



# 2024-2025 Substitute Handbook

Phone: 832-223-0320  
Website: [lamarcisd.eschoolsolutions.com](http://lamarcisd.eschoolsolutions.com)  
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**Lamar CISD**

Human Resources

3911 Avenue I Rosenberg, TX 77471

(p) 832-223-0300 (f) 832-223-0301

## **WELCOME**

The Lamar Consolidated Independent School District recognizes the importance of your work as a substitute teacher to the total instructional program in our schools. The variety of assignments and jobs that you will be asked to perform will be numerous and challenging. Your role in working with the many students attending our schools will be extremely important and appreciated. The administrative staff is willing and prepared to assist you in every way possible to make substituting a wonderful experience for both you and the students.

This handbook is to be used as a guideline. It is not intended to be all-inclusive. Policies and procedures are subject to change. Additional information will be disseminated as needed. It is your responsibility to read, understand, and implement the policies, ideas, and suggestions given in this handbook and other supplemental material provided to you.

Reference made to District policies in this substitute handbook consists of summaries or partial excerpts from the complete Board Policy Manual that are the authoritative reference. Any policy changes adopted during the life of this handbook will take precedence over any conflicting statement in this handbook. A complete copy of the Lamar CISD Board Policies can be found on the District web site at [www.lcisd.org](http://www.lcisd.org). Statements in this handbook are not intended to imply any contract or contractual rights. The Human Resources Department has sole authority to modify the contents of this handbook.

Your experiences as a substitute can be rewarding, yet hard work, and we trust that they will be fulfilling to you and educationally profitable to our students. We need strong substitutes who will take on the responsibility to ensure that the educational process of our students is not interrupted when the regular teacher is absent.

Human Resources

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## NONWORK DAYS FOR SUBSTITUTES

The following days during the 2023-2024 school year calendar do not require substitutes. Substitutes are not eligible to be paid on the following days:

September 2 .....	Labor Day
September 27 .....	Fort Bend Fair Day
October 11-14 .....	Fall Break
Aug. 30, Sept. 26, Oct.25,	
Jan. 31, Feb. 28, Mar. 7,	
Mar. 28, Apr. 17, May 22.....	Student Early Release
November 22, December 20,	
February 17, April 18.....	Staff Development/Workday/Student Holiday
November 25-29 .....	Thanksgiving Break
December 23–January 6.....	Winter Break
January 7.....	Student Holiday (Staff Development Day)
January 20 .....	Martin Luther King, Jr. Day
March 10-14 .....	Spring Break
March 29.....	Student Holiday (Staff Development Day)
April 21 .....	Spring Holiday
May 26.....	Memorial Day
June 19.....	Juneteenth

Lamar CISD policies and procedures are outlined in this online handbook, Board Policy Manual, and other District guidelines. Please understand the above dates are non-paid, nonworking days and that early dismissal days may not be full days.



# **SUBSTITUTE SELECTION AND PLACEMENT PROCEDURE**

## **INTRODUCTION**

The Substitute Office is under the direction of the Human Resources Department. The Substitute Clerk can be reached at (832)223-0310 from 7:00 AM to 3:30 PM.

Lamar CISD considers applicants for all positions without regard to race, color, national origin, age, religion, sex, marital or veteran status, the presence of a medical condition, disability, or any other legally protected status. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and ability.

Persons wishing to substitute teach in the Lamar Consolidated Independent School District (Lamar CISD or the District), shall submit an online application through the Human Resources office at [www.lcisd.org](http://www.lcisd.org). Provided your qualifications meet our standards for employment and the needs of the District and you successfully complete the initial substitute training, your name will be placed on the substitute roster.

Approved substitutes shall have the following on file in the District:

District Application

Consent for Criminal Record Search

Fingerprinting Receipt

Approved I-9 Form and Approved Supporting Documents\* Copy  
of Social Security Card

Copy of High School Diploma/GED Certificate or Official College Transcripts\*

If you would like your official transcript(s) returned, please make sure to bring a self-addressed stamp envelope with you to orientation. If you fail to do so, we will be unable to return your documents and they will be destroyed.

W-4 Form

Notice Regarding Drug Free Schools

Personnel Information Form

Substitute Acknowledgement of Initial Training

Acknowledgment of Receipt of Handbooks

Substitute Profile Sheet LCISD

Substitute EULA

Letter for Substitute Staffing

Addendum: Retired Substitutes

Worker's Compensation Insurance Form

Certificate of Mastery of Online LCISD Substitute Course (new substitutes only) Benefits

Election Form

## Admin. Regulations- Employee Information

Voided Check or Bank letter with account information

### Selection Process

The position of Substitute Teacher in the Lamar Consolidated Independent School District is a non-contract, part-time, as-needed position.

The district cannot guarantee a definite assignment or an exact number of assignments to substitutes as they have no set hours of work. It is difficult to give substitutes any estimate of how often they will be called. It will depend a great deal on factors such as the substitute's preparation and qualifications compared to the district's daily need, general overall needs of the district, time of year, and success of each substitute when assigned. Lamar Consolidated Independent School District will attempt to employ the most qualified substitute teachers available.

### CERTIFICATION

- Texas Education Agency guidelines require that schools use the most qualified persons available each day substitutes are required.
- Certified teachers, college graduates, substitutes with some college hours and a high school diploma will be the order of priority as mentioned above.
- Lamar CISD will comply with State Board for Educator Certification rules regarding notification to parents when a substitute teacher is NOT certified for the assignment.

### CERTIFICATION STATUS

A valid teaching certificate/license is required to be recognized as a certified substitute teacher.

### REQUIREMENTS FOR SUBSTITUTE PLACEMENT

**Teaching Positions:** teacher certification, a bachelor's degree, or sixty (60) college credit hours earned at a university that is accredited by a TEA recognized regional accrediting agency.

**Registered Nurses (RN):** valid state RN license.

**Licensed Vocational Nurse (LVN):** valid state LVN license.

**Teacher's Aide:** high school diploma or GED

**Degrees earned outside of the United States of America must be interpreted through an accredited agency and be comparable to at least a bachelor's degree in the United States of America.**

**Out of country diplomas require interpretation also.**

### Information for Retired Substitutes

TRS changes its regulations from time to time. To that end, you must rely on your own investigation and understanding of the TRS rules and regulations regarding your employment after retirement. Retired substitutes should not rely on any statements made by the District regarding the effects of District employment on the retiree's TRS benefits. Retirees should carefully monitor the type of position for which they are working. Working in a vacant position for as little as a half day a month can affect your annuity. **It is in your and the district's best interest that you do not accept a vacant position.** It is a retiree's responsibility to contact TRS with any specific questions at 1-800-223-8778.

### QUALIFICATIONS

The District shall attempt to hire certified teachers as substitutes whenever possible; however, no person shall be employed as a substitute who does not have at least a high school diploma. **Lamar CISD maintains a high standard for oral and written communication proficiencies. English is the language used in the delivery of instruction and all substitutes, like teachers, are held to this high standard.**

### GENERAL INSTRUCTIONS

Keep your file in Human Resources up to date. Report any changes in certification and qualifications as well as changes in address, telephone number, or income tax withholding statement. If it becomes necessary for you to withdraw from substituting, please notify the Human Resources Office in writing, and your name will be removed from the substitute list.

### THE ROLE OF THE SUBSTITUTE

The role of the Substitute is to temporarily replace a regularly assigned teacher, principal, counselor, registered nurse, or teacher aide/clerk. It is the intent and philosophy of Lamar CISD to create and maintain excellence in the students' learning environment while providing supervision in the safest possible environment.

### CODE OF ETHICS FOR SUBSTITUTES

Substitutes have the same responsibility as contract staff members to conduct themselves in an ethical manner in all things pertaining to school operation.

1. Criticism of pupils, school personnel, and school policies should be made only to the principal of that building or Human Resources.
2. Treat all information about pupils and parents as confidential.
3. All interaction with students and staff must be ethical and professional.

### PICTURE IDENTIFICATION BADGE

Employees of Lamar CISD are identified by wearing a picture identification badge. You are required to wear your photo ID badge each time you substitute.

### REQUIREMENT TO REMAINING ON THE ACTIVE SUB LIST

In order to remain an active substitute, you must work at least 1 assignment per semester.

### RETURNING SUBSTITUTE PROCESS

Returning substitutes shall renew their status by completing required paperwork and properly submitting it to the Human Resources department. Dates and times during which this paperwork should be completed will be conveyed to all active substitutes via email to their email address on file. The district must assume that the substitutes who fail to participate in this process by the deadline provided no longer wish to continue their employment as a substitute; therefore, the status of these substitutes will be changed to "inactive." Once a substitute's status has been changed to inactive, it becomes necessary that the individual successfully complete the application and Online Substitute Orientation and provide Human Resources with the certificate of completion in order to continue subbing for the district.

### SUBSTITUTES AND HEALTHCARE COVERAGE

If you selected medical benefits coverage with Lamar CISD you are responsible for maintaining an active substitute status and paying your monthly premiums. Please keep in mind that the following will result in termination of coverage:

- Working less than 16 days per month, with the exception of November (12 days), December (10 days), March (12 days). Please note: A half day assignment will only constitute a half day worked.
- Failing to pay your monthly premium, due to an insufficient amount on your paycheck will result in coverage termination. (It is your responsibility to ensure payment by the end of the month in which the premium has not been paid.) Keep in mind that during the summer months: June, July and August you will not be required to work so it will be your responsibility to ensure your premium is paid.



## EMPLOYEE STANDARDS OF CONDUCT (BOARD POLICY DH AND DHC) (LEGAL AND LOCAL)

A complete copy may be found on the district's web site at [www.lcisd.org](http://www.lcisd.org) and includes but is not limited to:

- **Personnel-Student Relations:** All District personnel shall recognize and respect the rights of students as established by local state, and federal law. *Tinker v. Des Moines ISD*, 89 S.Ct. 733 (1969)
- **Hazing:** District employees are subject to the provision of policy FNCC regarding hazing. Education Code 37.152(a)
- **Tobacco Use Prohibited:** The Board shall prohibit smoking or using tobacco products at a school-related or school-sanctioned activity on or off school property.
- **Sexual Harassment:** Sexual Harassment of students includes such activities as engaging in sexually oriented conversations for the 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 benefit. *Franklin v. Gwinnett County Public School*, 112 S.Ct. 1028 (1992) [See also DHC(LOCAL)]
- **Dress and Grooming:** The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.
- **Violations:** Employees shall comply with the standards of conduct set out in this Policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as District employees. Violation of any policies, regulations, and guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

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## CAMPUS SAFETY PROCEDURES

### Safety Procedures, Materials & Equipment

Become familiar with all emergency materials and equipment in the classroom.

- Upon arrival to the campus, inquire as to safety procedures specific to the classroom you will be in (i.e. locking classroom doors, location of emergency procedures, etc.).
- **Classroom doors should be closed and locked at all times during the instructional day.**
- Upon entering the classroom, locate the Standard Response Protocols and the fire exit map. Take note of the nearest exit.
  - Please view [this video](#) that highlights the safety procedures for all our campuses.
- If the Emergency Procedures Flipchart and/or fire exit map are not apparent, contact the front office to secure either.
- Exterior doors are to remain closed. To prevent intruders, DO NOT prop open doors.
- All classrooms are equipped with a black backpack-style Go Kit. This Go Kit is to be used only in the most extreme circumstances as directed by first responders and/or the campus Principal. Go Kits are intended for adult handling and should NEVER BE ACCESSED BY STUDENT
- Questions regarding campus safety issues can be addressed by the School Safety Coordinator at (832)223-0704.

### Student Safety

Student supervision is the most important responsibility for all LCISD substitutes.

- Promote a safe and positive learning environment.
- NEVER leave students unsupervised!
- If, for any reason, you must leave the classroom, ask another employee to monitor the students until you return.

### Employee Badge

Employee badges help to ensure the safety of students and staff by allowing for easy identification of non-school personnel.

- All LCISD employees are required to wear picture identification badges.
- Upon successful completion of this substitute course and all of its components, you will be given a district badge. At the end of each school year, you will be required to complete returning substitute documents.
- You must always wear your badge while substituting at an LCISD campus.

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- All campus visitors are required to register in the front office and are given visitor badges. If you see anyone on campus without a badge, direct them to the front office or use the classroom phone to call the office.
  - Students are released from the classroom during the day only through campus office protocol. Therefore, redirect any “unbadged” person to the office to follow mandated procedures.

### **Campus Visitors**

If you are subbing in the front office at a campus, there is a process in place to document visitors to the campus.

- All visitors must report to the office upon arrival and present their driver’s license or state-issued I.D. card.
- Follow campus protocol for admitting visitors and for releasing students to designated adults.
- If you see someone in the hallway who is not wearing a district badge, advise the office.

### **Medication**

To ensure student safety, it is necessary that you know steps to follow in the event of student illness or injury

- Send sick or injured students to the School Nurse with a pass.
- In the case of a serious accident or emergency, call for the School Nurse or an administrator immediately.
- Report any accidents to the building Principal immediately.
- Never administer or provide students with medication unless you are substituting as the School Nurse or LVN.

## SUBSTITUTE COMPENSATION PLAN

REFER TO THE LCISD HUMAN RESOURCES PAGE FOR SUBSTITUTE COMPENSATION PLAN

<https://www.lcisd.org/departments/human-resources>

The long-term rate is retroactive to the first day of the assignment. Becoming a long-term substitute does not make you eligible for District medical, dental, life, or long-term disability insurance benefits.

ADMINISTRATORS will be paid  $\frac{1}{2}$  of their Daily Rate of their last employment, but no less than \$175.00 per day. A Substitute Administrator assigned to a secondary school will receive an additional \$25.00 per day for extended day activities, i.e. Extra-curricular duty (paid by timecard).

NOTE TO NURSES: Registered Nurses will be paid at a rate of \$105.00 per day to sub as a nurse. Nurses who elect to substitute as a teacher or in other areas will be paid accordingly.

LVNs will be used in overflow situations and under the supervision of the campus RN. An LVN cannot substitute at any campus in the absence of the RN.

NOTE TO TEACHERS WITH OUT OF STATE CERTIFICATION: Teachers who hold an out of state certification will be paid at the certified substitute rate for one year. If, after one year, Texas certification has not been achieved, the teacher will be paid at the degreed substitute rate.

NOTE ABOUT COLLEGE DEGREES: Lamar CISD must comply with Texas Education Agency (TEA) standards; therefore, only college degrees awarded from institutions accredited by the TEA recognized regional accrediting agencies shall be accepted by Lamar CISD.

NOTE: Certified and Degreed substitutes are expected to work assignments for teachers, nurses, or counselors at the designated rate. A Certified or Degreed substitute who accepts an assignment identified as hourly/classified (i.e. Teacher's aide or monitor) will be paid at the non-degreed rate of \$85.00 or the hourly rate assigned to that job.

### LONG TERM ASSIGNMENTS

Long-Term refers to assignments of ten or more consecutive days in the same position, approved by Human Resources. The long-term rate will begin on the tenth day of such assignment and is retroactive to the first day of the assignment. An absence of, one or more

days, from the long-term assignment is considered an interruption and it will be necessary for the substitute to start over in the assignment and earn his/her way back to long-term status. Absences must be submitted in the SmartFind Express as a 'Substitute Absence LT' (99).

### PARTIAL DAY VS. FULL DAY ASSIGNMENT

Partial day/full day designations are made at the time of the assignment. Please note this along with the name of the teacher, subject, school, and job number when called.

- An assignment of 4 hours or less will constitute a half day assignment.
- An assignment of more than 5 hours shall constitute a full day substitute assignment.
- If you are called to substitute for only 1 or 2 periods, please check for other assignments before leaving the campus.
- If you are called to substitute for a full day assignment and the assignment changes while you are performing your duties, you may call the help desk at (832)223-0310 to check for other assignments before leaving the campus.
- Substitutes who leave an assignment, without good cause, prior to its completion or misrepresent the sign in/sign out time sheet will not be paid.

### SUBSTITUTE PAY

Check stubs are e-mailed to the substitutes' e-mail address on file the day of payday. Direct Deposit to the bank of your choice is mandatory or you will be required to pick up your check in the Payroll Office in person during the hours of 8:00 AM-4:30 PM. NOTE: Early release of checks is not a practice of LCISD except in extreme emergencies. It is the responsibility of the substitute to maintain the most up to date personal information with the Human Resources office. Changes of name, address, e-mail address and/or phone number must be made in person. All substituting assignments must be arranged through the substitute system. If you make a job arrangement outside the substitute system and show up for an assignment without a job number, you will not be paid for the assignment. Substitutes are eligible to participate in the District's deferred compensation plan, also known as a Tax Deferred Annuity. Please contact the Benefits Department with any questions.

# LCISD 2024-2025 SUBSTITUTE PAY SCHEDULE

## Lamar Consolidated Independent School District 2024 - 2025 Semi-Monthly Pay Schedule

Pay Date		Pay Period Begins	Pay Period Ends	Number of Weeks	Due date - <i>Must be in Payroll Office by Noon on this date</i>	
FRIDAY	09/13/24	08/18/24	08/31/24	2	09/03/24	Tuesday
MONDAY	09/30/24	09/01/24	09/14/24	2	09/17/24	Tuesday
TUESDAY	10/15/24	09/15/24	09/28/24	2	10/01/24	Tuesday
WEDNESDAY	10/30/24	09/29/24	10/12/24	2	10/15/24	Tuesday
FRIDAY	11/15/24	10/13/24	11/02/24	3	11/05/24	Tuesday
FRIDAY	11/29/24	11/03/24	11/16/24	2	11/18/24	Monday
FRIDAY	12/13/24	11/17/24	11/30/24	2	12/02/24	Monday
MONDAY	12/30/24	12/01/24	12/14/24	2	12/16/24	Monday
WEDNESDAY	01/15/25	12/15/24	12/28/24	2	01/07/25	Tuesday
THURSDAY	01/30/25	12/29/24	01/11/25	2	01/14/25	Tuesday
FRIDAY	02/14/25	01/12/25	02/01/25	3	02/04/25	Tuesday
FRIDAY	02/28/25	02/02/25	02/15/25	2	02/17/25	Monday
FRIDAY	03/14/25	02/16/25	03/01/25	2	03/03/25	Monday
FRIDAY	03/28/25	03/02/25	03/15/25	2	03/17/25	Monday
TUESDAY	04/15/25	03/16/25	03/29/25	2	04/01/25	Tuesday
WEDNESDAY	04/30/25	03/30/25	04/12/25	2	04/14/25	Monday
THURSDAY	05/15/25	04/13/25	04/26/25	2	04/29/25	Tuesday
FRIDAY	05/30/25	04/27/25	05/10/25	2	05/13/25	Tuesday
FRIDAY	06/13/25	05/11/25	05/31/25	3	06/02/25	Monday
MONDAY	06/30/25	06/01/25	06/14/25	2	06/16/25	Monday
TUESDAY	07/15/25	06/15/25	06/28/25	2	06/30/25	Monday
WEDNESDAY	07/30/25	06/29/25	07/12/25	2	07/14/25	Monday
FRIDAY	08/15/25	07/13/25	08/02/25	3	08/04/25	Monday
FRIDAY	08/29/25	08/03/25	08/16/25	2	08/19/25	Tuesday

Pay period includes **Thanksgiving** holiday, 11/25/24 through 11/29/24.

Pay period includes **Winter Break** holiday, 12/23/24 through 12/27/24.

Pay period includes **Winter Break** holiday, 12/30/24 through 01/06/25.

Pay period includes **Spring Break** holiday, 03/10/25 through 03/14/25.

NOTE: In the event you are under or over paid, the district has a responsibility to notify you when funds are audited. If you are under paid, the district will correct the difference. If you are overpaid, the district will find it necessary to collect from you the funds in question.

### TEACHER RETIREMENT BENEFITS

A substitute who is employed 90 days or more in a school year may apply for Teacher Retirement Benefits. Please contact TRS at 1-800-223-8778 to initiate the process.

### SUBSTITUTE SERVICE RECORD

Substitutes who hold a valid teacher certificate may be able to use their substitute service record to increase their salary when they obtain a full-time teaching position. The commissioner's rule became effective with the 1998-1999 school year. Certified substitutes must meet certain minimum requirements, 85 or 90 documented FTE days, depending upon the year. It is more important than ever to keep track of your substitute schedule because it may mean more salary in the future. If you meet the criteria of Certified Teacher and Substitute Teacher, contact the Certification Officers in the Human Resources Department. This does not apply to TRS retirees.

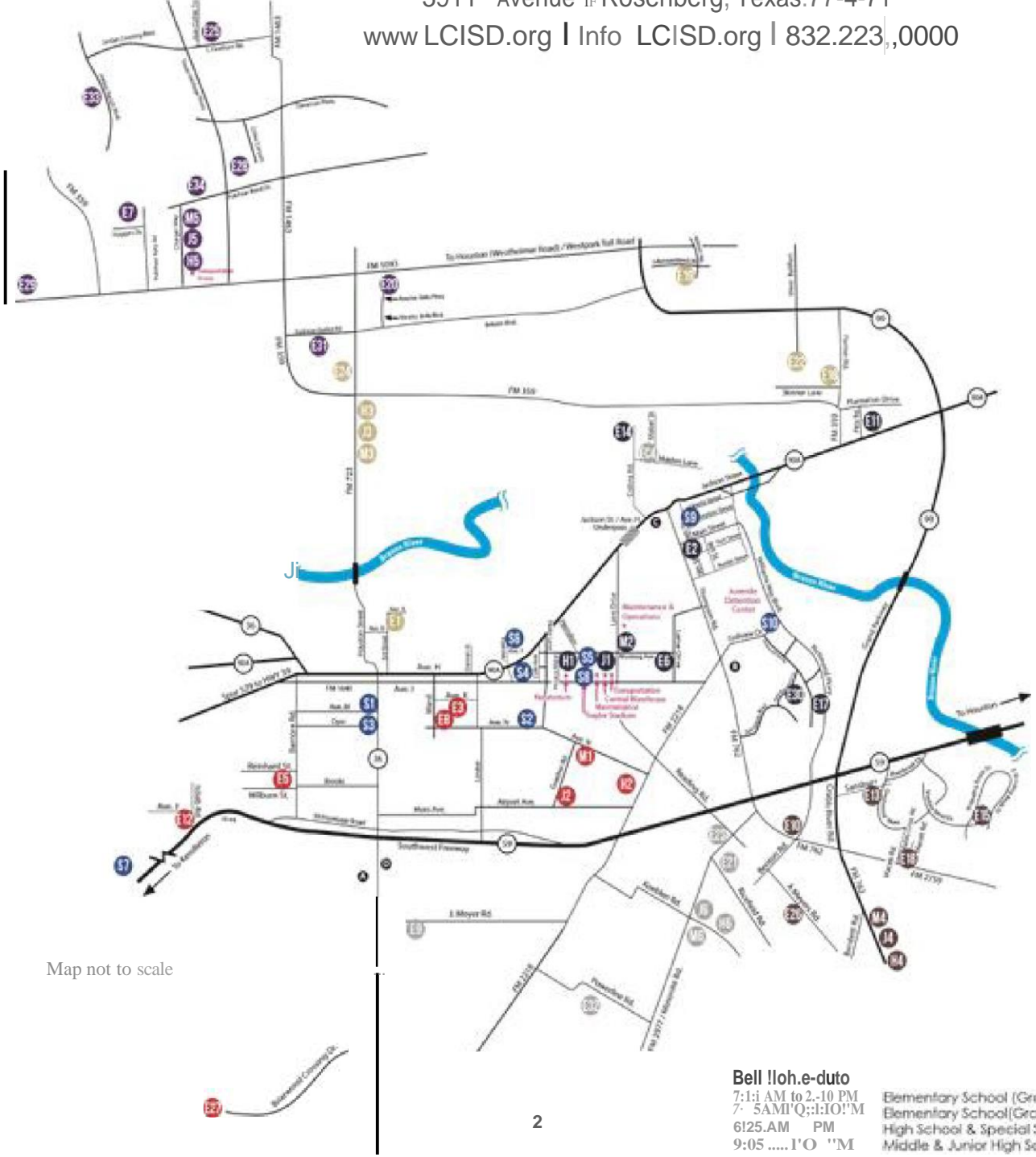
### SUBSTITUTE REPORT

Substitute Reports are sent to the Substitute Office from the schools regarding the performance of work, punctuality, etc. of substitutes. These forms can be positive or negative. There are times when it is beneficial for a substitute and the District to discontinue their relationship. A substitute's status will be changed to "inactive" if he/she fails to meet the expectations of the position or when he/she receives two negative forms regarding the quality of work at an assignment. Additionally, a substitute can be reclassified as "inactive" with one negative form depending on the seriousness of the circumstances. This action is taken at the discretion of the Chief Officer of Human Resources. Substitutes may automatically be reclassified as "inactive" for any behavior in the workplace or away from the workplace that interferes with the mission of Lamar CISD, as well as:

1. Leaving students unsupervised by an adult at any time.
2. Inappropriately redirecting students.
3. Inappropriate language or interaction with students or co-workers.
4. Failure to show up after accepting an assignment.
5. Repeated tardiness.
6. Inability to work with staff members cooperatively.
7. Failure to follow District policies and procedures. 8. Failure to follow specific directions of a principal.

# DISTRICT MAP

3911 Avenue IF Rosenberg, Texas.77-4-71  
[www.LCISD.org](http://www.LCISD.org) | Info [LCISD.org](mailto:LCISD.org) | 832.223,0000



Map not to scale



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## PRENATAL SCHOOL

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Updated May 4

## Campus Times

<b>Classroom Staff</b>		<b>Office Staff</b>	
<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Librarians</li> <li>• Nurses</li> <li>• Counselors</li> </ul>		<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Secretaries</li> <li>• Receptionists</li> <li>• Clerks</li> <li>• Teacher Aides</li> </ul>	
<b>Begin (a.m.)</b>	<b>End (p.m.)</b>	<b>Begin (a.m.)</b>	<b>End (p.m.)</b>
<b>Elementary Campuses Group A/Group B</b>			
7:00/7:30	3:15/3:45	7:00/7:30	3:30/4:00
<b>High School Campuses/Adult Transition Program</b>			
8:10	4:25	8:10	4:40
<b>Middle School &amp; Junior High</b>			
8:50	5:05	8:50	5:20
<b>Alternative Learning Center</b>			
8:10	4:25	8:10	4:40
<b>Central Office</b>			
		8:00	4:30

**The times listed above are standard – pay close attention to the job offer to find out the exact time you will need to be present for the assignment.**

# 2024 - 2025 *&ipw*

This calendar is for internal use

3911 Avenue I, Rosenberg, Texas 77471 • 832.223.CICICICI • www.LCISD.org

JULY							AUGUST							SEPTEMBER							OCTOBER												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S						
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

NOVEMBER							DECEMBER							JANUARY							FEBRUARY												
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MARCH							APRIL							MAY							JUNE												
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## EXCEPTIONS

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### Staff Development, Planning Day, Data Day

### Grading Periods

#### Elementary (K-5) Grading Periods

July 25 - 29	.....	New Teacher Staff Development	1mt	)
July 30	.....	Opt Out Day		
July 30 - Aug. 7	.....	Back to School Staff Development		
Aug. 8 - 9	.....	Teacher Work days		
Nov. 22	.....	Planning & Data Day		
Dec. 20	.....	Planning & Work Day		
Jan. 7	.....	Staff Development Day		
Feb. 17	.....	Data Day		

Elementary	.....	Inst Days	
1-9W	.....	Aug. 12-Oct. 10	12
29W	.....	Oct. 15-Dec. 19	42
3-9W	.....	Jan. 8-Mar. 7	41
4-9W	.....	Mar. 17-May 22	47
<b>Total Instructional Days</b>		<b>.....</b>	<b>172</b>

May 23	.....	Staff Development Day - OOnf1UNC;n1on	)
April 18	.....	Staff Development / DMA Day	)
Aug. 30, Sept. 26, Oct. 25, Jan. 31, Feb. 28, Mar. 7, Mar. 28, Apr. 17, May 22	.....	Student Early Dismissal Teacher Work Day or Planning Day	

May 26	.....	Memorial Day
June 19	.....	Juneteenth

### Student & Staff Holidays

July 4	.....	Independence Day
Sept. 2	.....	Labor Day
Sept. 27	.....	Fort Bend County Fair Day
Oct. 11 & 14	.....	Fall Break
Nov. 22	.....	Student Holiday
Nov. 25 - 29	.....	Thanksgiving Break
Dec. 23 & Jan. 6	.....	Winter Break
Jan. 20	.....	MLK Day
Feb. 17	.....	Student Holiday
Mar. 10 & 14	.....	Spring Break
April 21	.....	Spring Holiday

**Secondary 16-12 Grading Periods**

Secondary	Dates	Instructional Days
16W	Aug. 12 - Sep. 20	21
26W	Sep. 23 - Nov. 1	27
36W	Nov. 4 - Dec. 19	26
46W	Jan. 8 - Feb. 21	31
56W	Feb. 24 - Apr. 11	30
66W	Apr. 14 - May 22	27

**Total Instructional Days . . . • . . . • 172**

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**Elementary Dismissal Times**

Elementary School (6r1111p A)	11:15 AM
Elementary School (6r1111p B)	11:30 AM
High School & Senior High School	12:25 PM
Middle & Junior High School	1:15 PM

Revised April 19, 2024



LA ARc1s0  
OUR PROUD TRADITION IS OUR BRIGHT FUTURE

# 2024 - 2025 Student Instructional Calendar

This calendar is for students and families. Staff members should refer to the staff instructional calendar for information on staff development and work days.

3911 Avenue I, Rosenberg, Texas 77471 • 832.223.0000 • www.LCISD.org

## Student Holidays

July 4	Independence Day
Sept. 2	Labor Day
Sept. 27	Fort Bend County Fair Day
Oct. 11 - 14	Fall Break
Nov. 22	Student Holiday (Staff Planning & Data Day)
Nov. 25 - 29	Thanksgiving Break
Dec. 20	Student Holiday (Staff Planning & Data Day)
Dec. 23 - Jan. 6	Winter Break
Jan. 7	Student Holiday (Staff Development Day)
Jan. 20	MLK Day
Feb. 17	Student Holiday (Staff Planning & Data Day)
Mar. 10 - 14	Spring Break
April 18	Student Holiday (Staff Development Day)
April 21	Spring Holiday
May 26	Memorial Day
June 19	Juneteenth

## Grading Periods

### Elementary (K-5) Grading Periods

Elementary	Dates	Inst Days
1 9 W	Aug. 12 - Oct. 10	42
2 9 W	Oct. 15 - Dec. 19	42
3 9 W	Jan. 8 - Mar. 7	41
4 9 W	Mar. 17 - May 22	47
<b>Total Instructional Days</b>		<b>172</b>

### Secondary (6-12) Grading Periods

Secondary	Dates	Inst Days
1 6 W	Aug. 12 - Sep. 20	29
2 6 W	Sep. 23 - Nov. 1	27
3 6 W	Nov. 4 - Dec. 19	28
4 6 W	Jan. 8 - Feb. 21	31
5 6 W	Feb. 24 - Apr. 11	30
6 6 W	Apr. 14 - May 22	27
<b>Total Instructional Days</b>		<b>172</b>

## Early Dismissal

Aug. 30, Sept. 26, Oct. 25, Jan. 31, Feb. 28,  
Mar. 7, Mar. 28, Apr. 17, May 22

First Day of School for Students: August 12  
Last Day of School for Students: May 22



## Early Dismissal Times

Elementary School (Group A)	11:15 AM
Elementary School (Group B)	11:45 AM
High School & Special Sites*	12:25 PM
Middle & Junior High School	1:05 PM

\*Times at Special Sites may vary due to transportation

**LAMAR**CISD

A PROUD TRADITION | A BRIGHT FUTURE

\*Revised April 16, 2024

Legend

- Student and Staff Holiday
- Six/Nine Weeks Begins/Ends
- Early Dismissal - All Students
- Student Holiday (Planning & Data Day)
- Student Holiday and Staff Development

Revised Z7.2017

### Lamar CISD Substitute Time Sheet

C:\mpus\Site: \_\_\_\_\_

Date \_\_\_\_\_ Thru \_\_\_\_\_

Substitute Emp./Access ID	Substitute's Name (Print legibly)	Job No.	Date	Time In	Time Out	Substituting for: (Print legibly)

Administrator Signature \_\_\_\_\_

**NOTE: Substitutes must sign in/out at the exact time of arrival and departure.**

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## **SPECIAL EDUCATION CONTINUUM OF SERVICES & PROGRAMS**

Lamar Consolidated ISD provides services with special education personnel to students with disabilities in order to meet the special needs of those students. To the maximum extent possible, children with disabilities are educated with children who are non-disabled. Removal from the general educational environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Based on the individual needs and individualized education programs of the eligible students, the ARD Committee determines the appropriate alternative instructional arrangement, setting, and/or service. Alternatives may include the following:

### **Adult Transition Program (ATP)**

ATP is a program for students 18+ that is geared to work on job training, independent living skills, and health and wellness.

### **Compliance and Academics Program (CAP)**

The CAP classroom is designed to meet the needs of students with a disability who have average cognitive functioning, and the presence of problem behaviors that significantly interfere with learning. These students have deficits in attending, compliance, and frustration tolerance and may display self-stimulatory behaviors that disrupt learning as well as aggression towards others, elopement, and/or self-injurious behaviors. The goal of the CAP classroom is to teach students compliance skills and other necessary ready to learn skills so that the students can successfully participate in a general education classroom. These students require high structure, repetition, prompting, reinforcement, and intensive instruction to reduce severe and persistent behaviors that interfere with learning.

### **ECSE Program Description**

The Early Childhood Special Education (ECSE) program is for students ages 3-5 who require specialized teaching strategies, and the ongoing development of communication, cognitive, social, and behavioral skills. The purpose is to provide early intervention with an emphasis on acquisition of behaviors and skills considered most important for future learning (i.e. imitation, attending, compliance); the development of oral language; establishing age-appropriate self-care skills (i.e. toilet training); and reduction of interfering behaviors. The program follows a district-adopted research-based curriculum for Pre-K. In the ECSE classroom, teachers strive to differentiate the instruction so that all children achieve at their individual level. The classroom schedule reflects whole group, small group, and individualized instruction throughout the class day. Children may also



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receive related services (Speech, Occupational, or Physical), as deemed required by the Admission, Review, Dismissal Committee. The ARD committee will routinely assess a student's Least Restrictive Environment (LRE) and consider a

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continuum of services with opportunities for the student to participate in an inclusive setting as deemed appropriate.

Inclusion opportunities may consist of:

- Pegasus
- General Education Pre-K
- General Education Kindergarten

### Homebound

A student served through the special education homebound program at home or hospital bedside must be served by a certified special education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible.

The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks need not be consecutive. The student is confined at home or hospital bedside for medical reasons only. The student's medical condition is documented by a physician licensed to practice in the United States.

### Inclusion

Inclusive education, according to its most basic definition, means that students with disabilities are supported in chronologically age-appropriate general education classes at their home schools and receive the specialized instruction defined by their individualized education programs (IEP's) within the context of the core curriculum and general class activities. Inclusion support is offered in designated academic areas. Inclusion support consists of a special education teacher and/or paraprofessional consulting with the general education teacher to assist in the implementation of individual educational plans and/or modifications within the general education classroom. Based on the needs of the student, this support may be provided via consultation with the general education teacher, and/ or direct, with the teacher or paraprofessional working directly with the student in the classroom. The amount of time for this service is an ARD Committee decision based on the needs of the student.

### Resource

Resource is a pullout service delivery model offered in the student's area of disability. Students placed in resource classes are working on specific individualized educational goals and objectives developed by the admission, review, and dismissal (ARD) committee. Most often, students in these classes are unable to successfully participate

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in general education curriculum at grade level due to severe learning difficulties. Resource classes allow these students to progress through the curriculum at their own level and pace.

- Can receive modified curriculum but are responsible for grade level TEKS.
- Academic performance can also be 2 to 3 years below grade level.
- Students must have goals and/or objectives for subjects.
- Direct instruction and/or interventions are provided to the student.

### Social Emotional Support Classroom (SESC)

The Social Emotional Support Classroom will provide students with a comprehensive behavior classroom that focuses on social skills training and social-emotional learning that allows students to move through a continuum of program options. The SESC program aims to provide needed behavior support to its students while they receive instruction in the general education or resource setting. The foundation of the program is rooted in the belief that students benefit both behaviorally and academically from educational experiences with their nondisabled peers while having access to the general education curriculum. With the ongoing support and training of SESC staff, each student will learn, practice, and implement individualized strategies that address targeted behaviors. Students will move through a leveled system of support by displaying appropriate behaviors independently. This will allow students to receive behavioral support when needed and receive maximum instructional time from highly qualified teachers.

### Structured Learning Classroom (SLC)

The Structured Learning Classroom (SLC) is a specialized program designed to support students with low-incidence disabilities based on the University of North Carolina's Structured TEACCH philosophy. This program is based on a highly structured environment that meets students' academic, social, behavioral and communication needs. It utilizes an alternate curriculum, which focuses on the TEKS at the prerequisite level while individualizing instructional strategies for every student. While the names of the programs have changed student IEP goals will remain intact and implemented to ensure student progress.

## TIPS FOR A SUCCESSFUL DAY

### AT HOME

- Keep a note pad and pencil by the phone you will be using to answer early morning calls.

- Leave early enough to arrive at the school at least 15 minutes prior to the beginning of school.

### PRIOR TO ENTERING THE CLASSROOM

- Report to the front office.
- Ask if there will be any extra duties associated with the regular teacher's assignment.
- Find out what the lunch procedure is.
- Find out how to refer a student to the office.
- Find out how to report students who are tardy or absent.
- Obtain any keys that might be necessary.
- Find the location of rest rooms and the teacher's lounge.
- Ask the names of the teachers on both sides of your classroom and if possible, introduce yourself to them.

### UPON ENTERING THE CLASSROOM

- Write your name on the board.
- Locate the substitute folder.
- Review the expectations or rules if any are posted.
- Locate the school evacuation map.
- Read through the lesson plans left by the regular teacher.
- Locate the books, papers, and materials that will be needed throughout the day.
- Study the seating charts, if available.
- When the bell rings, stand in the doorway and greet students as they enter the classroom.

### THROUGHOUT THE DAY

- Supervision of students is a primary responsibility.
- Greet the students at the door and get them involved in the learning activity immediately.
- Carry out the lesson plans and assigned duties to the best of your ability.
- Improvise 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.
- Do not provide students with food, drinks, cough drops, etc.

## AT THE END OF EACH CLASS PERIOD/DAY

- 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.
- Take time to write the teacher a summary of the day.
- Neatly organize the papers turned in by the students.
- 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 to the office (if you haven't already done so).
- Contemplate ways you can improve as a substitute teacher.
- Jot down a few notes to yourself about what was accomplished and how things went.
- Pat yourself on the back, you did a great service!

## **SUGGESTIONS WHEN LESSON PLANS ARE Missing or Insufficient**

There will be times when you are faced with minimal or with no plans at all. Similarly, there may be occasions when the proposed materials may be too difficult to cover adequately without preparation. Following are some suggestions for handling these situations:

1. Check with the office to see if the regular teacher has left instructions there. At the secondary school, check with the department chair if there are no plans left in the room. If subbing at an elementary campus, consult with other teachers in the same grade level. Team leads or instructional coaches are a good resource for help.
2. Try to maintain a continuity of lessons by referring to the last completed day in the lesson plan book if one is available. Try to provide a reasonable follow-up of the previous lesson.
3. Younger students are sometimes upset by a departure from regular routines. Try to maintain their regular schedule as much as possible but let them know that some things will be done differently that day.

### **Lesson Organization**

Lessons can be divided into three main sections: Introduction, Presentation and Conclusion.

- **Introduction:**

- Start the lesson by telling the students what they will be learning and/or how the lesson connects to previously learned material. Clearly define your expectations.

- **Presentation:**

- During this section of the lesson, you will provide essential information the students need to know. It may include a demonstration or a step-by-step explanation. Be

enthusiastic in your delivery to maintain student attention.

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- **Conclusion:**

- Wrap up the lesson by summarizing what was included in the instruction and what the students have learned.

## **Teaching Strategies**

### **Getting and Keeping Students on Task**

Consider these strategies when trying to get the class started and to keep students focused on the day's lesson.

- Give students clear, concise instructions including:
  - What they are to do
  - How they are to do it
  - When it must be completed
  - Where to turn it in
- Clear directions will keep students on task and help you maintain control of the classroom.
- If resources are needed (i.e. textbooks, magazines, computers, etc.), make sure they are available for the students to use.
- Generate interest in the lesson through the use of pictures or examples.
- Engage students by making the lesson as interactive as possible. Try to incorporate activities or practice into the instruction.
- Call upon students to answer questions or offer examples that relate to the instruction.

### **Monitoring**

Monitoring students in the classroom is critical to your success as a substitute. By following these strategies, you can monitor the class in a way that will ensure the integrity of the instructional process and keep students safe.

- Walk around the classroom.
- Keep your eyes moving to detect students who are struggling to work.
- Many students will not ask for help when they are unfamiliar with the substitute. Ease a student's tension by walking over to their desk and asking if they would like help.
- Keep students on task to prevent the classroom from spiraling out of control.

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- Offer to help and be a proactive member of the classroom. This is not the time to read a book or work on personal items.
  - If the majority of the students are struggling to complete the assignment, you will need to clarify expectations and/or provide additional instruction.

### **Closure**

End each class so that students walk away with a positive experience.

- Do not give students “free time.”
- If there is time left at the end of class, review students on what they accomplished during the class.
- Play an educational game that will reinforce the lesson.
- Collect student work completed during the class. Keep it organized neatly, but do not grade it. Leave the absent teacher a list with the names of students who did not turn in an assignment.
- Do not allow students to leave the room until the appropriate dismissal time. If a student tells you that it is okay for them to leave early, check with a neighboring teacher or administrator to verify.

### **RESPONSIBILITIES OF SUBSTITUTES**

As a substitute you should report to the main office upon arriving at the school. You will then receive your assignment information. You are entitled to a lunch period, but you are not entitled to have the teacher’s conference period off. The principal has the right to assign you extra duty during that time. (Please remember that we pay you to work a full day or a four-hour day for part day assignments.) After receiving your assignment information, you should report to the assigned classroom. The following suggestions should be noted as preparation before the day begins:

- Become familiar with the procedure for checking class rolls, lunch schedule, and for emergency disaster and fire drills.
- It is important that accurate daily attendance records be kept in the manner adopted by the school. If recorded manually, use only black or blue ink.



- Review lesson plans prepared by the regular teacher and locate materials for carrying out the assignment. Follow lesson plans as closely as possible to ensure continuity in the instructional program. Make a note of any changes that you make.
- As a means of creating the appropriate classroom climate, the substitute teacher should introduce himself/herself to each new group of students with whom he/she has contact throughout the day. Remember to write your name on the chalkboard.
- Do not leave the classroom for any reason. If you suddenly feel ill, ask a neighboring teacher to watch your class until you return. Never leave the campus during your lunch period or off period unless you have signed out. Remember to sign in upon your return. (Remember that since Lamar CISD is a non-smoking/tobacco free district, smoking and other use of tobacco is not allowed anywhere on the Lamar CISD grounds.)
- Maintain a professional attitude toward your work (you are not a baby-sitter). Your attitude and professionalism will have a great deal to do with your acceptance by the faculty and students and your success in the assignment.
- It is important that the regular teacher be informed of the material covered during his/her absence. As you prepare your daily summary, report only that which is necessary, and remember not to criticize the regular procedures of the students.
- At the end of the day, leave the room neat and orderly, closing windows and doors. Return all keys to the front office and check to determine the need for further service. If money is collected, record the amount and turn it in to the front office if not done earlier.

## **CLASSROOM MANAGEMENT**

Effective classroom management requires the use of techniques, routines and strategies to create a classroom environment that is conducive to learning. Because ineffective classroom management can create student discipline problems and interrupt instruction, it is imperative that you are able to apply all the topics discussed in this section.

1. The substitute shall never leave students unsupervised. The supervision of students is both a classroom management and a safety responsibility. The substitute teacher has the same responsibility as the regular teacher for the students' wellbeing while in his/her supervision.
2. Substitute teachers are expected to review the District Student Code of Conduct to become familiar with policies and procedures of the District.

3. Disciplinary problems may be avoided by keeping students occupied in meaningful activities and by providing firm and consistent management of students.
4. The substitute should review the classroom discipline plan. Check with the team leader, department chair, teachers or principal for necessary clarifications. Do not hesitate to ask for help.
5. The substitute teacher might have ready appropriate extra activities for the grade level so that students never have idle time.
6. Refrain from touching students in any form or fashion. Such actions can be misconstrued.
7. Organize the details to minimize time spent on procedural matters.
  - a. Have students pass papers to the front of each row and count them.
  - b. Ask students to place homework or test papers on the corner of their desks and pick them up.
  - c. Do not permit wandering, unnecessary pencil sharpening, etc.
  - d. Make use of student monitors to assist in collecting items or passing the trash can.
8. Encourage student attention and active participation.
9. Substitute teachers are expected to be an active part of classroom instruction. Monitor students carefully by moving around the classroom checking on each student by answering questions, and/or clarifying the assignment.
10. As you monitor the classroom, provide feedback to students about their work.
11. Keep an eye on the clock. Allow time for administrative and academic closure.

### **Setting the Tone**

Begin the day in a positive manner by setting an objective for the day and arriving prepared, organized and enthusiastic

- Introduce yourself to the class in a warm and friendly voice and let the students know how you would like to be addressed (i.e. Mr., Mrs., Miss, Ms...).
- Students may view having a substitute as a “day off” from instruction.

- 
- Assure students that even though their regular teacher is absent, instruction will still occur and they are going to have a positive experience.
  - Statements of student expectations lay the foundation for the rest of the day. These expectations should be stated positively and calmly at the start of class before any misbehavior occurs.

### **Establishing Respect**

While substituting, it is imperative to remember that when you respect students, students will respect you.

- Start each day with the expectation that all students will behave.
- Students, regardless of their age or grade level, should be treated with respect.
- Students tend to respond in a more positive manner when the teacher talks “with them” and not “at them.”
- Exhibiting self-confidence will increase your effectiveness as a substitute. This requires that you remain calm, use a pleasant tone of voice and work toward classroom cooperation rather than domination.
- A sense of humor is helpful, but remember:
  - Sarcasm and ridicule are never appropriate
  - Your job is to provide instruction to students, not to entertain them
- Anger has no place in the classroom and students should never feel threatened.

### **Time Management**

Unstructured time is an invitation for misbehavior. Therefore, substitutes who are organized and prepared are less likely to experience discipline problems in the classroom.

- Know the class schedule and the procedures for:
  - Taking attendance
  - Allowing students out of the classroom
  - Lunch
  - Dismissal
  - Duty (i.e. bus or cafeteria duty)
- Get the students involved in the learning activity immediately.
- Minimize time spent on procedural matters such as taking attendance and passing out materials.
- Avoid delays or gaps in instruction. Students are better behaved when they are actively engaged and learning.
- Effective management of time and materials includes anticipating student needs and being prepared to adjust as circumstances within the classroom change.

- 
- Keep a folder with “filler activities” that can be used when students are finished with their work or the lesson runs short. Examples of “filler activities” include word searches, crossword puzzles, math worksheets, etc.

### **Skills for Effective Classroom Management**

Effective classroom management is best achieved using a positive approach. Be pleasant, yet firm, and clearly state your expectations.

- Students cannot be expected to sit quietly for long periods of time and remain focused on their work indefinitely with no misbehaviors. The best preventative measure for restlessness in the classroom is a frequent change of pace, enthusiasm modeled by the teacher and sensitivity to the physical needs of students.
- Stay on your feet and circulate throughout the classroom. Refocus any students who may be off task.
- Redirect the actions of attention seeking students by asking them to help you with classroom activities. Even very small tasks, such as handing out materials, can encourage students to make positive behavior decisions.
- Praise students for good behavior.

### **Classroom Rules**

Classroom rules establish expectations for student behavior and ensure an orderly learning environment

- Classroom rules should always be stated in positive terms, describing the behaviors you wish to see rather than listing behaviors that are prohibited.
- Become familiar with rules already in place for the classroom or building where you are subbing and be prepared to follow them. Students respond better when rules and procedures are consistent.
- When students are in violation of classroom rules or are exhibiting unacceptable behavior, correct them immediately and try to solve any problems before referring them to the office

### **Classroom Control**

Classroom control is based on a mutual understanding between the teacher and the students. As the teacher, you must understand the problems of the students.

The students should understand your expectations and how they will be enforced.

- Focus on behavior that is wanted, rather than on misbehavior that has occurred by clearly describing what students are expected to do.

- 
- Do not reward misbehavior by allowing the student to become the center of attention. Be inconspicuous when Correcting misbehavior and do not distract other students in the class.
  - Do not ignore misbehavior—it will not stop on its own.
  - When correcting student misbehavior:
    - Do not yell or lose your temper. You are the role model for correct behavior.
    - Do not say something that will embarrass the student in front of classmates. Students will make every attempt to “save face” in front of other students.
    - Do not argue with the student. Calmly, yet firmly, enforce the rules established at the beginning of class.

## **Discipline**

When a student exhibits inappropriate behavior, follow these strategies and procedures to rectify the situation.

- Handle any discipline issues privately:
  - Call the student aside
  - Ask the student why the misbehavior occurred
  - Offer alternatives for the behavior
- Handle minor infractions such as talking or chewing gum in class with common sense.
- If a student is found using a cell phone during class, do not take the phone from the student, but rather call team lead/departement chair for further instructions.
- If it is necessary to refer students to the office, be sure to send them with a detailed discipline referral. Follow up at the first opportunity to make sure the student reported to the office as instructed.
- For serious classroom disruptions, use the call button or classroom phone to contact the front office for assistance.
- Never administer corporal punishment or verbally abuse students. This includes, but is not limited to:
  - Shouting
  - Name-calling
  - Denying access to the restroom or Nurse’s Office as a consequence for Misbehavior
  - Confiscating personal items
  - Making physical contact

## **SUBSTITUTE SYSTEM INSTRUCTIONS**

### **REGISTRATION PROCESS**

**Registration must be completed before you can begin substituting.** In order to complete the registration process and become an active substitute for Lamar CISD, you must complete all of the following steps:

1. Call (832)223-0320
2. When prompted for your Access ID, enter your Munis/Employee Number, and then press the star (\*) key
3. When prompted for your PIN, enter your Munis/Employee Number, and then press the star (\*) key
4. Record your name, then press the star (\*) key
  - a. Press 1 to Accept
  - b. Press 2 to Rerecord
  - c. Press 9 to Exit and hang-up
5. Listen to your callback telephone number (this is the number the system will call to offer you assignments)
  - a. Press 1 to Change your callback number
  - b. Press 9 to Accept
6. Enter a new **6-digit** PIN, then press the star (\*) key
  - a. Press 1 to Accept
  - b. Press 8 to Reenter
  - c. Press 9 to Exit and hang-up

**Be sure to write down your Access ID and PIN. You will need both of these numbers to search for, accept, and cancel assignments.**

### **WEB BROWSER ACCESS INSTRUCTIONS**

#### **SIGN IN**

Open your web browser and access the SmartFindExpress sign in page (<https://lamarcisd.eschoolsolutions.com/homeAction.do> ). Review the messages above the Sign In. Enter your User ID and click on Forgot Password. You will be emailed further instructions. Your password online must consist of letters and numbers. You may use symbols.

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## Sub System Information

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**System Phone Number:** (832)223-0320

**Help Desk Phone Number:** (832)223-0310

**SmartFind Express URL:** [lamarcisd.eschoolsolutions.com](http://lamarcisd.eschoolsolutions.com)

**Access ID:**

**PIN:**

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### The System Calls Substitutes during These Times:

	<b>Today's Jobs</b>	<b>Future Jobs</b>
Weekdays	5:00 am	6:00 - 10:00 pm
Saturday	None	None
Sunday	None	6:00 - 10:00 pm
Holidays	None	6:00 - 10:00 pm

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### Decline/Cancellation Reasons:

<b>Number</b>	<b>Reason</b>
1	Personal Illness
2	Family Illness
3	Death in Family
4	Personal Business
5	Working in Another District
6	Not Comfortable with Assignment
7	No Transportation
8	Out of Town
9	Jury Duty
10	Accepted another assignment
25	Other

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## THE SYSTEM CALLS

### ***HEAR THE JOB OFFER***

When the system calls you about an open job, the job information will play, including the absent employee's name, the location, the classification, and the dates and times of the job. Also, if special instructions were recorded for the job, they will be played to you. You can accept or decline the assignment. If you decline the assignment, you will be asked to enter a reason for the decline.

1. **PRESS 1** to Hear the job offer  
**PRESS 2** to Set temporary Do Not Call  
**PRESS 9** to Exit and hang-up
2. If you **pressed 1** to Hear the job offer  
**PRESS 1** to Hear the job description  
**PRESS 2** to Decline the job (without hearing the description)  
Enter the decline reason from page 1 followed by the star (\*) key or wait for a list of reasons
3. If you **pressed 1** to Hear the job description  
**PRESS 1** to Accept this job  
**Record the Job Number. You are successfully assigned to the job.**  
**PRESS 1** to Hear the job number again  
**PRESS 2** to Repeat the job description  
**PRESS 2** to Repeat the job description  
**PRESS 3** to Decline the job  
Enter the decline reason from page 1 followed by the star (\*) key or wait for a list of reasons  
**PRESS 1** to Accept  
**PRESS 2** to Re-enter  
**PRESS 9** to Exit and repeat this step
4. If you **pressed 2** to Set temporary Do Not Call, hear a time offered  
**PRESS 1** to Accept the time offered  
**PRESS 2** to Enter an earlier time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm  
**PRESS 9** to Exit and hear the job offer



## ***HEAR THE CANCELLATION***

Substitute cancelled assignment notification calls are made once an hour during callout periods. The details of the cancelled job are played. You will automatically be made available for other jobs during the time period that was held by the now cancelled job.

1. Hear “This assignment has been cancelled” and the job information
2. **PRESS 1** to Repeat the job information  
**PRESS 9** to Exit and hang-up

## **CALLING THE SYSTEM**

Substitutes can call the system and enter their Access ID and PIN, both followed by the star (\*) key and select one of the following menu choices:

### ***MENU OPTIONS***

- 1 - Review or Cancel Assignments
  - 2 - Hear Available Jobs
  - 3 - Change your Callback Number
  - 4 - Review or Modify Temporary Do Not Call Time
  - 5 - Review or Modify Unavailability Dates
  - 6 - Review or Modify Daily Availability
  - 7 - Change PIN, Re-record Name, or Change Language Preference\*
  - 9 - Exit and hang-up
- \* If multiple languages are configured.

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### ***1- REVIEW OR CANCEL ASSIGNMENTS***

1. Hear assignments in chronological order  
**PRESS 1** to Hear assigned job information again  
**PRESS 2** to Cancel this assigned job  
**PRESS 8** to Hear another assigned job  
**PRESS 9** to Exit to menu options
2. If you **pressed 2** to Cancel assignment  
**PRESS 1** to Confirm cancellation  
Enter cancellation reason from page 1 followed by the star (\*) key or wait for a list of reasons  
**PRESS 1** to Accept

- PRESS 2** to Re-enter
  - PRESS 9** to Exit and hear next assignment
  - PRESS 9** to Exit and hear next assignment (assignment will not be cancelled)
- 

## ***2- HEAR AVAILABLE JOBS***

1. Hear assignment information
    - PRESS 1** to Repeat assignment
    - PRESS 2** to Accept assignment
    - PRESS 3** to Decline assignment
    - PRESS 8** to Hear next assignment
    - PRESS 9** to Exit to menu options
  2. If you **pressed 2** to Accept assignment, hear the job assignment
    - PRESS 1** to Repeat assignment
    - PRESS 2** to Hear next assignment
    - PRESS 9** to Exit to menu options
  3. If you **pressed 3** to Decline assignment
    - Enter decline reason from page 1 followed by the star (\*) key or wait for a list of reasons
    - PRESS 1** to Accept
    - PRESS 2** to Re-enter
    - PRESS 9** to Exit and hear next assignment
- 

## ***3- CHANGE YOUR CALLBACK NUMBER***

1. Hear the Callback telephone number
    - PRESS 1** to Modify callback telephone number
    - PRESS 9** to Exit to menu options (number will not be changed)
  2. Enter new telephone number followed by the star (\*) key. Hear the new telephone number
    - PRESS 1** if Correct
    - PRESS 2** to Re-enter the number
    - PRESS 9** to Exit to menu options
- 

## ***4- REVIEW OR MODIFY TEMPORARY DO NOT CALL TIMES***

1. Hear the temporary Do Not Call time

**PRESS 1** to Enter a time  
**PRESS 2** to Delete this time  
**PRESS 9** to Exit to menu options

2. If you **pressed 1** to Enter a time, hear a time offered  
**PRESS 1** to Accept the time offered  
**PRESS 8** to Enter an earlier time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm **PRESS 9** to Exit to menu options

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### ***5- REVIEW OR MODIFY UNAVAILABILITY DATES***

1. **PRESS 1** to Review or delete unavailability period  
**PRESS 2** to Add a new unavailability period  
**PRESS 9** to Exit to menu options
2. If you **pressed 1** to Review or delete, hear the unavailable period information  
**PRESS 1** to Delete this unavailability period  
**PRESS 2** to Hear the next unavailability period  
**PRESS 9** to Exit to menu options
3. If you **pressed 2** to Add dates  
Enter Start Date; two digits for the month, two digits for the day, two digits for the year (MMDDYY)  
Enter End Date; two digits for the month, two digits for the day, two digits for the year (MMDDYY)

Indicate unavailable all day? **PRESS**

**1** for Yes

**PRESS 2** to Enter time

Enter Start Time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm

Repeat procedure for End time

Receive calls for future assignments during unavailable period?

**PRESS 1** to Receive calls for future jobs during this unavailability period

**PRESS 2** if you do not want to receive calls for future jobs during this unavailability period

**PRESS 9** to Exit and review or modify unavailability dates (without saving unavailability period)

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### ***6- REVIEW OR MODIFY DAILY AVAILABILITY***

1. **PRESS 1** to Review or delete, hear a time period you are available to work  
**PRESS 2** to Enter a new time period you are available to work  
**PRESS 3** to Review or delete, hear a time period you should not be called  
**PRESS 4** to Enter a new time period you should not be called  
**PRESS 9** to Exit to menu options
  2. If you **pressed 1** to Review or delete a time period you are available to work, or **pressed 3** to review or delete a time period you should not be called, hear the day and time period in chronological order **PRESS 1** to Delete this time period  
**PRESS 8** to Hear the next time period  
**PRESS 9** to Exit to review or modify daily availability
  3. If you **pressed 2** to Enter a new time period you are available to work, or **pressed 4** to a new time period you should not be called  
Select the day of the week  
**PRESS 1** for Monday thru Friday  
**PRESS 2 – 8** for Sunday thru Saturday (2=Sunday, 3=Monday, 4=Tuesday, 5=Wednesday, 6=Thursday, 7=Friday, 8=Saturday)  
If you **pressed 1** thru **8**, enter a time **PRESS**  
**1** for All day  
**PRESS 2** to Enter start and end time  
Enter the time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm  
**PRESS 9** to Exit to review or modify daily availability (without saving changes)
- 

### ***7- TO CHANGE PIN, RE-RECORD NAME, OR CHANGE LANGUAGE PREFERENCE***

1. **PRESS 1** to Change your PIN  
**PRESS 2** to Change the recording of your name  
**PRESS 3** to Change the language preference  
**PRESS 9** to Exit to menu options
2. If you **pressed 1** to Change your PIN  
Enter a new PIN at least **xx** digits in length followed by the star (\*) key  
**PRESS 1** if Correct

**PRESS 8** to Re-enter

**PRESS 9** to Exit to menu options

3. If you **pressed 2** to Change the recording of your name Hear “Your name is recorded as “recorded name.”

**PRESS 1** to Hear your name again

**PRESS 2** to Re-record name

**PRESS 9** to Exit to menu options

\*If you **pressed 2** to Re-record name, system plays, “Please record your name. Press \* when done.”

4. System plays Name.

**PRESS 1** to Accept this recording

**PRESS 2** to Re-record name

**PRESS 9** to Exit to menu options

4. If you **pressed 3** to Change the language preference Enter language followed by the star key (\*) when finished

**PRESS 1** to Accept

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**PRESS 2** to Hear more language options

**PRESS 9** to Exit to menu options (without saving language)

## LANGUAGE SELECTION

If multiple languages are present, the language choice is offered on the sign in page. Selecting the language choice on the sign in page will immediately refresh the page and all screens are displayed in the selected language after you successfully log into the system. The language choice must be made before clicking the *Submit* button on the sign in page.

## PIN/PASSWORD REMINDER

The “Trouble Signing in?” link supports users who want to log into the system but have forgotten their PIN/password. When this link is selected, the system displays the PIN/Password request page. The User’s ID and the security code being displayed must be entered on this page. **Note:** *You must be registered with the system to use this option.*

*If the submitted information is valid, the system sends the user an email containing their PIN/password. This information will enable the user to successfully log into the system. The email is sent to the email address on the user’s profile. If the submitted information is invalid, the system will return an error*

message and allow new information to be entered or refer the user to their system administrator for assistance.

## PROFILE

***Choose the Profile link to view and update your information.***

### ***Profile Tab***

- **Change your Callback Number**

Enter the telephone number where you can be contacted by the system. Include the '1' (long distance indicator) and area code only if required for the system to call you from the district office

- **Add Temporary Do Not Call setting**

Enter a time in HH:MM am or pm format for the system to resume calling (The maximum is 24 hours from the current time)

### ***Schedule Tab***

The Schedule Tab displays your permanent daily availability schedule. You may modify this schedule. Daily availability includes the days of the week and times that you are available to work. You can receive job offers (for future jobs) during calling periods on days that you have no availability unless the days/times are set up as "Do Not Call."

You can view, add, or delete daily availability information. After making changes to this screen, be sure to click *Save* to update your work schedule.

- **Create a new Availability Schedule**
  - o Select *New* button
  - o Select days of the week for the schedule by leaving boxes checked by that day
  - o Select *either* the times you are available to work or the times you should not be called, but not both
  - o Check box for all day or
  - o Enter a start and end time range in HH:MM am or pm format
  - o Select *Save* button
  - o To Exit without saving changes, select the *Return to List* button
- **Modify an Availability Schedule**
  - o Choose day or days of the week you want to delete by checking the boxes by that day
  - o Select the *Delete* button

- o Select the *New* button to add a new day of week or time. Follow the steps for “Create a New Availability Schedule” as outlined above

### *Classifications and Locations Tab*

- Review classifications and locations you have chosen for possible assignments

### *Unavailable Dates Tab*

These dates identify the temporary periods when you are not available for work. You can have unlimited periods of unavailability. Unavailability affects telephone call-out only. You can call or sign into the system and accept jobs that occur during these dates at any time.

- **Create Unavailability Schedule** o Select the *New* button o Enter Start and End Date Range (MM/DD/YYYY) or use the calendar icon o Select the *All-Day* check box or enter the time range in HH:MM am or pm format o Select the *Call for Future Assignments* checkbox, if during the unavailable time period entered you would still like to receive calls for future assignments. Leave box unchecked if you do not want any calls during this time o Select *Save* button
- **Delete Unavailability Schedule** o Place a checkmark in the desired date range box o Select the *Delete* button

### *Email Tab*

- Enter or change email address.

## AVAILABLE JOBS

**Choose the Available Jobs link to search, review, and accept open jobs.** The list of available jobs can change at any time as other substitutes are accepting assignments and jobs are being created.

To view and accept jobs

- You must be available to work all days and times of the job
- You have specified that you will work at the location
- You are specified for the job

Follow these steps:

- Select the date range for your search entering in the dates with forward slashes (MM/DD/YYYY) or using the calendar icon. Leaving dates blank will return all data

- Press the *Search* button to display the list of jobs
- Press the *Details* link to view the job details. Review the specifics and choose one of the following
  - o Select the *Accept Job* button. A job number will be assigned to you if the job has been successfully assigned to you. **Please record this Job Number.**
  - o Select the *Decline Job* button. Select a reason for decline from the drop-down list, then select the *Decline Job* button
  - o Select the *Return to List* button to return to the job listing

## REVIEW ASSIGNMENTS

**Choose the *Review Assignments* link to review past, present and future assignments or to cancel an assignment**

Follow these steps:

- Select format for Assignment display. List or Calendar view
- Search for assignments
  - o Enter the date range with forward slashes (MM/DD/YYYY) for your search or use the calendar icon. Leaving dates blank will return all data
  - o Enter a specific job number (date range will not be used)
- Press the *Search* button to display the list of assigned jobs
- Choose the *Job Number* link to view job details
  - o Select the *Return to List* button to review other jobs assigned to you
  - o Select the *Cancel Assignment* button to cancel your assignment. Enter a reason for canceling from the pull down list. Wait for the “Job was cancelled successfully” notification. You cannot cancel an assignment that has already started
  - o An assignment may contain file attachments. To view or download a file attachment, click on the file name.

## SIGN OUT AND WEB BROWSER INFORMATION

At any time during the session, the *Sign Out* link can be pressed to end the session and disconnect from SmartFindExpress. Pressing the browser's back button or going to another site on the Internet does not disconnect the session from SmartFindExpress.

To ensure security and privacy of information, use the *Sign Out* link to disconnect from SmartFindExpress and close the browser when you finish with your session.

**Important Note:** Do NOT use the browser's BACK button to navigate to screens. Navigation buttons are on the bottom of SmartFindExpress screens, such as the *Return to List* and *Continue* buttons.



## **LCISD Substitute End User License Agreement**

Substitute Teacher End User License Agreement (EULA) for Acceptable Use of District Computers, Network Services, Telecommunications, and Social Media Resources and Services

The purpose of this EULA is to ensure the proper use of Lamar Consolidated Independent School District's (the "District") computers, network services and telecommunications resources and services (the "System") as well as use of social media by substitute teachers not currently assigned to a long-term substitute position (the "Substitute"). All computer users have the responsibility to use computer resources in an efficient, effective, ethical and lawful manner.

The District has the right, but not the duty, to monitor any and all aspects of the System to ensure compliance with this policy. Users should not have an expectation of privacy in anything they view, access, create, send, or receive on the System. The computers and computer accounts given to Substitutes belong to the District and are for educational purposes only and as provided for in lesson plans and other instructions provided the Substitute. System access may be revoked at any time and for any reason without notification.

The following regulations, rules, and conditions apply to all Substitutes wherever the users are located in the District. Violations of this policy may result in disciplinary action, including possible termination, and/or legal action.

1. Unauthorized access to District data, records and information is prohibited.
2. Substitutes are responsible for all activity that occurs under their access.
3. Substitutes are required to maintain password confidentiality by not sharing their password with anyone.
4. Commercial and/or personal use of the District's system is strictly prohibited.
5. Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
6. Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating, inaccurate, sexually threatening, offensive, or other unlawful material may not be sent by e-mail or other form of electronic communication or displayed on or stored in the District's computers.
7. Users may not install software onto any computer or the network.
8. Users should not alter or copy a file belonging to another user
9. Substitutes may not use another person's System account

10. Any malicious attempt to harm or destroy District equipment or materials, data of another user of the District's system, or any of the agencies or other networks that are connected to Internet is prohibited. Deliberate attempts to degrade or disrupt system performance will be viewed as violations of District policy and may be viewed as criminal activity under applicable state and federal laws.

### **Electronic Communications with Students**

Substitutes shall not engage in electronic communication with students using electronic media.

- "Electronic Media" includes, but is not limited to, the use of cell phones, text messaging, instant messaging, electronic mail, web logs (blogs), electronic forums, video sharing websites, editorial comments posted on the internet, social network sites and all forms of telecommunication.
- "Communicate/Communication" is defined as the conveying of information via one-way communication as well as a dialogue between two or more people.

### **Disclaimer**

1. The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information of software contained therein.
2. The District does not warrant that the functions or services performed by, or that the information of software contained on, the system will be the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected.
3. While the District filters System content, the District cannot guarantee that inappropriate, obscene or offensive material is completely inaccessible on the System.
4. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the provider and not of the District.
5. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

### **District System User Agreement**

**My acceptance of this handbook indicates that I agree to abide by the Lamar CISD District electronic communications system guidelines, and I understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, disciplinary and/or appropriate legal action may be taken.**

# **EMPLOYEE STANDARDS OF CONDUCT**

## **ELECTRONIC MEDIA INFO**

These guidelines identify the acceptable boundaries for authorized personnel to communicate through electronic media with currently enrolled students. An employee is not subject to these limitations when the employee has a pre-existing family or social relationship with the student. For example, an employee may have a pre-existing relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child or a member or participant in the same civic, social, recreational or religious organization.

## **DEFINITIONS**

The following definitions apply for purposes of this regulation:

"Electronic Media" includes, but is not limited to, the use of cell phones, text messaging, instant messaging, electronic mail, web logs (blogs), electronic forums, video sharing web sites, editorial comments posted on the internet, social network sites and all forms of telecommunication. "Communicate/Communication" is defined as the conveying of information via one-way communication as well as a dialogue between two or more people. Unsolicited contact initiated by a student through electronic media does not constitute communication. "Authorized Personnel" is defined as any employee who possesses a certificate issued by the Texas Education Agency or the State Board for Educator Certification; possesses licensure issued by a state licensing agency (e.g. trainers, nurses, psychologists); or is responsible for the supervision of a district sponsored extracurricular activity.

## **GUIDELINES FOR ACCEPTABLE USE OF ELECTRONIC MEDIA:**

1. Any and all communications will be limited to matters that directly relate to the employee's professional duties.
2. Employees should assume that electronic communication as described in this administrative regulation is public information.
3. For employees to communicate with currently enrolled students through social networking sites, employees must establish a separate, independent professional page, which is accessible to administration and parents as well as students.
4. Electronic media communication between the employee and student(s) may not occur prior to 6:00 a.m. or after 10:00 p.m. This limitation does not apply to public posts.
5. The employee must comply with records retention and destruction requirements.

6. The employee is subject to applicable state and federal laws including confidentiality, local policies, administrative regulations, and the Code of Ethics and Standard Practices for Texas Educators.
7. If administration is conducting an investigation into allegations of employee misconduct, an employee must provide requested information regarding methods and contents of electronic media communications.
8. Employees may not use scheduled work time to engage in electronic communication which is not job related.
9. Posts on personal social media accounts which include student pictures and/or information may not originate from any employee's personal account. This includes sharing posts from any other individual's personal social media accounts.

## PERSONAL USE

Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media interferes with the employee's ability to effectively perform his/her job duties, the employee is subject to disciplinary action up to and including termination of employment.

## STUDENT INTERACTION

A substitute is **never** allowed to:

- Take pictures of the students or with the students
- Ask for the student(s) phone numbers
- Text/call students

You must always be mindful of your proximity to students.

## **JOB DESCRIPTIONS**

### **Substitute Administrator**

#### JOB DESCRIPTION:

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**Primary Purpose:** Function as a school administrator by directing, supervising, and managing the instructional program and supervising operations at the campus level. Direct the implementation of district policies and instructional programs and manage the operation of all campus activities for the absent administrator.

#### RESPONSIBILITIES:

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## **Major Responsibilities and Duties**

### **Instructional Management**

1. Monitor instructional and managerial processes in the administrator's absence.
2. Communicate and promote the expectation for high level performance from staff and students; recognize excellence and achievement.
3. Facilitate effective and timely resolution of conflict.
4. Work with faculty and students to implement the school's student management system to maintain an orderly school environment.

### **Student Growth and Development**

1. Demonstrate behavior that is professional, ethical, and responsible. Serve as a role model for all campus staff.

### **Administration and Fiscal/Facilities Management**

1. Compile, maintain, and file all physical and computerized reports, records and other documents required.
2. Manage the use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
3. Ensure that staff are implementing classroom environments that are conducive to learning and appropriate for the physical, social, and emotional development of students.
4. Ensure that school rules are uniformly observed, and that student discipline is appropriate and equitable in accordance with the Student Code of Conduct and the Student Handbook.
5. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
6. Leave notes or complete the approved substitute report form at the end of the workday.

7. Report any accidents or incidents to the appropriate administrator.

### **Communication**

1. Communicate in a friendly, positive, and professional manner towards students, parents, and staff.

### **Professional Growth and Development**

1. Participate in substitute training and activities to improve job-related skills.
2. Comply with all state, district, and school regulations and policies.

### **Other**

1. Follow district safety protocols and emergency procedures.

### **Supervisory Responsibilities:**

- Direct the work of campus personnel
- Supervise students

### **EXPERIENCE:**

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#### **Minimum Experience:**

- Experience working as a principal or assistant principal in a public-school setting preferred

### **QUALIFICATIONS:**

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#### **Minimum Education/Certification:**

- Master's degree
- Texas Mid Management/Principal certification or other appropriate Texas certificate

#### **Special Knowledge/Skills:**

- Working knowledge of curriculum and instruction
- Ability to manage and direct student and staff behavior
- Strong organizational, communication, and interpersonal skills
- Punctuality and dependability

## OTHER INFORMATION:

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### **Working Conditions**

Mental/Physical Demands/Environmental Factors:

Regular light lifting and carrying (less than 15 pounds); prolonged standing; frequent kneeling, squatting, bending, stooping, pushing, pulling, and twisting; frequent walking. Ability to concentrate (detailed work); communicate effectively (verbal and written); interpret policy, procedures, and data; reason; understand verbal instructions; analyze; differentiate; memorize; read; coordinate district functions; compile; compute; instruct; maintain emotional control under stress; may work prolonged or irregular hours.

## **Substitute Nurse**

### JOB DESCRIPTION:

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**Primary Purpose:** Function as the school nurse by ensuring that each student is provided with the opportunity to reach maximum mental, physical and emotional potential with emphasis placed on the relationship of a student's health to successful living and learning.

### RESPONSIBILITIES:

#### **Major Responsibilities and Duties**

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##### **Nursing Services**

1. In the absence of the school Nurse, the Substitute Nurse will fulfill the responsibilities of the Nurse by functioning as a health care provider in the school setting.
2. Provide emergency care for the ill or injured, using first aid procedures, and obtaining necessary assistance in cases of serious trauma and/or illness. When notified of a medical emergency, accident, or crisis situation on the campus of a reporting LVN, report immediately to the specified location to facilitate the prompt activation of the assessment, intervention, treatment, or referral process.
3. Assist with the management of students who have health problems in the school setting. Assess all students with known health problems on a required basis, based on severity of problem or level of need.
4. Provide health appraisals including heights, weights, vision, hearing, tympanometry, acanthosis, spinal screening, and other health problems as deemed necessary. Make referrals for medical treatment and do follow-up on those problems when necessary.
5. Dispense medication according to law and district policy.
6. Promote health education, both individually and in the classroom, and act as a resource to the teacher promoting optimum health.

7. Perform health screening and complete forms on students being referred or reevaluated for Special Education Services.
8. Provide health counseling for students with health problems.

### **School/Organizational Climate**

1. Support the philosophy of individual school campuses, the school district, and the school health program.
2. Cooperate with other staff members in child abuse and drug abuse cases, assisting with the documentation and referral process according to district guidelines.

### **Administration and Fiscal/Facilities Management**

1. Maintain accurate and complete health records on each student including immunization records, health history, screening results, referral and follow up information.
2. Adhere to the Texas Immunization Law securing records on each student and updating records as necessary on individual student health records in district's immunization computer system.
3. Keep an accurate daily record of student referrals to the Clinic.
4. Document medication on daily log or in district's computer system including time, dosage, and person administering.
5. Cooperate with all student service departments, faculty, and parents to meet the needs of students.
6. Complete accident reports for students and staff and follow proper channels of documentation.

### **Professional Growth and Development**

1. Pursue educational studies and seek current health information to maintain a professional level of performance.
2. Attend in-service meetings as required by the state of Texas and the District.
3. Attend the required number of continuing education courses needed to maintain professional nursing licensure for the State of Texas.

### **School/Community Relations**

1. Provide referrals and follow-up on identified health problems as necessary to attain optimum health for each student.



2. Act as liaison between students, families, principals, teachers, counselors, family physicians, and other agencies.
3. Control communicable diseases through exclusion and readmission of students and notify the health department of all reportable diseases.

### **Communication**

1. Report any accidents or incidents to supervisor.
2. Leave notes or complete the approved substitute nurse report form at the end of the workday.
3. Communicate in a friendly, positive, and professional manner towards students, parents, staff, and administrators.

### **Professional Growth and Development**

1. Participate in substitute training and activities to improve job-related skills.
2. Comply with all state, district, and school regulations and policies for teachers.

### **Other**

1. Follow district safety protocols and emergency procedures.

### **Supervisory Responsibilities:**

- Direct the work of assigned instructional aide(s) if applicable
- Supervise students

### **EXPERIENCE:**

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### **QUALIFICATIONS:**

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#### **Minimum Education/Certification:**

- Graduate of an accredited professional nursing program
- Valid registered nurse or vocational nurse licensed to practice professional nursing in Texas from the State Board of Nurse Examiners
- Certified by the Texas Department of Health to conduct vision and hearing screening and trained in scoliosis and acanthosis screening preferred
- Current CPR/AED certification

#### **Special Knowledge/Skills:**

- Strong organizational, communication, and interpersonal skills

- Constructive and cooperative attitude toward the students, staff, school, and duties of the substitute nurse
- Punctuality and dependability

#### OTHER INFORMATION:

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#### **Working Conditions**

Mental/Physical Demands/Environmental Factors:

Regular light lifting and carrying (less than 15 pounds); prolonged standing; frequent kneeling, squatting, bending, stooping, pushing, pulling, and twisting; frequent walking. Works inside; may work outside; regular exposure to noise; maintain emotional control under stress; may work prolonged or irregular hours.

## **Substitute Paraprofessional**

#### JOB DESCRIPTION:

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**Primary Purpose:** Provide students with appropriate learning activities, instruction, and supervision by implementing the lesson plans as directed by the absent teacher, principal, or other responsible staff.

#### RESPONSIBILITIES:

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#### **Major Responsibilities and Duties Instructional Strategies**

1. Complete the duties and tasks of the absent employee.
2. Work cooperatively with teachers to complete assigned tasks and responsibilities.

#### **Student Growth and Development**

1. Be a positive role model for students; support mission of campus and school district.

#### **Classroom Management and Organization**

1. Assist in implementing a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
2. Assist teacher with managing student behavior in accordance with the lesson plans, Student Code of Conduct, and student handbook.
3. Supervise students at all times.

4. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
5. Assist in maintaining a clean and orderly classroom and follow the classroom and school procedures as directed by the school.
6. Leave notes or complete the approved substitute report form at the end of the workday.
7. Report any accidents or incidents.
8. Be flexible and willing to cover a different assignment upon principal's request.

### **Communication**

1. Communicate in a friendly, positive, and professional manner towards students, parents, staff, and administrators.

### **Professional Growth and Development**

1. Participate in substitute training and activities to improve job-related skills.
2. Comply with all state, district, and school regulations and policies for paraprofessionals.

### **Other**

1. Follow district safety protocols and emergency procedures.

### **Supervisory Responsibilities:**

- Supervise students

### **EXPERIENCE:**

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### **QUALIFICATIONS:**

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#### **Minimum Education/Certification:**

- High school diploma or G.E.D.

#### **Special Knowledge/Skills:**

- Ability to work with students and manage their behavior
- Strong organizational, communication, and interpersonal skills
- Constructive and cooperative attitude toward the students, staff, school, and duties of the substitute paraprofessional
- Flexibility in the job assignment

- Punctuality and dependability

#### OTHER INFORMATION:

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#### **Working Conditions**

Mental/Physical Demands/Environmental Factors:

Regular light lifting and carrying (less than 15 pounds); prolonged standing; frequent kneeling, squatting, bending, stooping, pushing, pulling, and twisting; frequent walking. Works inside; may work outside; regular exposure to noise; maintain emotional control under stress; may work prolonged or irregular hours.

## **Substitute Teacher**

#### JOB DESCRIPTION:

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**Primary Purpose:** Provide students with appropriate learning activities, instruction, and supervision by implementing the lesson plans as directed by the absent teacher, principal, or other responsible staff.

#### RESPONSIBILITIES:

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#### **Major Responsibilities and Duties**

##### **Instructional Strategies**

1. Complete the duties and tasks of the absent teacher.
2. Implement lesson plans and instructional activities provided by the absent teacher or designated staff.
3. Use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of students assigned and present subject matter according to the lesson plans.
4. Work cooperatively with teachers to modify curriculum for students as needed or noted in lesson plans.

##### **Student Growth and Development**

1. Be a positive role model for students; support mission of campus and school district.

##### **Classroom Management and Organization**

1. Submit attendance reports.

2. Implement a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
3. Manage student behavior in accordance with the lesson plans, Student Code of Conduct, and student handbook.
4. Supervise students at all times.
5. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
6. Maintain a clean and orderly classroom and follow the classroom and school procedures as directed by the school.
7. Leave notes or complete the approved substitute teacher report form at the end of the workday.
8. Report any accidents or incidents.
9. Be flexible and willing to cover a different assignment upon principal's request.

### **Communication**

1. Communicate in a friendly, positive, and professional manner towards students, parents, staff, and administrators.

### **Professional Growth and Development**

1. Participate in substitute training and activities to improve job-related skills.
2. Comply with all state, district, and school regulations and policies for teachers.

### **Other**

1. Follow district safety protocols and emergency procedures.

### **Supervisory Responsibilities:**

- Direct the work of assigned instructional aide(s) if applicable
- Supervise students

### **EXPERIENCE:**

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#### **Minimum Experience:**

- Experience managing groups of students and providing instruction, or related work experience preferred

### **QUALIFICATIONS:**

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#### **Minimum Education/Certification:**

- High school diploma or G.E.D.
- 60 or more semester hours of college coursework from a regionally accredited college or university

**Special Knowledge/Skills:**

- Ability to instruct students and manage their behavior
- Strong organizational, communication, and interpersonal skills
- Constructive and cooperative attitude toward the students, staff, school, and duties of the substitute teacher
- Flexibility in the job assignment
- Punctuality and dependability

**OTHER INFORMATION:**

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**Working Conditions**

Mental/Physical Demands/Environmental Factors:

Regular light lifting and carrying (less than 15 pounds); prolonged standing; frequent kneeling, squatting, bending, stooping, pushing, pulling, and twisting; frequent walking. Works inside; may work outside; regular exposure to noise; maintain emotional control under stress; may work prolonged or irregular hours.

# **LCISD Substitu Parking Pass**

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