAEP	Juvenile Justice Alternative Education Program	TTAS	Texas Teacher Appraisal System
JROTC	Junior Reserve Officers Training Corps	TWC	Texas Workforce Commission
LBB	Legislative Budget Board	TWCC	Texas Workforce Compensation Commission
LEP	Limited English Proficient	TxBESS	Texas Beginning Educator Support System
LESA	Limited English Speaking Ability	UIL	University Interscholastic League
LIFE	Literacy is for Everyone	WADA	Weighted Average Daily Attendance
LFA	Local Fund Assignment	504	Section 504 of the Rehabilitation Act of 1973
LOA	Leave of Absence		