

Lewisville ISD



2014-2015

Substitute Handbook

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Mission Statement

Students, staff, and community design and implement a learning organization that provides engaging, innovative experiences every day.

LEWISVILLE INDEPENDENT SCHOOL DISTRICT Board of Trustees

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Member

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Superintendent of Schools

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Assistant Superintendent for Staff and Community Relations

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Human Resource Services Administrator

David Orr
Substitute Management Coordinator

Lewisville Independent School District is an Equal Opportunity Employer and will consider all applications without regard to race, color, national origin, age religion, gender, marital status, veteran or military status, the presence of a medical condition, disability or any other legally protected status.

District Information

Description of the District

As a premiere school district in Texas, the Lewisville Independent School District has a long-standing tradition of excellence. Ranked as the 17th largest public school district in Texas, LISD district serves more than 52,000 students.

Encompassing 127 square miles, LISD serves all or portions of 12 communities including Lewisville, Flower Mound, Highland Village, Double Oak, Copper Canyon, Grapevine, The Colony, Plano, Frisco, and Carrollton. A short 25 miles away from Dallas, LISD offers many small town advantages while located near a major metropolitan area.

From the classroom to the playing field, accolades abound throughout LISD. From our double-digit numbers of National Merit Scholarship Semi-Finalists to state championship UIL trophies, our district is focused on providing the best well-rounded education for our students by hiring the best teachers as staff.

Mission Statement

Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.

District Goals for Students

1. Provide all learners with safe, nurturing, inclusive and flexible learning environments.
2. Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world.
3. Reframe state readiness standards in a way that leads to profound learning and has meaning and value for students.
4. Create flexible systems that result in a learning organization supported by innovative and engaged staff.
5. Continuously involve our diverse community, staff and students to use their strengths, resources and talents to provide engaging, innovative experiences for all learners.
6. Develop and implement meaningful, varied assessments that inform and inspire students and educators for continuous improvement and growth in a way that transforms learning and teaching.
7. Design an accountability system that transcends state/national mandates and reflects local values and expectations.

8.

Welcome from the Superintendent

LISD Lewisville
Independent
School District

COMMITTED TO EXCELLENCE

STEPHEN F. WADDELL, Ed. D.
Superintendent of Schools

Mailing Address:
P.O. Box 217
Lewisville, Texas 75067
(469) 713-5200
(972) 350-9501 (fax)

1800 Timber Creek Rd.
Flower Mound, TX 75028

Dear Substitute Teachers,

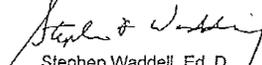
As Superintendent of the Lewisville Independent School District I want to say a heartfelt "Thank you", for becoming a substitute for LISD. You are an important and valuable part of our instructional team. Our school district could not function without dedicated and caring substitutes. On any given day we utilize 350 substitutes and on many days that number is a lot higher.

All athletic teams have a starting lineup, but no team can win without quality substitutes. A substitute must come into every classroom, everyday, with the compassion and desire to do the best job possible in that classroom. Instructionally, teachers plan for and hope that the students will continue to make progress academically when the teacher is absent.

Some days will definitely be more challenging than others. But, we ask that you be compassionate, dedicated and professional at all times.

I hope that you enjoy your assignments with our district.

Sincerely,


Stephen Waddell, Ed. D.
Superintendent of Schools

LISD School Calendar

LISD Academic Calendar

2014

- Bad Weather Day
- First Day of School
- Holiday
- Professional Development / Student Holiday
- Staff / Student Early Release
- Student Early Release
- Teacher Workday
- Trade Day / Student Holiday
- [] Nine Weeks begins/ ends

July						
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		

August						
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						

September						
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				

October						
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	

November						
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					

December						
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			

2015

- First Semester**
Aug. 25 - Jan. 16
- Second Semester**
Jan. 20 - June 4
- Early Release Times:**
High: 12 p.m.
Middle: 1 p.m.
Elementary: 12:30 p.m.

January						
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

February						
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

March						
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				

April						
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	

May						
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						

June						
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				

Incident Weather Procedures

The decision to close schools based on incident weather will be made by 6:30 a.m. School closing decisions are reported to television channels 4 (KDFW), 5 (KXAS), 8 (WFAA), 11 (KTVT), 23 (KUVN) and 39 (KXTX) along with radio stations WBAP (820 AM), KWRD (100.7 FM), KHKS (106.1 FM), KLIF (570 AM), KPLX (99.5 FM), KRLD (1080 AM) and KVIL (103.7).

If needed, late start times due to incident weather are as follows:
Elementary: 9:20 a.m.
Middle School: 10:15 a.m.
High School: 9:45 a.m.

Morning buses will run 1 1/2 hours later than normal when start times are changed due to incident weather.

AUGUST	
15	Teacher Workday
18-21	Professional Development
22	Teacher Workday
25	First Day of School
SEPTEMBER	
1	Holiday
OCTOBER	
10	Student Holiday / Professional Development
13	Holiday
24	Student Early Release
NOVEMBER	
24-25	Student Holiday / Teacher Trade Days
26-28	Holiday: Thanksgiving

DECEMBER	
19	Early Release
22-31	Winter Break
JANUARY	
1-2	Winter Break
5	Students Return
16	Student Early Release
19	Holiday
FEBRUARY	
16	Student Holiday / Professional Development

MARCH	
9-13	Spring Break
27	Student Early Release
APRIL	
2	Student Holiday / Professional Development
3	Holiday
MAY	
22	Holiday / Bad Weather Day
25	Holiday
JUNE	
4	Student Early Release
5	Teacher Workday / Bad Weather Day

When to Register as a New Substitute

Substitutes may begin to register with the automated Substitute System on the third business day following the workshop.

Workshop Date	Registration Date
August 9	TBD
September 13	September 18
October 23	October 29
November 15	November 20
January 28	February 3
February 21	February 26

Substitute Pay

Rate of Pay Per Day

Pay for consecutive days 1 through 15 when working for the same **Paraprofessional employee** (Clerical & Aides)

\$75 Non Degreed, 4 year Degreed, or Certified Substitute

Pay for consecutive days 16 and above when working for the **same Paraprofessional employee** (Clerical and Aides).

\$75 Non Degreed, 4 year Degreed, or Certified Substitute

Pay for consecutive days 1 through 15 when working for the same **Professional employee**.

\$90 Non Degreed Substitute

\$90 4 year Degreed Substitute

\$90 Certified Substitute

Pay for consecutive days 16 and above when working for the **same Professional employee**. This pay rate **is not** retro-active for days 1 through 15.

\$105 4 year Degreed Substitute

\$125 TX Certified Substitute

Note: When filling a 16+-day Leave of Absence position, the substitute will be paid the 16+-day rate beginning with the first day.

ADMINISTRATION BUILDINGS

Working hours are (8:00 to 4:30) at the Administration Building, Bolin Center, Administrative Annex, and Special Ed Building

Pay for consecutive days 1 through 15 when working for the **same Administrative Paraprofessional employee** (Clerical)

\$75 Non Degreed, 4 year Degreed, or Certified Substitute

Pay for consecutive days 16+ when working for the **same Administrative Paraprofessional employee** (Clerical)

\$75 Non Degreed, 4 year Degreed, or Certified Substitute

The paycheck stub contains a Substitute Pay Information including days you are being paid for. Keep a record of the days you worked by maintaining a log of the **JOB NUMBERS AND THE DATES YOU HAVE SUBSTITUTED**. You will need to compare your records with the Substitute Pay Information on the pay stub. If you find discrepancies between your records and the Substitute Pay Information stub, call the Substitute Help Desk at 469-948-8040.

Forms to record your Substitute job information are located at the back of this handbook.

**LEWISVILLE INDEPENDENT SCHOOL DISTRICT
SUBSTITUTE PAYROLL SCHEDULE FOR 2014-2015**

Pay Dates for Substitutes (APPROXIMATE)

<u>PAY DATE</u>	<u>DAYS WORKED</u>
October 20, 2014	08-25 thru 09-28
November 20, 2014	09-29 thru 10-26
December 18, 2014	10-27 thru 11-23
January 20, 2015	11-24 thru 12-28
February 20, 2015	12-29 thru 01-25
March 20, 2015	01-26 thru 02-15
April 20, 2015	02-16 thru 03-22
May 20, 2015	03-23 thru 04-26
June 19, 2015	04-27 thru 05-24
July 20, 2015	05-25 thru 06-21

**Please refer to the dates listed on your statement received in your
paycheck for cut off dates and days paid.**

Lewisville Independent School District

School District Directory

LISD ADMINISTRATION BUILDINGS

ADMINISTRATION BUILDING

1800 Timber Creek Road
469-713-5200

WM. T. BOLIN ADMINISTRATIVE CENTER

1565 W. Main Street
Departments have individual numbers

ADMINISTRATION ANNEX

247 West Main
972-219-6909

ATHLETIC OFFICE

1096 West Main Street
469-713-5209

SPECIAL SERVICES/SPECIAL EDUCATION

400 West Main
469-713-5206/469-713-5203

SPECIAL EDUCATION

701 South Charles
469-713-5199

PURNELL SERVICE CENTER

136 Purnell
Lewisville 75057



Driving Directions -LISD Campuses

Route begins at 1800 Timber Creek Road Administration Building:

HIGH SCHOOLS

FLOWER MOUND HIGH SCHOOL – 3411 Peters Colony, Flower Mound,
469-713-5192 Sonya Lail, Principal

South on Timber Creek to Main; right on Main approximately 3 miles to Old Settlers Rd. Left on Old Settlers to Peters Colony. Right on Peters Colony. School is approximately .3 miles on the left. Use parking permit issued to you from the Substitute Desk.

FLOWER MOUND 9TH GRADE CAMPUS -3411 Peters Colony, Flower Mound
Jeffrey Skelton

See Flower Mound HS. Share the same parking lot

HEBRON HIGH SCHOOL – 4207 Plano Parkway, Carrollton,
469-713-5183 Scot Finch, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121; left on Hwy 121 approximately 3.5 miles to light at FM 544 (Midway West). Turn right at the light. Follow road approximately 5 miles to Plano Parkway. Turn right on Plano Pkwy. School is located approximately 1.3 miles on the right. Use parking permit issued to you from the Substitute Desk.

HEBRON NINTH GRADE CAMPUS –4211 Plano Parkway, Carrollton
469-713-5996 Mark Dalton, Principal

See Hebron HS, share same parking lot.

Shares Parking Lot with Hebron High School, see directions above.

LEWISVILLE HIGH SCHOOL – 1098 W. Main, Lewisville,
469-713-5996 Jeff Kajs, Principal

South on Timber Creek to Main; left on Main approximately 1.5 miles to Valley Parkway; LHS is on the right (southeast quadrant of intersection of Main St. and Valley Pkwy.). Use center front parking lot; use parking permit issued to you from the Substitute Desk.

LHS BEN HARMON CAMPUS—1250 FM 3040, Lewisville
469-713-5201 Andy Plunkett, Principal

South on Timber Creek to Main; left on Main approximately 1.2 miles to Old Orchard. Turn right and stay on Old Orchard to FM 3040 (Round Grove Road). Cross FM 3040 and go approximately 300 yards, turn left into school parking lot. (Note first drive way is EXIT only.)

C. DOUGLAS KILLOUGH LHS NORTH – 1301 Summit Avenue, Lewisville,
469-713-5987 Pam Flores, Principal

South on Timber Creek to Main; left on Main approximately 1.9 miles to Summit Ave. Left on Summit 1.3 miles. School is on the right. Park in area indicated as Staff parking. Use parking permit issued to you from the Substitute Desk.

MARCUS HIGH SCHOOL – 5707 Morris Road, Flower Mound,
469-713-5196 Gary Shafferman, Principal

North of Timber Creek, approximately .2 miles, left on Eaton, right on Morris Road, approximately .2 mile. MHS is on the left. Park in lot at rear of building. To access this parking lot, turn left on Dixon. Use parking permit issued to you from the Substitute Desk.

MARCUS HIGH SCHOOL 9TH GRADE CAMPUS 5707 Morris Road, Flower Mound
Chantell Upshaw, Principal

See Marcus High School -.share a common parking lot.

PURNELL SPECIAL EDUCATION CENTER—136 Purnell Street, Lewisville
469-713-5191 Sarah Johnston, Principal

South on Timber Creek to Main, left on Main approximately 3 miles to S. Charles. Right on Charles approximately .2 miles to light a S, Charles and Purnell. School is at this intersection.

THE COLONY HIGH SCHOOL – 4301 Blair Oaks, The Colony,
469-713-5178 James Hill, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121; left on 121 approximately 5.5 miles turn left at the first The Colony entrance, Main Street, Right on Memorial then left on Blair Oaks. School is on the left.

DALE JACKSON CAREER CENTER – 1597 S. Edmonds, Lewisville,
469-713-5186 Adrian Moreno , Director

South on Timber Creek to Main, left on Main approximately 2.2 miles, right on Edmonds Lane approximately 1.3 miles to Bellaire; (pass one light at Fox Ave.); Career Center is located on lot south of intersection of Bellaire and Edmonds on the southeast quadrant. Use front parking.

LEWISVILLE LEARNING CENTER – 1601 S. Edmonds, Lewisville,
469-713-5185 Kecia Theodore – Principal

South on Timber Creek to Main, left on Main approximately 2.2 miles, right on Edmonds Lane approximately 1.3 miles to Bellaire; (pass one light at Fox Ave.). The LLC is located on the southeast quadrant of the intersection of Bellaire and Edmonds. You should park in area designated for the LLC.

Career Center EAST—2553 FM 544, Lewisville
469-713-5211 Jeff Wagley, Principal

South on Timber Creek to Main; left on Main approx. 3.7 miles to Hwy 121; left on 121 approx. 3.5 miles to FM 544. School is on the left behind Killian Middle School.

MIDDLE SCHOOLS

ARBOR CREEK MIDDLE SCHOOL – 2109 Arbor Creek Dr., Carrollton,
469-713-5971 Ms. Joanne Finch, Principal

South on Timber Creek to Main; left on Main approximately 2.5 miles to 35E. Right on 35E approximately 4 miles to Hebron Parkway. Left on Hebron Parkway to Josey. Left on Josey to Arbor Creek; right on Arbor Creek. Arbor Creek Middle School is on the left.

BRIARHILL MIDDLE SCHOOL – 2100 Briarhill Blvd., Highland Village,
469-713-5975 Chris Mattingly, Principal

North on Timber Creek approximately .2 miles; left on Eaton; right on Morriss Rd., approximately 1.9 miles to FM 407; left on 407 to Briarhill (next light); right on Briarhill. School is on the right.

CREEK VALLEY MIDDLE SCHOOL – 3208 Creek Valley Blvd, Carrollton,
469-713-5184 Ms. Nicole Jund, Principal

South on Timber Creek to Main; left on Main approximately 2.5 miles to 35E. Right on 35E approximately 4 miles to Hebron Parkway. Left on Hebron Parkway to Creek Valley Blvd. Turn left on Creek Valley. School is on the left.

DELAY MIDDLE SCHOOL – 2103 Savage, Lewisville,
469-713-5191 James Baker, Principal

North on Timber Creek .2 Miles to Eaton. Left on Eaton and North on Morris to FM 407. Turn right, go approx. 2 miles until Cross 35E. At bottom of exit ramp turn left at traffic light. Immediate left past railroad crossing on Oakridge. Immediate left to Savage street; School is on left.

DOWNING MIDDLE SCHOOL – 5555 Bridlewood Blvd., Flower Mound,
469-713-5962 Lisa Lingren, Principal

South on Timber Creek to Main, right on Main approximately 3.8 miles to the Bridlewood entrance. Right on Bridlewood Blvd. 1.3 miles. School is on the left.

DURHAM MIDDLE SCHOOL – 2075 Edmonds, Lewisville,
469-713-5963 Brian McCoo, Principal

South on Timber Creek to Main, left on Main approximately 2.3 miles. Right on Edmonds Lane approximately 2.8 miles. School is on the left.

FORESTWOOD MIDDLE SCHOOL – 2810 Morris Road, Flower Mound,
469-713-5972 David Tickner, Principal

South on Timber Creek to Main. Right on Main to Morris Road. Left on Morris Road approximately 1.2 miles. Building is on the left.

GRIFFIN MIDDLE SCHOOL – 5105 N. Colony Blvd., The Colony,
469-713-5973 Ms. Michele Sandefur, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy. 121; left on 121 approximately 5 miles to the first The Colony entrance; i.e. Hwy 423; left on 423; approximately 2.1 miles to N. Colony Blvd., right on N. Colony approximately 1 mile to school. Enter parking lot on right.

HEDRICK MIDDLE SCHOOL – 1526 Bellaire Blvd., Lewisville,
469-713-5188 Barbara Hamric, Principal

South on Timber Creek to Main, left on Main approximately 1.2 miles to Old Orchard Lane; right on Old Orchard, approximately 1 mile; left on Bellaire. Hedrick Middle School is the second school on the right.

HUFFINES MIDDLE SCHOOL – 1440 N. Valley Pkwy, Lewisville,
469-713-5990 Mr. Tim Baxter, Principal

South on Timber Creek to Main, left on Main approximately 1 mile to Garden Ridge. Left on Garden Ridge approximately 1.5 miles to N. Valley Pkwy. Turn right on N. Valley Pkwy. School is on the right. Park in lot on the side.

KILLIAN MIDDLE SCHOOL-2561FM 544, Lewisville
469-713-5977 Deanne Angonia, Principal

South on Timber Creek to Main; left on Main approx. 3.7 miles to Hwy 121; left on 121 approx. 3.5 miles to FM 544. Right on 544; school is on the left.

LAKEVIEW MIDDLE SCHOOL – 4300 Keys Drive, The Colony,
469-713-5974 Mr. Jeremy Turner, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121; left on 121 approximately 5 miles to the first The Colony entrance; i.e. Hwy. 423; left on 423; approximately 2.1 miles to N. Colony Blvd., left on N. Colony to Keys Drive; right on Keys. School is approximately 4 blocks on the right. Park in teacher's parking lot.

LAMAR MIDDLE SCHOOL – 4000 Timber Creek Road, Flower Mound,
469-713-5966 Rebecca Clark, Principal

North on Timber Creek Rd. approximately 1.3 miles. Park in west parking lot.

MCKAMY MIDDLE SCHOOL – 2401 Old Settlers Rd., Flower Mound,
469-713-5991 Pete Taggart, Principal

South on Timber Creek to Main; right on Main approximately 3 miles to Old Settlers Road. Left on Old Settlers past Flower Mound Road. School is on the right.

SHADOW RIDGE MIDDLE SCHOOL – 2050 Aberdeen Rd., Flower Mound
469-713-5984 Gary Gibson, Principal

South on Timber Creek to Main; right on Main approximately 1.5 miles to FM 2499. Left on FM 2499 approximately 2.7 miles to Spinks Road. Left on Spinks Road .2 miles. Left on Aberdeen Road. School is on the right.

ELEMENTARY SCHOOLS

BLUEBONNET ELEMENTARY SCHOOL – 2000 Spinks Road, Flower Mound,
469-713-5195 Lana D. Fisher, Principal

South on Timber Creek to Main; right on Main approximately 1.3 miles to FM 2499. Left on FM 2499 approximately 3 miles to Spinks Road. Left on Spinks Road approximately .5 miles. School is on the left.

BRIDLEWOOD ELEMENTARY SCHOOL – 4901 Remington Park Dr., Flower Mound,
469-713-5193 Ms. Robin Block, Principal

South on Timber Creek to Main. right on Main approximately 3.8 miles to the Bridlewood entrance. Right on Bridlewood Blvd. .2 miles to Georgetown Drive. Left on Georgetown Drive; right on Remington Park Dr. approximately 1 mile. School is on the left.

CAMEY ELEMENTARY SCHOOL – 4949 Arbor Glen, The Colony,
469-713-5951 Julie Nelson, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121; left on 121 approximately 5.5 miles to the second The Colony entrance; i.e. Blair Oaks Dr.; left on Blair Oaks approximately .5 miles to Arbor Glen; school at corner of Blair Oaks and Arbor Glen. Park in front or in lot to west of building.

CASTLE HILLS ELEMENTARY SCHOOL – 1025 Holy Grail Drive, Lewisville
469-713-5952 Ms. Donna Taylor, Principal

South on Timber Creek to Main, left on Main approximately 2.5 miles to 35E. Right on 35E approximately 4 miles to Hebron Parkway. Left on Hebron Parkway, past Old Denton Road. Left on Standridge past Polser Road approximately .5 miles. Standridge becomes Holy Grail. School is on the right.

CENTRAL ELEMENTARY SCHOOL – 400 High School Drive, Lewisville,
469-713-5976 Cynthia Jaidr, Principal

South on Timber Creek to Main, left on Main approximately 2.5 miles to 35E; right on 35E to next exit south (Fox Ave.) Take bridge back over 35E; Central is directly across the street at bottom of bridge. Park in main lot.

COLLEGE STREET ELEMENTARY SCHOOL–500 West College Street, Lewisville
469-713-5965 Susan Heintzman, Principal

South on Timber Creek to Main, left on Main approximately 3 miles to Cowan St. Left on Cowan approximately .2 mile to College St. School is at intersection of College St. and Cowan. Park in main lot.

COYOTE RIDGE ELEMENTARY SCHOOL – 4520 Maumee Drive, Carrollton,
469-713-5994 Ms. Michele Jacobsen, Principal

South on Timber Creek to Main; left on Main approximately 2.3 miles to 35E. Right on 35E 3.5 miles to Hebron Parkway exit. Left on Hebron Parkway 3.9 miles. Left on Old Denton Road .6 miles. Left on Indian Run for .2 miles. Right on Maumee .3 miles. School is on the right.

CREEKSIDE ELEMENTARY SCHOOL – 901 Valley View, Lewisville,
469-713-5953 Rod McGinnis, Principal

South on Timber Creek to Main, left on Main approximately 2.3 miles. Right on Edmonds Lane approximately 2.5 miles to Valley View. Right on Valley View. School is on the right.

DEGAN ELEMENTARY SCHOOL – 1680 College Parkway, Lewisville,
469-713-5967 Vanessa Stuart, Principal

North on Timber Creek to College. Right on College .9 miles. School is on right. Park at rear of building.

DONALD ELEMENTARY SCHOOL – 2400 Forest Vista, Flower Mound,
469-713-5198 Michelle Wooten, Principal

South on Timber Creek to Main; right on Main to FM 2499; left on 2499 approximately 1.3 miles to Forest Vista. Left on Forest Vista; school is located .2 miles on left.

ETHRIDGE ELEMENTARY SCHOOL – 6001 Ethridge, The Colony,
469-713-5954 Martha Gooding, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121; left on 121 approximately 5 miles to the first The Colony entrance; i.e. Hwy 423; left on 423; approximately 2.1 miles to N. Colony Blvd., left on N. Colony; follow N. Colony to Ethridge. School is located at intersection on N. Colony and Ethridge.

FLOWER MOUND ELEMENTARY SCHOOL – 4101 Churchill, Flower Mound,
469-713-5955 Gayle Nurre, Principal

South on Timber Creek to Main; right on Main approximately 1.9 miles to Churchill. Turn right on Churchill approximately .3 miles; school is on the left. Park in lot or in front.

FOREST VISTA ELEMENTARY SCHOOL – 900 Forest Vista Drive, Flower Mound,
469-713-5194 Dr. Patrick Schott, Principal

South on Timber Creek to Main; right on Main to Morris Road; left on Morris to Forest Vista; left on Forest Vista approximately 1 mile. School is on the left.

GARDEN RIDGE ELEMENTARY SCHOOL – 2220 Garden Ridge, Flower Mound,
469-713-5956 Dan Van Horne, Principal

South on Timber Creek to Main, right on Main approximately 1 mile to Morris Road. Left on Morris Rd. to Forest Vista. Left on Forest Vista approximately 1 mile to Garden Ridge. Right on Garden Ridge; school is on the left.

HEBRON VALLEY ELEMENTARY SCHOOL – 4108 Creek Valley Blvd., Carrollton,
469-713-5189 Adrienne Gall, Principal

South on Timber Creek to Main; left on Main approximately 2.5 miles to 35E. Right on 35E approximately 4 miles to Hebron Parkway. Left on Hebron Parkway to Creek Valley Blvd. Turn left on Creek Valley. School is on the right. Park in teacher's parking lot.

HEDRICK ELEMENTARY SCHOOL – 1532 Bellaire Blvd., Lewisville,
469-713-5189 Patricia Cuckler, Principal

South on Timber Creek to Main, left on Main approximately 1.2 miles to Old Orchard Lane; right on Old Orchard, approximately 1 mile; left on Bellaire; Hedrick Elementary is the first school on the right.

HERITAGE ELEMENTARY SCHOOL – 100 Barnett Boulevard, Lewisville,
469- 713-5985 Toby Maxson, Principal

North on Timber Creek approximately .2 miles, left on Eaton, right on Morriss approximately 1.9 miles to FM 407; turn left. Right on Barnett Boulevard which is the next right after Briarhill. Barnett Blvd will dead end into Heritage.

HIGHLAND VILLAGE ELEMENTARY SCHOOL – 301 Brazos Blvd., Highland Village,
469-713-5957 Leslye Mitchell, Principal

North on Timber Creek, approximately .2 mile, left on Eaton, right on Morriss Rd., approximately 1.9 miles to FM 407; right on 407 approximately 1 mile to Sellmeyer; left on Sellmeyer approximately .8 miles to Brazos; school is on right corner of Sellmeyer and Brazos. Park in lot on east side of the building.

HOMESTEAD ELEMENTARY SCHOOL – 1830 E. Branch Hollow, Carrollton,
469-713-5181 Sean Perry , Principal

South on Timber Creek to Main; left on Main approximately 2.5 miles to 35E. Right on 35E approximately 4 miles to Hebron Parkway. Left on Hebron Parkway to Josey. Right on Josey to Branch Hollow. Right on Branch Hollow. School is on left.

INDEPENDENCE ELEMENTARY SCHOOL-2511 Windhaven Parkway, Lewisville
469-713-5212 Teddie Winslow, Principal

South on Timbercreek to Main (1171); left on main approximately 3.7 miles to SH 121; left on 121 travel to the 3rd light, FM544, turn right. Go through 3 lights to Windhaven Parkway, turn left and go to #2511, right into parking lot..

INDIAN CREEK ELEMENTARY SCHOOL – 2050 Arbor Creek, Carrollton,
469-713-5180 Amy Teddy, Principal

South on Timber Creek to Main; left on Main approximately 2.5 miles to 35E. Right on 35E approximately 4 miles to Hebron Parkway. Left on Hebron Parkway to Josey. Left on Josey to Arbor Creek; right on Arbor Creek. School is approximately .5 miles on right. Park in large lot.
OR: 35E to Trinity Mills, left on Trinity Mills to Josey; left on Josey to Arbor Creek; right on Arbor Creek.

LILLIE J. JACKSON EARLY CHILDHOOD CENTER – 1651 Valley Parkway, Lewisville
469-713-5986 Dulia Longoria, Principal

South on Timber Creek to Main; left on Main approximately 1.5 miles to Valley Parkway; Right on Valley Parkway approximately 1 mile. Left on Bellaire. School is at intersection of Valley Parkway and Bellaire Blvd.

LAKELAND ELEMENTARY SCHOOL – 800 Fox Ave., Lewisville,
469-713-5992 James Crockett, Principal

South on Timber Creek to Main; left on Main approximately 2.2 miles to Edmonds; right on Edmonds approximately .8 miles to Fox Ave.; school is at intersection of Fox and Edmonds.

LEWISVILLE ELEMENTARY SCHOOL—285 West Country Ridge Road, Lewisville
469-713-5995 Ms. Yolanda Rascon, Principal

South on Timber Creek to Main; right on Main to 35E (Stemmons Fwy). right (south) on 35E. approximately 3 miles to Tx **121 Business**. Right on 121 Business (South). Right on 121 Business (South) approximately 1 mile to McCartt St. School is straight ahead to West Country Ridge Road.

LIBERTY ELEMENTARY SCHOOL – 4600 Quail Run Road, Flower Mound,
469-713-5958 Mr, Tim Greenwell, Principal

South on Timber Creek to Main; right on Main 3.8 miles to Wellington entrance. Left onto Bruton Orand Blvd. approximately .4 miles to Quail Run. Right on Quail Run .4 mile. School is on the right.

CHRISTA MCAULIFFE ELEMENTARY SCHOOL – 2300 Briarhill, Highland Village,
469-713-5959 Jennifer Mattingly, Principal

North on Timber Creek approximately .2 miles; left on Eaton; right on Morriss Rd., approximately 1.9 miles to FM 407; left on 407 to Briarhill (next light); right on Briarhill. School is approximately .5 miles on right.

MORNINGSIDE ELEMENTARY SCHOOL – 6450 Paige Rd., The Colony,
469-713-5970 Rita Bacque, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121; left on 121 approximately 5.6 miles to 3rd The Colony entrance, ie. Page Road. Left on Page Rd. approximately 2 miles. School is on right side of the road.

OLD SETTLERS ELEMENTARY SCHOOL – 2525 Old Settlers Road, Flower Mound,
469-713-5993 Kelly Hayunga, Principal

South on Timber Creek to Main; right on Main approximately 3 miles to Old Settlers Road. Left on Old Settlers Road past Flower Mound Road. School is on the right.

B.B. OWEN ELEMENTARY SCHOOL – 5640 Squires, The Colony,
469-713-5950 Ms. Jennifer Spitzer, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121; left on Hwy 121 approximately 5 miles to the first The Colony entrance; i.e. Hwy 423; left on 423; approximately 2.1 miles to N. Colony Blvd, right on N. Colony to Squires; left on Squires. School is on corner of Squires and Taylor.

PARKWAY ELEMENTARY SCHOOL – 2100 S. Valley Parkway, Lewisville,
469-713-5979 Ms. Lori Litchfield, Principal

South on Timber Creek to Main; left on Main approximately 1.5 miles to Valley Parkway. Right on Valley Parkway approximately 1.5 miles. School can also be accessed from FM 3040. It is 1 block North of 3040 on S. Valley Parkway.

PETERS COLONY ELEMENTARY SCHOOL – 5101 Nash, The Colony,
972-625-9060 Toni Hall, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121, left on 121 approximately 5 miles to the second The Colony entrance; i.e. Blair Oaks Dr.; left on Blair Oaks approximately 1.7 miles to Nash Dr.; right on Nash approximately 2/8 mile; school is on left. Park in front or in lot west of bldg.

POLSER ELEMENTARY SCHOOL – 1520 Polser Rd., Carrollton,
469-713-5978 Ms. Robin Fry, Principal

South on Timber Creek to Main; left on Main approximately 2.5 miles to 35E. Right on 35E approximately 4 miles to Hebron Parkway. Left on Hebron Parkway, past Old Denton Road. Left on Standridge. Polser Elementary is on corner of Standridge and Polser Road.

PRAIRIE TRAIL ELEMENTARY SCHOOL – 5555 Timber Creek Road, Flower Mound,
469-713-5980 Chellie Adams, Principal

North on Timber Creek Road to Kirkpatrick Lane. The school is located at the intersection of Timber Creek Rd. and Kirkpatrick Lane.

ROCKBROOK ELEMENTARY SCHOOL – 2751 Rockbrook, Lewisville
469-713-5968 **Principal**

South on Timber Creek Road to Main; left on Main approximately 2.5 miles to 35E. Right on 35E approximately 4 miles to Round Grove Road. Right on Round Grove Road approximately .4 miles to MacArthur. Left on MacArthur .7 miles to Highland Drive. Right on Highland Drive to Rockbrook Dr. Right on Rockbrook.

SOUTHRIDGE ELEMENTARY SCHOOL – 495 W. Corporate Drive, Lewisville,
469-713-5187 Julie Sheriff, Principal

South on Timber Creek to Main, left on Main approximately 2.3 miles. Right on Edmonds Lane approximately 3 miles to Corporate Drive. Left on Corporate Drive. School is on the left.

STEWART'S CREEK ELEMENTARY SCHOOL – 431 Augusta, The Colony
469-713-5960 Mr. Eric Cockerham, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121, left on 121 approximately 5 miles to the first The Colony entrance; i.e. Hwy 423; left on 423, to North Colony Blvd. Left on North Colony Blvd. approximately .2 miles to Curry Dr.; right on Curry, take immediate left on Augusta, school is approximately .4 miles north on Augusta. Park in teacher's lot.

TIMBERCREEK ELEMENTARY SCHOOL – 1900 Timber Creek Rd., Flower Mound,
469-713-5961 Sharon Heier, Principal

North on Timber Creek Rd., approximately .2 miles. Park in large lot southeast of building.

TOM HICKS ELEMENTARY SCHOOL – 3651 Compass Drive, Frisco,
469-713-5981 Mr. Curtis Martin, Principal

South on Timber Creek to Main; left on Main approximately 3.7 miles to Hwy 121, left on Hwy. 121 to Legacy Drive (past The Colony). Left on Legacy Drive to Lakehill Blvd.; Left on Lakehill Blvd. to Compass Dr. Lakehill Blvd. will dead end into Compass Dr. School is at intersection of Lakehill Blvd. and Compass Dr.

VALLEY RIDGE ELEMENTARY SCHOOL – 1604 N. Garden Ridge Blvd., Lewisville,
469-713-5982 Charlotte Cauthen, Principal

South on Timber Creek to Main; left on Main approximately 1 mile to Garden Ridge. Left on Garden Ridge approximately 2 miles to Valley Ridge Blvd. School is a little past Valley Ridge Blvd. on the left side.

VICKERY ELEMENTARY SCHOOL – 3301 Wager Road, Flower Mound
469-713-5969 Ms. Patricia Cheatham, Principal

South on Timber Creek to Main; left on Main approximately 1 mile to Garden Ridge. Right on Garden Ridge approximately .7 miles to Wager Rd. Right on Wager Rd. .3 mile to school

WELLINGTON ELEMENTARY SCHOOL – 3900 Kenwood Drive, Flower Mound,
469-713-5989 Dr. Robin Macke, Principal

South on Timber Creek to Main; right on Main 3.8 miles to Wellington entrance. Left on Bruton Orand Blvd. approximately .8 miles to Kenwood Dr. School is on the right.

Network Access General Use Policy

Guidelines for Acceptable Use of Lewisville Independent School District Technology Resources for Substitutes

Substitutes in Lewisville ISD **do** have limited access to network services including Internet. All substitutes must sign the **LISD Technology Acceptable Use form**. Daily Substitutes **may** supervise students using network, Internet or e-mail. Refer to: Board Policy CQ

ISSUES OF CONFIDENTIALITY STUDENT INFORMATION AND USE OF TECHNOLOGY BY SUBSTITUTES

Initial each blank:

_____”The Lewisville ISD **does not** disclose personally identifiable information from the education records of a student without prior written consent of the parent of the student or the eligible student. Employees or volunteers serving the District in any capacity are also obligated to follow this guideline regarding any and all student education records.”

_____”Substitutes **are not to discuss** student information or behavior inside or outside of the school with any other individual (employee, volunteer or parent) unless that information is with an employee who is directly responsible for the student and or the student’s parents or guardians.”

“I understand that failure to follow these guidelines can result in my removal for cause.”

_____ Signature

_____ Printed Name

_____ Date

Lewisville ISD Board Policies

Employee conduct and welfare

STANDARDS OF CONDUCT

Policy DH

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Lewisville ISD
061902

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

VIOLATION OF STANDARDS OF CONDUCT

Each employee 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 his or her status as a District employee. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

Electronic Media

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), web logs (blogs), electronic forums (chat rooms), video-sharing Web sites, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications.

Use with students

In accordance with administrative regulations, a certified or licensed employee, or any other employee designated in writing by the Superintendent or a campus principal, may use electronic

media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. All other employees are prohibited from using electronic media to communicate directly with students who are currently enrolled in the District. The regulations shall address:

1. Exceptions for family and social relationships;

2. The circumstances under which employees may use text messaging to communicate with students; and
3. Other matters deemed appropriate by the Superintendent or designee.

Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic media. [See CPC]

Personal use

An employee shall be held to the same professional standards in his or her public use of electronic media as for any other public conduct. If an employee's use of electronic media violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

SAFETY REQUIREMENTS

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

HARASSMENT OR ABUSE

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

RELATIONSHIPS WITH STUDENTS

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

TOBACCO USE

An employee shall not use tobacco products on District premises, in District vehicles, or at school or school-related activities. [See also GKA]

ALCOHOL AND DRUGS

An employee shall not manufacture, distribute, sell, give, deliver, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

An employee who violates this prohibition shall be terminated from employment with the District and referred to appropriate law enforcement officials for prosecution. Compliance with these requirements and prohibitions is mandatory and a condition of employment.

EXCEPTIONS

An employee who manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities, or who uses a drug authorized by a licensed physician prescribed for the employee’s personal use shall not be considered to have violated this policy.

NOTICE

Each employee shall be given a copy of the District’s notice regarding drug-free schools. [See DI(EXHIBIT)]

A copy of this policy, a purpose of which is to eliminate drug abuse from the workplace, shall be provided to each employee at the beginning of each year or upon employment.

Arrests, Indictments, Convictions and other Adjudications

An employee shall notify the human resource services department within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

DRESS AND GROOMING

An employee’s dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

DATE ISSUED: 3/6/2012

UPDATE 93

DH(LOCAL)-X

EDUCATORS' CODE OF ETHICS

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. *19 TAC 247.1*

1. Professional Ethical Conduct, Practices, and Performance

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

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

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

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

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

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

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

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

Standard 1.9. The educator shall not make threats of violence against District employees, Board members, students, or parents of students.

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

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

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

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

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

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

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

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

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

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

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

3. Ethical Conduct Toward Students

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

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

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

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

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

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

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

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

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

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly or the educator attempted to conceal the communication;
- d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- e. Whether the communication was sexually explicit; and
- f. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

19 TAC 247.2

DATE ISSUED: 3/6/2012
UPDATE 93
DH(EXHIBIT)-P

HARASSMENT

Policies DH, DIA

Note: This policy addresses discrimination, harassment and retaliation involving District employees. In this policy, the term “employees” includes former employees and applicants for employment. For discrimination, harassment, and retaliation involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

EMPLOYEE WELFARE FREEDOM FROM HARASSMENT

DIA
(LOCAL)

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

Discrimination

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

HARASSMENT

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

5. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
6. Creates an intimidating, threatening, hostile, or offensive work environment; or
7. Otherwise adversely affects the employee’s performance, environment or employment opportunities.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee’s employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee’s work performance or creates an intimidating, threatening, hostile, or offensive work environment.

EXAMPLES

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

RETALIATION

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District

investigation regarding harassment or discrimination is subject to appropriate discipline.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING PROCEDURES

An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator.

The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Dr. Lynda Haynes
Position: Associate Superintendent for Staff and Community
Address: 1800 Timber Creek Road, Flower Mound, TX 75028
Telephone: (469) 948-8056

ADA / SECTION 504 COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Dr. Paula Walker
Position: Executive Director of Special Education
Address: 136 West Purnell, Lewisville, TX 75057
Telephone: (469) 713-5203

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

Alternative Reporting Procedures

An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

INVESTIGATION OF THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

APPEAL

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

RECORDS RETENTION

Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]

ACCESS TO POLICY

This policy shall be distributed annually to District employees. Copies of the policy shall be readily available at each campus and the District administrative offices.

DATE ISSUED: 10/19/2011

UPDATE 91

DIA(LOCAL)-B

HARASSMENT OF STUDENTS

Policies DH, FFG, FFH

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child

abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
Otherwise adversely affects the student's educational opportunities.
Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment by an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance;
or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance;
or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance;
or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING PROCEDURES

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator.

The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Dr. Kevin Rogers
Position: Chief Operating Officer
Address: 1565 West Main Street, Lewisville, TX 75067
Telephone: (972) 350-4729

ADA / SECTION 504 COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Dr. Paula Walker
Position: Executive Director of Special Education
Address: 136 West Purnell, Lewisville, TX 75057
Telephone: (469) 713-5203

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

Alternative Reporting Procedures

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

Investigation of the report

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending. If not, the District official shall refer the complaint for consideration under FFI.

If an investigation is required in accordance with this policy, the District official shall also determine whether the allegations, if proven, would constitute bullying, as defined by FFI.

If appropriate, the District shall promptly take interim action calculated to address prohibited conduct or bullying during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where harassment has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

For informational purposes, the contact information for the Dallas Office of Civil Rights is as follows:

Regional Director

Office of Civil Rights, Region VI

1999 Bryan Street, Suite 1620

Dallas, TX 75201

Telephone: (214) 661-9600

Fax: (214) 661-9587 TDD: (214) 880-2456

RECORDS RETENTION

Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).

ACCESS TO POLICY and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and readily available at each campus and the District's administrative offices.

DATE ISSUED: 3/6/2012

UPDATE 93

FFH(LOCAL)-X

Drug-abuse prevention

Policies DH, DI

Lewisville ISD is committed to maintaining a drug-free environment and will not tolerate the use of illegal drugs in the workplace. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The District's policy regarding employee drug use follows:

Lewisville ISD
061902

EMPLOYEE WELFARE

DI
(EXHIBIT)

DRUG-FREE WORKPLACE NOTICE

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, inhalants, and alcohol in the workplace.

Employees who violate this prohibition shall be subject to disciplinary sanctions. Sanctions may include:

- Referral to drug and alcohol counseling or rehabilitation programs;
- Referral to employee assistance programs;
- Termination from employment with the District; and
- Referral to appropriate law enforcement officials for prosecution.

As a condition of employment, an employee shall:

- Abide by the terms of this notice; and
- Notify the Superintendent, in writing, if the employee is convicted for a violation of a criminal drug statute occurring in the workplace. The employee must provide the notice in accordance with DH(LOCAL).

[This notice complies with the requirements of the federal Drug-Free Workplace Act (41 U.S.C. 702).]

DATE ISSUED: 2/8/2010

UPDATE 87

DI(EXHIBIT)-P

Reporting suspected child abuse

Policy DG, DH, FFG, GRA

Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?

The applicable District policies—FFG(LLEGAL), GRA(LLEGAL) and (LOCAL), and DH (LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact the central administration office at (469) 713-5200.

What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

Are there any restrictions on reporting?

Under state law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

To whom do I make a report?

Reports may be made to any of the following:

A local or state law enforcement agency:

The Lewisville Police Department, at (972) 219-3600

The Flower Mound Police Department, at (972) 539-0528

The Colony Police Department, at (972) 625-1887

The Highland Village Police Department, at (972) 317-6551

The Double Oak Police Department, at (972) 434-5000

The Carrollton Police Department, at (972) 466-3290

The Frisco Police Department, at (972) 335-5502

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the Web at www.txabusehotline.org; or

If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

Reporting your suspicion to a school counselor, a principal, or to another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

Will my report be kept confidential?

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Will I be liable in any way for making a report?

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

What will happen if I don't report suspected child abuse or neglect?

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and
- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or

Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of re-reported child abuse or neglect.

DATE ISSUED: 10/19/2011
UPDATE 91
FFG(EXHIBIT)-X

Fraud and financial impropriety

Policy DG, CAA

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, consultants, volunteers, and others seeking or maintaining a business relationship with the District. Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by state or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.

DATE ISSUED: 8/16/2005

UPDATE 76

CAA(LOCAL)-A

Conflict of interest

Policy BBFA, DBD

Employees are required to disclose to their supervisor any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship

An employee with a substantial interest in a business entity or interest in real property must disclose the interest to the district prior to the award of a contract or authorization of payment. This is done by filing an affidavit with the Executive Director of Purchasing. An employee is also considered to have substantial interest if a close family member (e.g., spouse, parent, child, or spouse's parent or child) has a substantial interest.

Gifts and favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks may result in prosecution of a class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials, such as maps or worksheets, that convey

information to students or contribute to the learning process.

Associations and political activities

Policy DGA

The District will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

Safety

Policy CK

The District has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve District equipment, employees must comply with the following requirements:

- Observe all safety rules
- Keep work areas clean and orderly at all times
- Immediately report all accidents to their supervisor
- Operate only equipment or machines for which they have training and authorization

Employees with questions or concerns relating to safety programs and issues can contact their principal or supervisor.

Tobacco use Policies DH, GKA, FNCD

Smoking or using tobacco products is prohibited on all District-owned property and at school-related or school-sanctioned activities, on or off campus. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of District-owned vehicles are prohibited from smoking while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Possession of firearms and weapons Policies FNCG, GKA

Employees, visitors, and students are prohibited from bringing firearms, knives, clubs or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the District's weapons policy should report it to their principal/supervisor or call a District administrator immediately.

Visitors in the workplace

Policy GKC

All visitors are expected to enter any District facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the District premises should immediately direct him or her to the building office or contact the administrator in charge.

Copyrighted materials

Employees are expected to comply with the provisions of copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Rented videotapes are to be used in the classroom for educational purposes only. Duplication or backups of computer programs and data must be made within the provisions of the purchase agreement.

Computer use and data management

Policy CQ

Availability of access

Access to the District's electronic communications system, including Internet, shall be made available to students and employees exclusively for instructional and administrative purposes and in accordance with administrative regulations.

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies. Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Monitored use

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational or administrative purposes.

Disclaimer of liability

The District shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy or usability of any information found on the Internet.

Asbestos management plan

Policy CKA

The District is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each piece of District property. A copy of the District's management plan is kept in the Central Administration office and is available for inspection during normal business hours.

Pest control treatment

Policy CLB

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the District's integrated pest management program.

Notices of planned pest control treatment will be posted in a District building 48 hours before the treatment begins. Notices are generally located in an area of common access by employees. Pest control information sheets are available from campus principals or facility managers upon request.

District and campus level planning

Policy BQ

The Board shall ensure that a District improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans are: 1) mutually supportive to accomplish the identified objectives and 2) at a minimum, support the state goals and objectives under Texas Education Code, Chapter 4.

Expectations of a Substitute

1. Have pride in the profession and in the Lewisville Public Schools.
2. Support school policies.
3. Maintain high standards of ethics and avoid comparisons of teacher-pupil learning situations (see Texas Educator Code of Ethics).
4. Avoid making comparisons of various schools or school personnel.
5. Respect the confidential information contained in school records.
6. Respect the confidence of fellow teachers.
7. Report any serious situations or problems to the principal.
8. Make a reasonable effort to respond to all calls for substitute teaching.
9. Do your best at all times on all assignments.
10. Keep up with the progress and changes in teaching methods and curriculum.
11. Reflect the standards of the profession in personal and professional living.

Do not leave students unsupervised under any circumstances

THE SUBSTITUTE'S CHECKLIST

In the Morning

1. Smile. Be cheerful. The day has just begun.
2. Greet administrator and/or office staff.
3. Sign in with the main office.
4. Collect room keys and class schedule.
5. Secure class rolls or teacher's grade book.
6. Check teacher's mailbox.
7. Check classroom and/or work area for lesson plans.
8. Write your name and today's date on the board.
9. Write a brief version of the day's lesson.
10. Record attendance and do a head count.

In the Afternoon

1. Throughout the day, write brief notes on lessons covered and student behavior.
2. With students' help, leave the room orderly.
3. Return teacher's materials to the office or work area.
4. Close windows, turn off lights and lock door.
5. Complete your report to the teacher. Put inside grade book.
6. Return teacher's grade book to main office or other safe place.
7. Tell administrator/contact person you enjoyed subbing. Ask in office if you will be needed the next day.
7. Tell the Administrator or campus contact person you enjoyed substituting in their building.
8. Ask in office if you will be needed the next day.

Responsibilities of the Substitute

A. DUTY HOURS

1. Report to the building principal or designee promptly. Given sufficient advance notice, the substitute should report at the same time the regular classroom teachers report for duty and remain until the designated release time for faculty:

High School:	7:45 a.m. – 3:45 p.m.
Middle School:	8:15 a.m. - 4:15 p.m.
Elementary School:	7:35 a.m. - 3:35 p.m.

2. Follow closely the program schedule of the regular classroom teacher. The class time schedule should not vary unless the administration designates.

3. Locate the classroom teacher's mailbox and check the bulletin board. Carefully scrutinize all material in the mailbox as it may contain instructions pertinent to the day's routine.

4. Locate master schedule and other schedules in the Substitute Folder.

B. SUBSTITUTE FOLDER

1. Teachers will have available on his/her desk a Substitute Folder with pertinent information for the substitute. It is necessary to locate this folder immediately.

2. The substitute folder will include materials of importance, such as:

- Master schedule
- Lesson plans, syllabus
- List of students names
- List of pupils in various groups
- Fire drill and other emergency instructions
- Instructions regarding grading
- Important or unusual information about any students-medication, etc.
- Specific instructions to the substitute
- List of supervisory responsibilities such as duty schedule.

3. Review the classroom teacher's daily schedule, plan book, seating charts, record book, textbooks, and other materials.

4. Do not deviate from the regular teacher's lesson plan and schedule. If a problem arises, please check with the principal.

5. If you accept a position for which you feel unqualified, be sure you take with or acquire upon arriving at campus, materials with which you are comfortable. These materials should enable you to maintain a controlled classroom environment.

6. For any questions left unanswered, immediately contact other teachers or the building administrator.

7. Acquaint yourself with fire and safety drill regulations, assigned exits and refuge area procedures. These should be in this folder or posted on the classroom wall.

C. RESPONSIBILITIES

1. Circulate and supervise all students in your care. Paper work should be dealt with during your conference period.

2. **Under no circumstances should students be placed in an unsupervised situation. The substitute is to remain with her classes during all designated class times during group travel in the hallway, during class time, and at all assemblies, etc.**

3. Substitutes are responsible for directing their classes to lunch, electives, P.E., recess, etc. This travel in the hallways is expected to occur in a quiet and orderly manner.

4. Supervision of halls and corridors is a responsibility of all teachers especially when pupils are coming into the building or leaving the building at bell time as well as class passing period. Substitutes should maintain a supervisory position at their doorway during class passing periods.
5. Avoid changing the seating arrangement or any other parts of the room organization except for temporary grouping of pupils for instruction or collaborative work.
6. Report any accidents to the principal or nurse immediately.
7. Leave a brief summary of the work completed, or not completed, as well as any other information that would be helpful to the classroom teacher (bulletins, parental notes, assignments, and problems).
8. Return materials and/or equipment to its proper place.
9. Organize and grade all assigned work as you are instructed to do by the regular teacher.
10. It is expected that the substitute will maintain good order wherever assigned, and create such conditions as are conducive to a good learning situation. The regular classroom teacher is legally and professionally charged with the school property as well as the welfare of the children, and no less is expected of the substitute teacher. Return materials and/or equipment to its proper place.
11. Substitute teachers are expected to keep confidential any information about the school (pupils, parents, and principal) which might be gained while substituting. Concerns growing out of the substitute teaching experience should be addressed through the proper administrative channels.
12. Substitute teachers should refer all medical situations to the nurse.
13. **There are no guaranteed conference periods for substitutes.** Many days you may be asked to work in another area during that time.

D. STUDENT ABSENCES

1. Official state attendance for students is recorded one time each day. All absences are recorded during the morning with the exception of an afternoon pre-kindergarten program. The pre-kindergarten programs require a morning and afternoon attendance report.
2. Secondary campuses require an absentee report each period. Roll should be taken immediately, from the seating chart, at the beginning of class and should be promptly posted in the designated area.
3. The regular classroom teacher's name should appear on the absentee slip.

E. VISITORS TO THE CLASSROOM / CAMPUS

1. Any outsider who comes to the classroom for information about a child or who comes to the classroom asking that a child be released from school must be immediately directed to the principal's office.
2. NO student should be released from the classroom without official notice from the school office.
3. Do not open any LISD facility exterior locked door to **anyone**. Visitors must report to the office of each campus to gain permission and gain permission to be on campus. Anyone not wearing an LISD identification badge OR VISITOR badge must be immediately escorted to the office for student and staff safety reasons.

F. SUBSTITUTE CHECK-OUT

1. Leave the teacher a report of the work covered and other necessary information.
2. Return materials and equipment to their proper place.
3. Report to the school office regarding your assignment for the next day, and/or problems concerning your stay in the building.
4. Sign proper documents verifying employment and leave them with your principal.

Actions Which May Lead to Removal as a Substitute for Cause

1. Deficiencies pointed out in a series of conferences, observations or memoranda.
2. Failure to perform required or assigned duties.
3. Failure to exhibit professional conduct on a campus or any district facility.
4. Failure to maintain discipline in the classroom or at assigned school-related functions.
5. Insubordination or in complying with any official directives.
6. Failure to comply with administrative regulations.
7. Conducting personal business during school hours when it results in neglect of duties.
8. Reduction in force because of financial issues or program change.
9. Drunkenness or excessive use of alcoholic beverages; illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act.
10. The possession, use, or being under the influence of alcohol, alcoholic beverages, or drugs and narcotics as defined by the Texas Controlled Substances Act, while on school property, working in the scope of the duties, as assigned, or attending any school-or District-sponsored activity.
11. Conviction of any felony or any crime involving moral turpitude.
12. Failure to report any arrest, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy.
13. Failure to meet the District's standards of professional conduct.
14. Failure to comply with reasonable District requirements concerning professional growth and improvement in techniques leading to improvement as a substitute.
15. Disability, not otherwise protected by law, that impairs performance of required duties.
16. Immorality, which is conduct the Board of Education determines is not in conformity with the accepted moral standards of the community encompassed by the District. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude, or indicative of corruption, indecency, or depravity.
17. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, and community, impairs or diminishes the substitute's effectiveness in the District.
18. Reason and/or directives specified in the Substitute Manual reflecting special conditions or responsibilities required of the substitute.
19. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
20. A significant lack of student progress or achievement during a long-term substitute assignment.
21. Assault on an employee or student.
22. Falsification of records or other documents related to the District's activities.
23. Falsification of required information on an employment application.
24. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.
25. Any attempt to encourage or coerce a child to withhold information from the child's parents.
- 26. Any other action or cause which may place into question the health and safety of the students and staff of the Lewisville Independent School District.**

Standards for Student Conduct

BEHAVIORS

Each student is expected to:

- Demonstrate courtesy and respect for others.
- Behave in a responsible manner.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Be well groomed. Dress appropriately and follow the dress regulations outlined in the Campus Student Handbook.

The District's over-all policy regarding dress is that a student's dress and grooming shall not lead school officials to believe that such dress or grooming will disrupt, interfere with, or detract from school activities, i.e., advertising of alcohol, drugs, sex, violence, tobacco products, obscene language, or suggestive wording and must comply with district and campus rules. The District prohibits any clothing or grooming that, in the principal's judgment, may cause disruption or interference with normal school operations.

- Obey all campus and classroom rules.
- Respect the rights and privileges of other students and of teachers and other district staff.
- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the LISD & Campus Student Code of Conduct.
- Maintain honesty and integrity in all issues regarding schoolwork and interaction with school officials.
- The District may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not also constitute violations of the Student Code of Conduct.

CONSEQUENCES

Students whose behavior shows disrespect for others, including interference with learning and a safe learning environment will be subject to disciplinary action.

School rules and the authority of the District to administer discipline apply whenever the interest of the District is involved on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The District has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on District transportation.
2. While the student is participating in any activity during the school day on school grounds

3. Within 300 feet of school property
4. While the student is in attendance at any school-related activity, regardless of time or location
5. For any school-related misconduct, regardless of time or location
6. When retaliation against a school employee occurs or is threatened, regardless of time or location.
7. When the student commits a felony, as provided by Texas Education Code 37.006.
8. When criminal mischief is committed on or off school property, or at a school-related event.

In general, discipline will be designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques.

Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements. Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

A student who violates campus or classroom rules that are not Student Code of Conduct violations may be disciplined by one or more of the discipline management techniques listed below. For these violations that are not violations of the Student Code of Conduct, the teacher is not required to make a Student Code of Conduct violation report, and the principal is not required to notify parents.

The following discipline management techniques may be used--alone or in combination--for misbehavior violating the Student Code of Conduct or campus or classroom rules:

- Verbal correction or reprimand
- Cooling-off time or "time-out" (student must continue to be supervised by an adult)
- Seating changes within the classroom
- Counseling by teachers, counselors, and or administrative personnel
- Parent-teacher conferences
- Temporary confiscation of items that disrupt the educational process
- Grade reductions as permitted by policy
- Rewards or demerits
- Behavioral contracts
- Sending the student to the office or other assigned area, or to in-school suspension (as determined by campus administration)
- Detention (as determined by campus administration)
- Assigned school duties other than class tasks.
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations. (as determined by campus administration)
- Withdrawal or restriction of bus privileges (as determined by campus administration)
- School-assessed and school-administered probation
- Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District (in cooperation with campus administration)
- Other strategies and consequences as specified by the Student Code of Conduct

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate and in accordance with Policy FNG (LOCAL). A copy of this policy is found on pages 30-31 of the Student Code of Conduct. A copy may also be obtained from the principal's office or the central administration office.

Refer to:

FNG (Local) is not the policy identifying procedures for appealing disciplinary actions. (See Discipline Appeals Procedures, pages 26-27, for Discipline Appeals information.)

Dress Guidelines

The administration reserves the right to determine any apparel inappropriate and disruptive to the school environment

The following statements are presented for parents and students who feel a need for a point of reference in regard to student dress. All students must be clean and neatly groomed.

Student's hair, by nature of the style or color, shall not tend to create a distraction

Students may not wear: tongue rings, facial jewelry, or facial decorations (other than normal makeup)

Male students may either wear one small stud or one small loop earring in one or both ears

Caps, hats, sweatbands, bandannas, hair rollers, hair curlers, and other similar hair grooming items, shall not be worn by either male or female students in the school building

Students may not wear clothing that advertises by name or symbol any products that are not permitted in schools, including, but not limited to:

drugs	alcohol	profanity or suggestive language
tobacco	obscenity	violence or gangs

Male students may wear long pants of appropriate length or shorts of appropriate length (at or about mid-thigh or longer) at the natural waistline

Female students may wear long pants of appropriate length, skirts or shorts of appropriate length (at or about mid-thigh or longer)

Clothing, which, in the opinion of the professional staff, would be deemed inappropriate or offensive for school in general, shall not be allowed: i.e., among, but not limited to:

mini-skirts	split-sides	see-through clothing
halter	midriffs	fish-net tops
tank tops	bike shorts	bare shoulder tops

A school uniform is an appropriate and approved form of dress for special occasions

Appropriate undergarments shall be worn by all students

For health reasons, students are required to wear shoes

Some schools require students to wear specific colors and styles of clothing. For information on the type of dress required, contact the school in the attendance area in which you reside.

Special Education Classes

The information listed below is an explanation of the various Special Education Classes in the Lewisville ISD. When you are called for one of these classes, the job description will be listed on the voice information.

PPCD/ Public Preschool for Children with Disabilities

This service is available for identified children, ages three, four, and five. These preschoolers are provided instruction in the developmental areas of cognition, communication, motor, self-help, social/emotional and creative expression. (Sometimes stays in through 5th year)

Resource Classes

Elementary and secondary campuses provide classroom settings for students with disabilities whose learning difficulties hinder their ability to learn without the assistance of direct special education services. Each student enrolled participates in the general school program and receives the assistance of a special education teacher only in the areas where the need exists. (Child leaves the classroom for help)

Inclusion

Services are planned to keep students with disabilities in the general education classroom with their peers. Students are taught to compensate for their learning disability by the Inclusion teachers on their school campus. These teachers serve as a resource to both the student and the general education teacher. (Inclusion – Sp. Ed. Teacher goes to the student in the regular classroom)

Functional Life Skills Classroom (FLS)

Classes are for students aged three to twenty-one. Students with moderate to severe delay in the areas of cognition, communication, psychomotor development, self-care, and/or social emotional skills are served.

Communication Classes (Comm)

Classes are available for students who need significant emphasis on learning a method of communication, compliance, and independent work habits and skills. This setting provides a highly structured environment for students, many of whom are individuals with autism.

Academic Life Skills and Academic and Vocational Life Skills (ALS / AVLS)

Bridging classes are available at the elementary and secondary level. The students participate with their general education peers to the maximum extent possible. Academics are presented at the level appropriate for each individual. Students in these classes usually have mild to moderate cognitive delays.

Behavior Intervention Classes (BIC)

Behavior Intervention classes are highly structured classrooms serving students with emotional and/or behavioral disorders. The goal of these classes is to teach social skills within an academic context and to help students to transition back into the main stream to the maximum extent possible.

The **Lewisville Learning Center** has available services for students who need a greater degree of structure than the transition classes on the regular campus.

Classroom Management

Substitute teachers are expected to assume responsibility for the discipline in their groups and to assist in the correction of all other irregularities that may occur. As temporary members of the faculty, substitute teachers are charged with the responsibility of maintaining proper building procedures and rules of conduct. They are equally obligated to correct students for misconduct in the building or on the school grounds.

Every reasonable effort should be made by substitute teachers in attempting to solve problems before a student is referred to the principal. Occasionally, something may occur which warrants the exclusion of a student from the classroom. Exclusions from the class by the teacher in charge are referred to the principal or designee.

Substitute teachers should, at all times, exhibit to all students a reasonable degree of dignity, courtesy, and congeniality.

Substitute teachers should maintain effective order and control at all times and will be supported in reasonable efforts to accomplish this objective. **SUBSTITUTE TEACHERS MAY NOT ADMINISTER CORPORAL PUNISHMENT.** If this type of disciplinary action is necessary, the student should be accompanied to the principal's office. The use of physical force by a substitute teacher should be limited to those situations where it is necessary to prevent injury to another person or self or for the preservation of property.



Universal Rules



- Follow directions the first time they are given.
 - Raise your hand and wait for permission to speak.
 - Stay in your seat unless you have permission to do otherwise.
 - Keep hands, feet, and objects to yourself.
 - No cursing or teasing.
-

Sample Substitute Introductions

Elementary

“Hi my name is Mrs. Smith and I am filling in for Mrs. Johnston today. I was a teacher for 20 years before I decided to start subbing. I am so happy to get to be in your classroom today teaching you about the solar system. Before we begin you will need to understand that I do expect you to follow the classroom rules and a few of mine....”

Middle Level

“Hey class my name is Mr. Anderson and I will be teaching for Mrs. Brooks today. Just so you know, I have been substitute teaching for a few years now, and originally worked for Texas Instruments. I am excited to get started today working with your science lab, but before we begin I wanted to remind you of the classroom rules and some expectations I have of you...”

High School

“Hello, welcome to Algebra class today, my name is Miss Ward and I am teaching for Mr. Smith. I used to work for Verizon as a Sales Representative and recently started substitute teaching. We are going to be working with exponents today, but before we get started I wanted to remind you of the classroom expectations Mr. Smith and I have of you...”

Create your own for each grade level



Seating Chart Template

Attention Getters



- *Whisper* – Instead of raising your voice to command attention of a noisy room, drop your voice to a whisper, giving instructions quietly.
- *Lights out* – Quickly turn the lights off and then on again; prepared to speak the in the moment of surprise silence.
- Rhythmic clap sequence- this can be a fun “game”. Choose a couple of students to begin creating rhythmic sequences once the class is under control.
- Walking close to or standing close to the main disruptor (proximity).
- Blow the whistle/ring the bell.
- Read a newspaper article, an excerpt from a book, a poem, a favorite short story.



Other:

-
-
-



Redirecting Phrases

- “Thank you for...”
- “I appreciate that _____ did...”
- “I understand ...”
- “I can tell that you ...”
- “It is obvious that...”
- “However...”
- “Nevertheless...”
- Student repeats question or expectation

SELF CORRECTION SHEET

I CAN LEARN FROM MY MISTAKES
IN ORDER TO BE MORE SUCCESSFUL

NAME _____ DATE _____

1. Who is responsible for your behavior? _____

2. What did you do? _____

3. Could you have made a better choice? _____

What would have been better? _____

4. Is this behavior helping you? _____

5. Is this behavior helping anyone? _____

6. What can you do to correct this situation? _____

7. What can you do about your behavior to keep this from happening again?

I AM RESPONSIBLE FOR MY DAY. THE MORE OFTEN I HAVE A
GOOD ATTITUDE, THE MORE OFTEN I HAVE A GOOD DAY!

Classroom Management Strategies

ANNOYING CLASSROOM DISTRACTIONS

How can a teacher prevent irritating classroom behaviors?

- Use simple verbal reprimands when the misbehavior occurs. Make sure that they are to the point, moderate in tone, and private (e.g., “Stop talking and work on your math problems, please”)
- Intervene as soon as possible in order to prevent the misbehavior from occurring (e.g., say “Harry, may I help you with your assignment?” when the student begins to show signs of frustration).
- Use facial expressions to convey to the student that the misbehavior was not totally overlooked. Circulate around the room frequently, to avert potential behavior problems.
- Give praise to the entire class as frequently as possible (e.g., “Thank you for working so quietly,” or “I’m delighted to see you all working so well today.”)

ANTAGONISM WITH AUTHORITY

What can be done to help students improve their interaction with authority figures?

- Talk to the student in private to ascertain the reason for his/her misbehavior.
- Encourage students to strive for greater self-control in as many situations as possible.
- Contact parents and/or administrators when there is no other way of resolving the conflict situation. (Long-term subs)
- Refer the student to appropriate staff members (e.g., Team Leader, if the student frequently displays uncontrollable verbal hostility). Keep anecdotal records to support your concerns.

ARGUMENTATIVE STUDENT

How can the teacher deal with a child who becomes argumentative upon confrontation?

- Do not confront the student in a group situation. (Use a private conference)
- Do not use an accusatory tone upon approaching the student.
- Allow your emotions to cool before approaching the student.
- Give the child an opportunity to speak his/her piece.
- If you made an error, admit it!

BEHAVIOR PROBLEMS

What steps can be followed to resolve a child's constant misbehavior?

- Be sure the child understands that it is not he/she who is unacceptable, but rather the behavior.
- If the misbehavior occurs again, follow through with the previously planned disciplinary action.
- Throughout the process, keep the principal as well as the Team Leader, informed of the progress or lack progress.
- If the child continues to misbehave and you feel that you have utilized all of your options and resources, send the child to the principal's office.

BOASTFUL, ATTENTION-SEEKING STUDENT

What can be done for a student who is constantly disrupting the class in order to gain the teacher's attention?

- Give the student a position of responsibility in the classroom and encourage him/her to gain the teacher's attention?
- Provide recognition and positive attention when attention whenever possible.
- Arrange parent conference to discuss any factors that may be contributing to the student's problem in school (e.g., sibling rivalry).
- Private conversation with student or refer to Team Leader.

CALLING OUT IN CLASS - RESPONSE #1

What do you do with a student who calls out answers or comments during class?

- With children in the middle grades and older, divide the class into two groups and make a game out of questions and answers. Each team scores a point for each correct answer. If a team member calls out an answer out of turn, that team loses a set amount of points.
- Praise the student who does not call out, but waits to be called on.
- Ignore the calling out. Do not acknowledge having heard it.
- Examine the reason for the calling out. Is it for attention? Do you tend to overlook calling on this student? Is the calling out a result of an inability to sit still? Does this child have a learning disability? React to these symptoms appropriately.

CALLING OUT IN CLASS - RESPONSE #2

What can you do about children constantly calling out in class, even when they are supposed to be working quietly at their seats?

- Be sure that the students know what you expect of them concerning this problem. Describe what procedure you want them to use to get your attention, and explain why they should not call out in class.

- Be consistent and persistent in disciplining the children who call out.
- If a child communicates with you by calling out, make your only reaction one of displeasure and do not answer the question or fulfill the request.

CLASS CLOWN

How can you deal effectively with a “class clown”?

- Let the student know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this student. Listen to his/her feelings and expectations.
- Explain to the student that the solution to his/her problem is his/her responsibility as well as your. However if the “class clown” behavior continues and it affects the level of learning for the rest of the class, then the responsibility for the solution will lie with him/her and the administration.
- As for the assistance of a counselor to investigate various possible reasons for the child’s need to be the “class clown.”

FAILURE TO ASK FOR HELP

What can you do about a student who fails to ask for help with matters he/she does not fully understand in the curriculum or in the classroom in general?

- If the student does not feel comfortable asking questions in the classroom setting, have him/her write the questions on a piece of paper or a 3 x 5 card. Then, when time permits, meet with the child individually to review the questions, or provide general answers to the class if you think others may have the same questions.

HYPERACTIVITY – SHIFT IN ATTENTION

What can be done for students who frequently shift their attention and/or interests in class?

- Provide your students with firm but fair classrooms rules. Make sure you consistently adhere to the consequences of breaking rules.
- Use social reinforcers frequently and as soon as possible (e.g. physical nearness or contact, a smile or frown, etc.)
- Prepare a variety of short lessons to maximize student attention and participation (e.g., manipulation exercises of 15 to 20 minutes in duration).
- Regularly incorporate “relaxation” techniques into the daily classroom routine. Use them whenever the student is need of them.
- Use a timer to keep track of appropriate behavior and expectations.



Consequence Management Brainstorm



Student Behavior	Logical Consequence	Illogical Consequence
<i>Chews gum</i>	<i>Disposes of gum; writes paragraph on how to prevent further occurrences</i>	<i>Teacher sends student to office</i>
<i>Does not bring textbook</i>		
<i>Turns in a sloppy paper</i>		<i>Teacher refuses the paper</i>
<i>Walks in noisily</i>	<i>Walks in again</i>	
<i>Does not bring pencil or pen</i>		

Use the space below to write some behavioral problems you think you may have in class and consequences that would go with those behaviors.

Teaching Strategies

Cooperative Learning Jobs



Assign students "jobs" in the group.



This keeps the students engaged in the activity. Students who are actively involved are more likely to learn. If only 3 students in a groups one student can be assigned the materials and cleanup job.

Examples of jobs can include:



Manager, Captain, or Discussion Director:

This is the group leader that keeps the group on task.

Summarizer/recorder:



This is the person who records the information or summarizes the activity.

Materials Manager:

This is the person who obtains and returns the materials used for the activity.

Cleanup Leader:



This is the person who makes sure the group cleans up the area at the end of the activity.

Name: _____

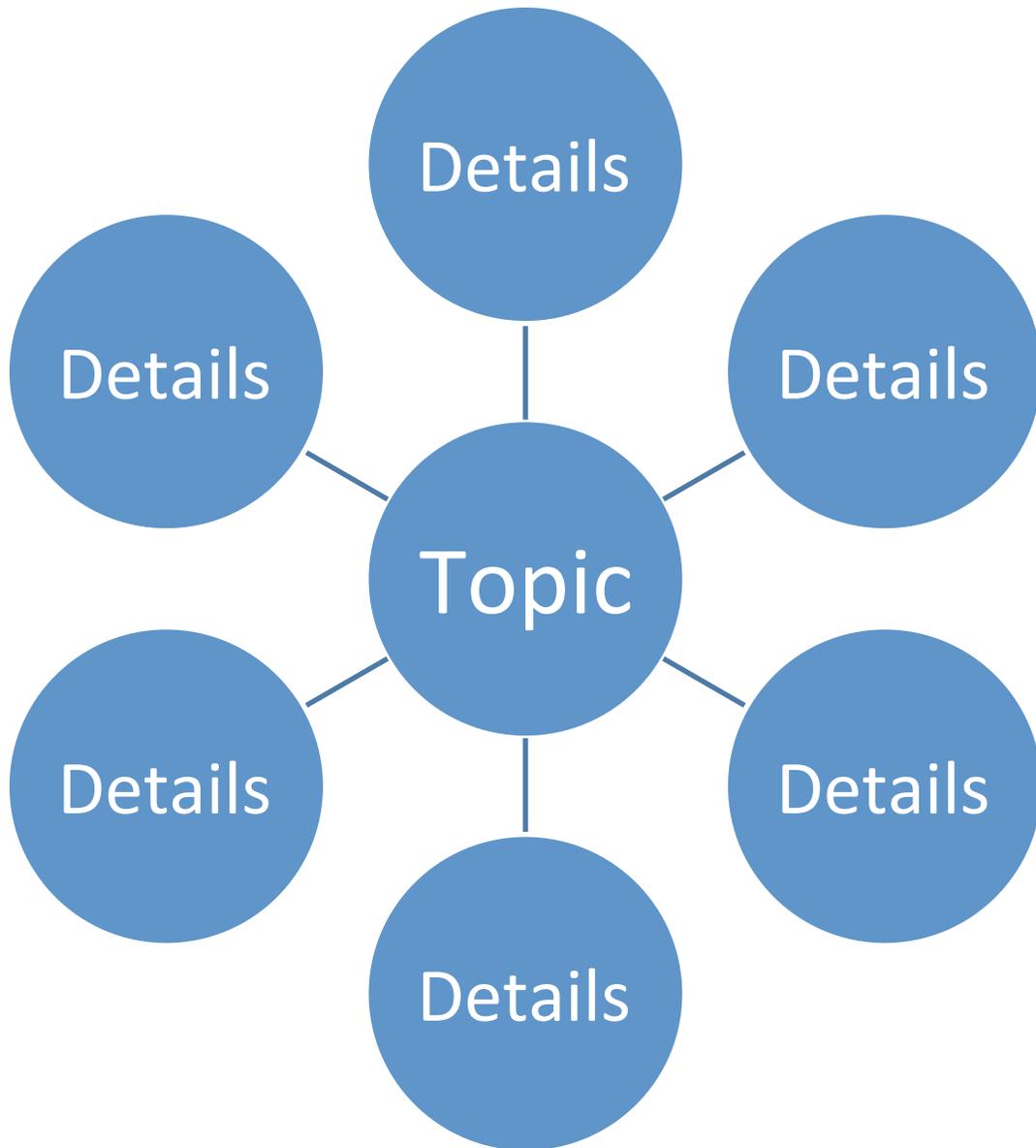
K What I Know	W What I Want to Know	L What I Learned

<http://specialed.about.com>

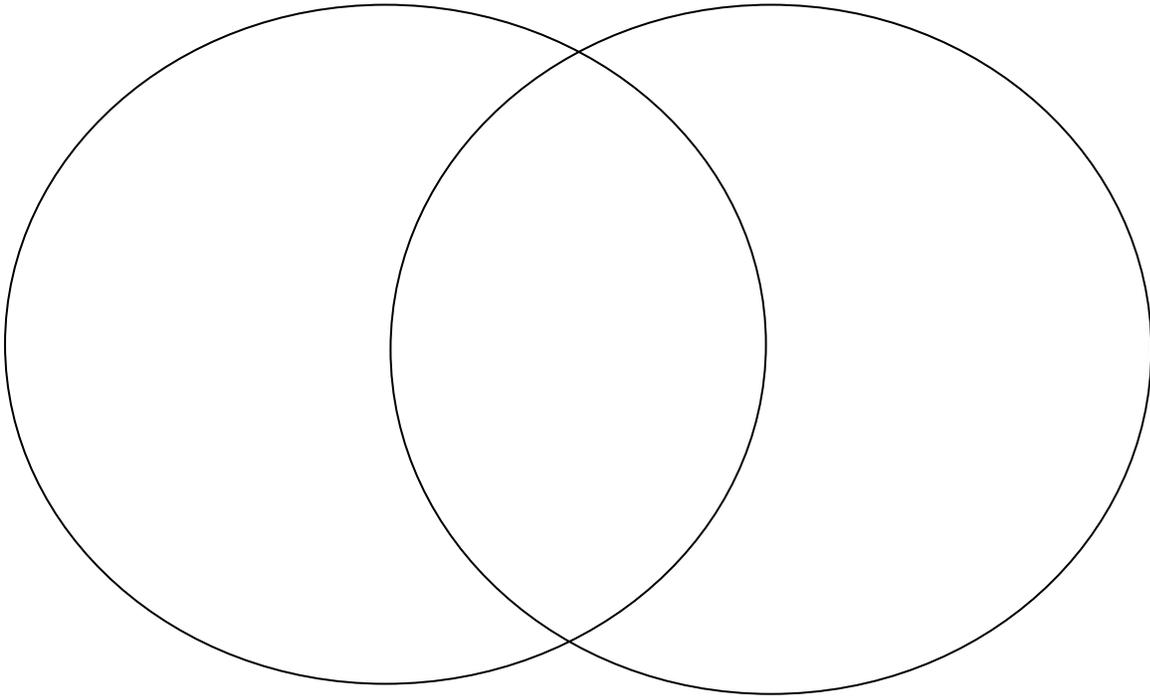
Helpful Handout: Verbs Used for Higher Level Thinking (Questions)

Knowledge	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Repeat
Comprehension	Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell, Compare
Application	Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use, Calculate, Demonstrate, Practice, Predict,
Analysis	Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,
Synthesis	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite, Rearrange, Categorize
Evaluation	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select, Value, Recommend, Test

Word Web



Venn Diagram



Brainstorming Rules- D.O.V.E.



Four rules that make brainstorming easy are:

D - Don't judge others' ideas – evaluation comes later.

O - Original and unconventional ideas are encouraged.

V - Volume of ideas – as many as possible in the given time limit.

E - Everyone participates.

Ice-Cream Cone

Write your topic on the cone. Add details in order on each scoop.

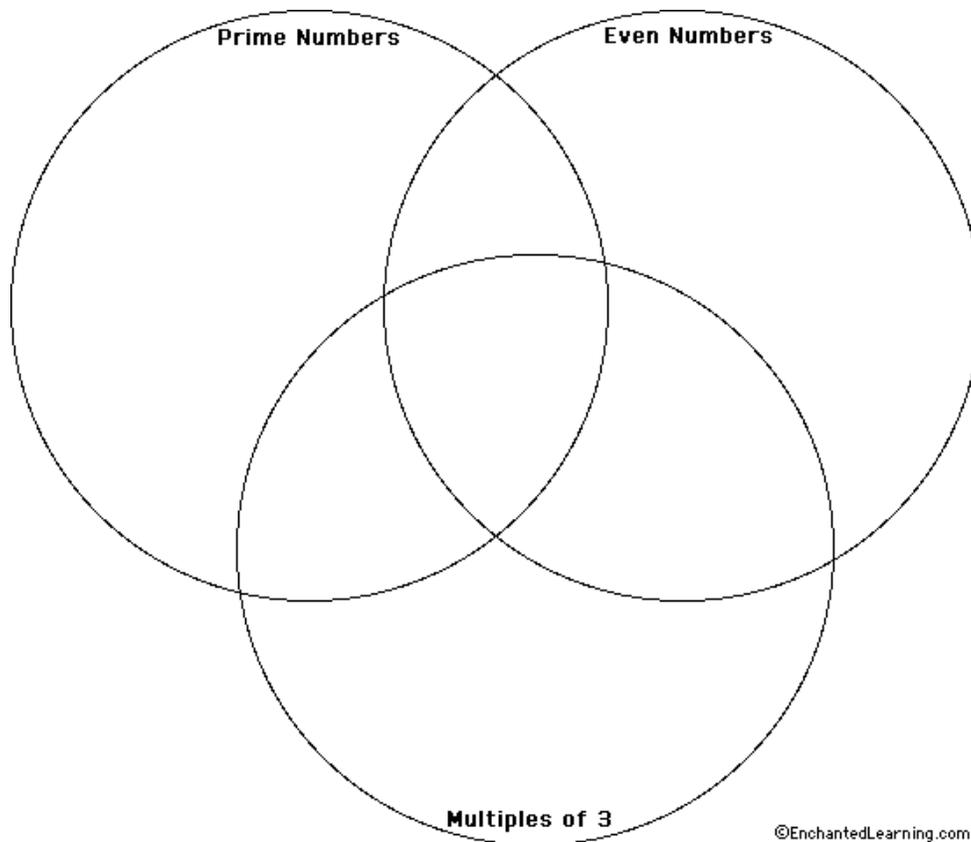


Label the Venn Diagram

Primes, Even Numbers and Multiples of 3

A **prime number** is a positive number that has exactly two factors, 1 and itself. Alternatively, you can think of a prime number as a number that is not the product of two smaller numbers. For example, 13 is a prime number because it can only be divided evenly by 1 and 13. For another example, 14 is not a prime number because it can be divided evenly by 1, 2, 7, and 14. The number one is not a prime number because it has only one factor, 1 itself.

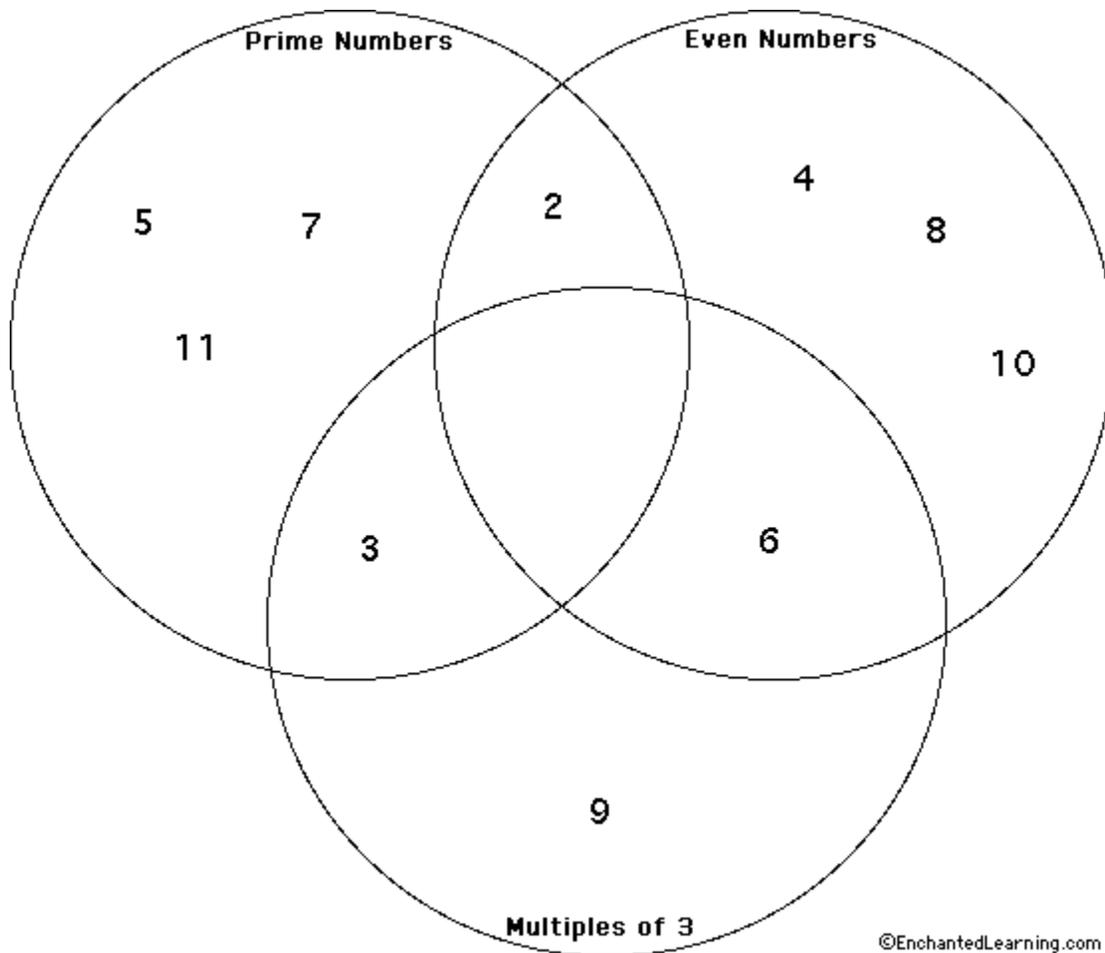
Where does each of the following numbers belong on the Venn diagram?
2, 3, 4, 5, 6, 7, 8, 9, 10, 11.



Label the Venn Diagram: Primes, Even Numbers and Multiples of 3 - Answers

A **prime number** is a positive number that has exactly two factors, 1 and itself. Alternatively, you can think of a prime number as a number that is not the product of two smaller numbers. For example, 13 is a prime number because it can only be divided evenly by 1 and 13. For another example, 14 is not a prime number because it can be divided evenly by 1, 2, 7, and 14. The number one is not a prime number because it has only one factor, 1 itself.

Where does each of the following numbers belong on the Venn diagram?
2, 3, 4, 5, 6, 7, 8, 9, 10, 11.



H.E.A.R.

Helpful Extension Activities and Resources

EARLY FINISHER IDEAS

Activities for individual students who finish assignments early.

SPELLING:

- Create a greeting card. Be sure to include some of your spelling words in the message. Use lots of color and do your best work.
- Illustrate your spelling words. Don't actually write the word, but make your picture really reflect the meaning of your word.
- Create newspaper headlines using your spelling words.
- Create an advertisement/poster for some type of product using some of your spelling words.
- Use sign language to spell your words. You can refer to the sign language cards to make sure you know the signs.
- Find a newspaper or magazine article. Find words in the article that can be replaced with your spelling words.
- Create a crossword puzzle or a word search using your spelling words. Provide an answer key and give it to a friend to complete.
- Compose a letter to a parent (or a teacher) in written form or on the computer and give it to them or e-mail it to them.
- Use some of your spelling words to write a poem. You can use the poetry resource book to learn about the different types of poetry.
- Create categories or groups for your spelling words; then figure out a way to regroup them into different categories/groups.

- Write a creative story using your spelling words.
- Students create a game using vocabulary words.
- Create antonyms and synonyms (fold paper into thirds and list). You can also turn into a game called "Five in A Row". Have students make 5 x 5 bingo card and fill in antonyms and synonyms. As you say they vocabulary word, they place a marker (bean, etc.) on the antonym or synonym until someone gets "Five In A Row"!

READING/LANGUAGE ARTS:

- Write a letter to the author of a book you've enjoyed.
- Forecast the sales of a new book in a series or by a certain author. Justify your sales forecast.
- Create a best-seller list for your ten favorite books!
- Design illustrations what you think would go well with a favorite chapter book.
- Illustrate a favorite scene from your novel.
- Compare and contrast two books by the same author.
- Compare and contrast two books from the same genre (i.e.: fiction, biography, mystery, realistic fiction, humorous, etc).
- Use a Venn Diagram and compare two/three characters from the same or different novels.
- Rewrite the ending of a book you've read and make it end a different way.
- Create an original dialogue between two characters from a book you've read.
- Write a creative story using your own ideas and topics.
- Write *five* declarative, interrogative, imperative and exclamatory sentences. Have students share their sentences and discuss.
- Write predictions or your own creative endings of what will happen next. Compare to the actual ending.
- Scavenger hunt for the phone book (i.e.: your mother needs to fill a prescription and it is 10:00 PM, where will she be able to go?) They must write the name, address, phone, etc. for an appropriate place found in our local phone book.
- Write letters to friend (place in school mailbox if available).
- SOS
 - Summary: (Write a four sentence paragraph summarizing the book.)
 - Opinion: (Write a three sentence paragraph sharing your opinion of the book.)
 - Sketch: (Sketch a picture about the book.)

SOCIAL STUDIES

- Choose an important event that took place in U.S. or world history (example: the first atomic bomb explosion during WWII). Explain how science advancements at the time made the event possible.
- Choose an important person from U.S. or world history. Write a letter to him/her and ask any questions you'd like answered by that person.
- Choose an important individual from some part of U.S. or world history. Then, write a first-hand journal entry that might have been written by him/her during that time period.
- Find similarities and differences between two events that took place at different times in history. You may want to illustrate the comparisons with a Venn diagram.
- Critique a political leader's "platform" on a debatable issue in current events.
- Create an imaginary continent. Then, draw and name the countries on that continent. Be sure to include borders, capital cities, etc. Then, write about one of the countries. Explain its government, culture, and laws.
- List the populations of 8-10 countries in order from greatest to smallest. Explain why you think the populations are the way they are.
- Brainstorm ways you could have contributed to your family's well-being during the depression if you lived during that time.
- Research a famous entrepreneur of the "gilded age." Find out how he/she earned a fortune and what he/she did with it.
- Come up with a "get rich quick" scheme you could have used during the "roaring twenties" to make your fortune. Write a business plan.

SCIENCE

- Write a letter to a member of the government about an environmental issue we've talked about in class.
- Write a letter to a famous scientist or person who has contributed to science. Be sure to include questions you would really like this person to answer for you.
- Come up with a list of new "essential questions" you would like to have answered about our unit of study (or future units from our web).
- Create a perfect "habitat" for an animal of your choice. Use any format you would like to illustrate your habitat.
- Write an experiment you could conduct to teach others about a science concept you've learned in class.
- Create a mind map/web using Inspiration on the computer to illustrate a science concept to share with others.
- Research an important event or invention in Science. Find out what was going on at the time of this event in world or U.S. history.
- Make a list of what you think are the top ten environmental issues in today's world. Be sure to put them in order of importance.
- Make a list of ten things about life that are difficult and/or inconvenient and come up with ideas for inventions that could help make these things easier or more convenient.
- Illustrate the procedural steps for your favorite experiment. Make the illustrations clear enough that a kindergarten student could complete the experiment.

MATH

- Review or make up the school's electric bills/water bills from the last three months. Find an average amount spent for the three months. Think of a list of ways we at the school might be able to reduce the amount of energy or water we use to save money and resources.
- Research calendars or other time-keeping devices. Find out when and by whom they were first used.
- Research money and bartering systems. Work to discover where and when these systems originated.
- Find out the names and values of at least 5 different types of foreign currency. Tell currencies and denominations used.
- Plan a road trip across the U.S. stopping by at least 5 famous landmarks. Use a map/map scale to measure distances. Then, add up the total amount of mileage the entire trip (round trip) would take. Decide how many days you'd be gone and calculate the cost of gas, motel rooms, and meals for a family of four. What would the total cost of the trip be?
- With your teacher's permission, use an atlas to plan a trip somewhere in the U.S. Map the journey and figure total mileage.
- The Answer is _____ Create as many number sentences for the sum/product of _____, i.e. Answer is 33. *Sentence response:* There were 30 voting ballots that reported Democratic views and 3 voting ballots that reported Republican views. What was the sum of all voting ballots? This *equation* would also satisfy the prompt: $3 \times 10 + 3 =$.
- Menu Math: Bring a menu from a restaurant or have students create their own. Students create story problems or are given a budget, say you have \$10.00, and determine how many different orders they can create for this budget.

SOURCE

These activities are a modified list borrowed from Kelly Thornton and Cory Gray from <http://www.nhcs.net/technology/resources/differentiation/documents/Anchor%20Activities/Anchor%20Activities%20WebQuest/Anchor%20Support%20Files/Sample%20Anchor%20Activities.doc>

ABC's of It All

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				



Substitute Lesson Extension Ideas

K-12

ABC's of It All

(K-12 – All Subjects)

Students divide paper into 27 sections with one letter of the alphabet (A-Z) written in the top right corner of the square.

The students will then write one word, related to topic of the lesson, in each square that starts with that letter.

Example: Square “L” must have a word that relates to the topic and starts with L...lateral, Lemony Snicket, laboratory, Lincoln, Abe.

K-2 grades: teacher can draw the sections on the board and have students tell the teacher the word to write in the square.

3-12 grades: students can create ABC's of It All on notebook paper.

Careers

(K-12- All Subjects)

Students list all careers that could use the skill that they learned or practiced that day. Teacher or students can make a graph of the careers listed. Discuss why these careers might use the skills that students just learned.

Comparison activities

(K-12 – All Subjects)

Students draw a Venn Diagram comparing two ideas connected to the topic of the lesson. Students can share in small groups, partners or individually. Examples: Character's traits, settings from two stories, two leaders in history, or two math strategies/functions.

Illustrate

(K-12- All Subjects)

Student illustrates their spelling or vocabulary words. Student trades with partner to guess the word that is illustrated.

Sentence Starters

(K-12- All Subjects)

Teacher starts a sentence, related to the subject, and student finishes the sentence verbally or in writing.



1-12

Lesson on Verbs

(1-12- All Subjects)

Students will brainstorm a list of verbs that could be found in specific subject areas.

Example: Verbs that “Explode” in Science: investigate, mixed...

Verbs that “Linger” in Language

Verbs that “Measure” into Math

Students share verbs in small groups, partners or individually.

Students make a list of plain verbs from text or from topic learned in class.

Students construct a list of exciting or wow verbs that can replace plain verbs.

Students then take their lists of verbs and construct a song or rap to perform in a group setting or for their class.

Spelling Bees**(1-12- All Subjects)**

Substitute Teacher Handbook Utah p. 206

Sparkle –

Students stand in a circle around the room and the teacher calls out a vocabulary word, spelling word, state name, names in history, or characters related to the subject they are studying. The first student repeats the word and then calls out the first letter of the word. If the letter is correct, the second person calls out the second letter of the word and so forth. If the letter was incorrect, the student sits down quietly until the word is completely spelled and a new round begins. When the word has been spelled, and the last letter is called out, the next student says, “Sparkle” and all of the students bow down to the top speller and shout out “Sparkle!” The teacher then calls out the next word for spelling.

Jazzy Sparkle-**(1-12- All Subjects)**

submitted J.A. Manry-Kearns

Use Sparkle instructions given, but when the student says their letter, they make a physical movement with their arms, head, legs or body.

I.e. Student says, “L” while making a karate chop movement while saying the letter L.

Sparkle Same or Opposite**(1-12- All Subjects)**

Use Sparkle instructions given, but instead of giving the spelling or vocabulary word, teacher gives out an antonym or synonym of a spelling or vocabulary word. The first student repeats the word, calls out the spelling or vocabulary word that the synonym or antonym matches and gives the first letter of the spelling word.

Example: Synonym given: undecided. Undecided is a synonym to the spelling word irresolutely. Students calls out, “Undecided is the synonym to irresolutely, “i.”

2-12**Charades****(2-12- All Subjects)**

Teacher splits class into two teams. Teacher quietly gives student a vocabulary, spelling, or subject word to act out. Student has 1 minute to act out the word without talking or pointing to objects in the room.

Student acts out facing their team so that their team guesses the word. Point is given to their team when they guess correctly, in the given time.

Commercials**(2-12- Social Studies, reading, science)**

Students are divided into groups of 3 or 4. The teacher gives an object from around the room or a visual from the text book related to subject. The students then brainstorm how to make a commercial to sell the item. The only catch is that your item is from a different time period than when the object actually was created.

Example: You are given a stapler to sell in the time period of the 1300’s.

Getting to the Root of It**(2-12- All Subjects)**

Using vocabulary words from the subject being studied or text book words, discuss a word’s meaning by removing the prefix (letters before the word) or suffix (letters after the word). Talk about the root word meaning and how it changes with prefix and suffix additions. Have students locate words in text book and come to the board and show the class its meaning.

Example: Word is: replace re: do again place: to put

Interview Questions**(2-12- All Subjects)**

SIOp p. 103

Students create interview questions and responses conveying the essence of the person or historical event through an interview performed for peers.

Students create newspaper headline and article conveying important details of current topic of discussion and in the time period of the event.

Movie Producers**(2-12- All Subjects)**

Before viewing a movie:

Teacher will ask students, "If you were going to produce a movie, using the subject you studied today, what 5 things would you include?" Students will make a list of their 5 things they would include in their movie.

During the movie:

Tell students, "While viewing this movie, check off your ideas as they appear on the screen."

After the movie:

Discuss what the students listed and what ideas were covered.

Movie Questions**(2-12- All Subjects)**

Before viewing movie:

Teacher asks students to write down three questions that they have about this topic/subject.

During movie:

Student writes down answers to their questions if covered during the movie.

After movie:

Discuss questions and answer

Quiz Questions**(2-12- All Subjects)**

After the lesson, students will write 5 quiz questions on the subject taught that day. Teacher asks the questions and the students get a chance to discuss answers.

Rebus**(2-12- All Subjects)**

Student writes a story using their spelling or vocabulary words but instead of writing the word, they insert illustrations replacing the word. Have students include a "picture key" at the top of the writing page.

S.O.S.**(2-12- All Subjects)**

S: Students write a four sentence paragraph summarizing book

O: Students write a three sentence paragraph sharing your opinion of the book

S: Sketch a picture about the book

Using Vocabulary**(2-12- All Subjects)**

Student creates a Venn Diagram comparing two vocabulary words.

What if...?**(2-12- All Subjects) Student Teacher Handbook****Utah p. 257**

Students will write "What if...papers."

Example: What if this scientific principle did not exist, or this machinery did not exist, or if boys could not wear shorts? How would the world be different?

**Writing Endings
Utah p. 221**

(2-12- All Subjects) Substitute Teacher Handbook

Teacher reads part of a short story to the students. Teacher stops reading at a predetermined spot in story. Teacher instructs the students to write their ending to the story. Teacher will read the rest of the story and students will compare their story ending to the author's ending. Teacher and students can then graph how many students' story endings were the same.

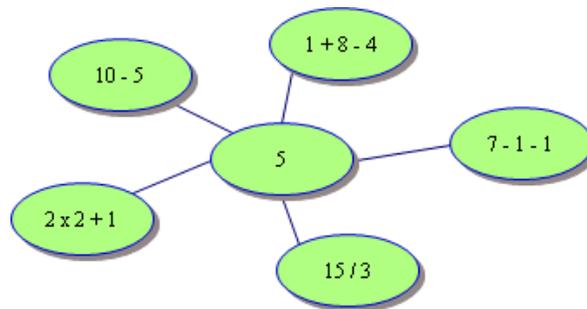
Example: 5 brought in new characters, 6 killed off their main characters, 7 had a happy ending. Teacher could discuss how the students could have made their endings better.

3-12

Answer is _____ (3-12- Math, Language)

Create as many number sentences for the sum/product of _____.
Example: Answer is 33. Sentence: There were 30 voting ballots that reported Democratic views and 3 voting ballots that reported Republican views. What was the sum of all voting ballots? 33.

Another version is: Making 5 (6, 7, 8,...) using circles on their paper.



**Bloom's verbs:
Student created Quiz questions
Bloom's List in Manual**

(3-12- All Subjects)

Students are given Bloom's Verbs and they write 6 questions/statements relating information on current topic of study, using one verb from each level of Blooms. Students can share questions/statements and answers in group setting, with partner or individually in front of the classroom.

Example: What **values** did Rosa Parks have during the bus boycott?

Judge whether or not Rosa Parks did the right thing by not getting out of her bus seat?

Captions (3-12- All Subjects)

Teacher shows students a newspaper or magazine picture without showing the caption. Ask students to create a caption for the picture. Discuss their many ideas.

Foldable- Review Activities (3-12- All Subjects)

Tri-fold – Teacher asks students to fold their notebook papers into three sections after reading a chapter/story. Students will then write a summary on each section for the beginning, middle and end of story. Discuss with class the main ideas of each section.

Shutter- fold - Teacher asks students to fold & crease paper in half. Open the paper. Students then fold the left edge to the center crease and the right edge to the center crease and flatten paper with hand to make new creases. Now the paper is in a shutter fold. Use shutter

fold to organize notes on subject to be reviewed. I.e. Protagonist, antagonist, supporting character, setting, conflict, or conclusion, levels of rainforest, etc...

4-Fold - Students fold their papers into rows of 4 sections each. The number of rows can relate to the number of words to be studied. In the first section, the student writes the word. In the 2nd section, the student writes a definition of the word in their own words. In the 3rd section, the student draws a picture or symbol to represent the word. In the 4th section, the student writes a sentence with the word based on their definition.

After completing the page, the students can cut apart the sections and put them in an envelope. The words are reviewed by having students reassemble the word rows. Students can trade rows/envelopes with others.

Word	Definition	Picture	Sentence
unheeded	not watching or paying attention to time		Time went by unheeded in chemistry class.

Leadership (3-12 Social Studies, Language Arts, Science)

Students discuss in small group or whole group qualities of a good leader. Students will rank the top 5 qualities of a leader and create a chart with those 5 qualities. Students brainstorm or use textbooks to find names of quality leaders and list them on their chart. Students will then check off which of the 5 qualities that leader holds.

Example:

	Truthful	good speaker	strong willed	non-racist
Abraham Lincoln	+	+	+	+
Rosa Parks	+		+	+

Newspaper Activities (3-12- All Subjects) www.nieonline.com

Students cut out a newspaper article. Students will use different highlighters or crayons to underline nouns, verbs, subject or predicate.

Student will read an article and summarize the article.

Student will read an article and write how it relates to the subject areas in their school or town. Discuss the students' findings with the class.

Quote of the Day – (3-12- All subjects) Brainyquotes.com

Teacher writes a quote on the board and students copy the quote onto paper. Students discuss in small groups or with partners what the quote means. Students then write down its meaning. Students then discuss how the quote relates to the lesson/topic that day. Students discuss with class what they discovered.

Example: A rolling stone gathers no moss. Topic of the day: Friendship

Words within a Word (3-12- All Subjects)

Student takes a spelling or vocabulary word and lists other words that can be created from the letters in the word. Challenge students to create a list of 5, 10 and 15 words.

Example: Irresolutely: other words created from letters in irresolutely are rest, lost, yes, see, lute, rite...

Writing Advertisements

(3-12- All subjects)

Students will write advertisements for a topic related to the subject being studied.

Example: Inventions, own creations to solve world problem, science experiment, running for a political office, or service project. Students share information in small group, partner group or individually.

Writing Persuasive Papers

(3-12- All Subjects)

Students write persuasive paper connected to the subject being studied. Students can share information in groups, partner groups or individually.

Example: Running for President, dress code, all kids need computers at home, math should not be a mandatory subject.

4-12

Idiom illustrations

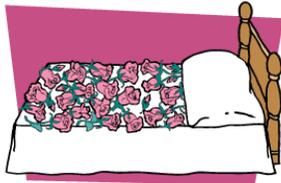
(4-12- All Subjects)

Students illustrate idioms and write an explanation as to what the idiom means. Have a list of idioms to choose from. <http://www.readwritethink.org/materials/idioms/>



Example:

School would be _____ without tests and homework.



- a) a back seat driver
- b) a bed or roses
- c) knock on wood

Sentence Types

(4-12- Language with all Subjects)

Write five declarative (.) sentences using the topic learned.

Write five interrogative (?) sentences using the topic learned.

Write five exclamatory (!) sentences using the topic learned.

Write five exclamatory (demand) sentences using the topic learned.

Students share sentences in small group, partner group or individually.

5-12

Cubing

(5-12 - All Subjects)

<http://www.unc.edu/depts/wcweb/handouts/brainstorming.html>

Students will use six different verbs to think about their topic from six different angles/approaches.

Teacher must explain what the verbs mean before the lesson is given. Students will respond, on paper, to these six verbs in relation to their subject.

- Describe it
- Compare it
- Associate it
- Analyze it
- Apply it
- Argue for it or against it

Example: Ecosystem

Describe it: Describe ecosystem

Compare it: Compare two different ecosystems

Associate it: Associate the ecosystem with yourself/surroundings

Analyze it: Analyze the ecosystem and the variables that influence it

Apply it: Apply your knowledge by writing a question concerning the ecosystem

Argue for it or against it: Argue if humans are the only entity responsible for changing ecosystems
Students will share in small group, partner group or individually.

Communication

(6-12- All Subjects)

http://www.odysseyofthemind.com/materials/understanding_misunderstandings.php



Teacher divides class into two groups. The groups create **malapropisms** (English words being used inappropriately) to act out in front of the class. The group that is the audience is to listen and watch in order to catch the malapropism. The audience writes down the incorrect word usage and obtains points for the catch.

Example: The cook had to use a fire **distinguisher** to put out a blaze in the kitchen. The doctor said the monster is just a **pigment** of my imagination. Isn't that a pretty **pendulum** around that woman's neck?
Good **punctuation** means to always be on time.

Substitute Resources

General Resources

Internet Resources for Substitutes

<http://www.nisd.net/hr/substitutes/InterResources.htm>

This site provides links to sites with effective teaching practices, sponge activities, and discipline for substitute teachers.

Utah State Substitute Teaching Institute - Sublinks

<http://sti.usu.edu/subm/resources/siteresources/sublinks.aspx>

This site is a “must visit” site with a wealth of information; however, some time is required to review all available resources. It includes links to sites on teaching practices, activities, and discipline.

Utah State Substitute Teaching Institute – SubReady Document Templates

<http://sti.usu.edu/subm/resources/templates/index.aspx>

While these templates are designed for teachers/administrators to use to provide instructions to a substitute teacher, they provide insight into the types of instructions that the substitute teacher might expect to receive.

LISD Professional Library

http://mhs.lisd.net/info/prof_res/index2.htm

This site provides a link to the LISD professional library entries; the LISD professional library site lists resources available for check-out, including their catalogue entry.

Education World

www.educationworld.com

This site is a good general resource for all teachers.

General Extension Activities

PAT (Preferred Activity Time) Bank

<http://www.fredjones.com/PAT/index.html>

This site features activities that can be used as extensions.

Human Development Activities (Indiana Principal Leadership Academy)

<http://www.doe.in.gov/ipa/hda/welcome.html>

This site features activities that foster team building; they can be used as extensions.

Games & Activities

http://www.education.com/activity/?cid=57000.0013&s_kwcid=ContentNetwork|1294496065

This site features activities designed for parents to use with their children; the activities can be used as extensions, but require some advance preparation.

Brainstorming (University of North Carolina)

<http://www.unc.edu/depts/wcweb/handouts/brainstorming.html>

This site highlights the fundamentals of brainstorming; suggested techniques can be used as extensions.

Odyssey of the Mind and NASA Curriculum Activities for the Classroom

<http://www.odysseyofthemind.com/curriculum.php>

This site features extensions that require some advance preparation; some are subject specific.

5-Minute Fillers (Education World)

http://www.educationworld.com/a_lesson/archives/fillers.shtml

This site features a variety of language and math extensions; some require advance preparation.

Educational Sponge Activities (University of California – San Diego)

<http://tepservers.ucsd.edu/courses/tep129/EducationalSponges.pdf>

This document features low-prep extension activities.

Sponge Activities (Innovative Classroom)

http://www.innovativeclassroom.com/Teaching_Toolbox/sponge_activities.asp?id=67

This site features activities that can be used as extensions.

Subject Specific Extensions

Language - Generic Literature Questions (Curriculum Associates)

http://www.curriculumassociates.com/professional-development/topics/DiffInstruction/extras/lesson3/dl3_7.pdf

This document includes generic questions that can be used with any fictional reading assignment.

Language - VOCAB-u-lous Activity - Grades 5-12 (Education World)

http://www.educationworld.com/a_lesson/vocabulous/vocabulous019.shtml

This site features printable vocabulary worksheets (one for each letter of the alphabet). The worksheets are designed for middle school and high school students; students would need access to dictionaries.

Language - Reading and Word Skills Activities (Learning Network)

http://education.otago.ac.nz/NZLNet/english/word_skills.html

This site features reproducible worksheets for both grammar and reading comprehension.

Geography/Social Studies - Ms. Waffenschmidt Archive - Gr. 4-8 (Education World)

http://www.educationworld.com/a_lesson/archives/waffenschmidt.shtml

This site features an archive of reproducible worksheets providing clues to the location of Ms. Waffenschmidt; the activities are designed to reinforce geography and social studies topics.

Sponge Activities

Time-Fillers – General Ideas

<http://www.teachingideas.co.uk/more/timefiller/contents.htm>

This site features some very short activities that can be used as extensions.

Sponges (San Diego State University)

<http://coe.sdsu.edu/people/jmora/MoraModules/vocabularydev.htm>

This site lists questions that can be used as very short extensions.

Sponge Activities (Everyday Teaching)

<http://www.everydayteaching.com/Helpers/sponge.html>

This site list questions that can be used as very short extensions.

Using Newspapers in the Classroom

Newspaper in Education

<http://www.nieonline.com/>

This site contains activities based on current events; the activities would require prior preparation.

Twenty-five Great Ideas for Teaching Current Events (Education World)

http://www.educationworld.com/a_lesson/lesson/lesson072.shtml

This article features twenty low-prep activities that can be done with the daily newspaper.

Foldables and Graphic Organizers

What is a graphic organizer? (Dinah-might Adventures, LP)

<http://www.dinah.com/manipulatives.php>

This site describes use of four types of manipulative: two-tab (cause and effect), folded charts and tables, concept maps and Venn diagrams.

Foldables

<http://www.gaston.k12.nc.us/departments/tlc/TLC2005/resources/clagg/FOLDABLES.doc>

This document describes vocabulary and cause/effect foldables, including examples.

Graphic Organizer Suggestions

<http://www.eemes.ccs.k12.nc.us/candler/PDF/foldables.pdf>

This document can be used as a student handout; it lists possible graphic organizers.

Foldables in the Homeschool Classroom

<http://homeschooling.chacha.com/blog/homeschool-tips-and-tricks/0/0/foldables-in-the-homeschool-classroom>

This site features links foldable and other graphic organizer resources.

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HUMAN RESOURCE SERVICES

TO: Principals

FROM:

RE: Substitute Evaluation Forms and Procedures

As part of the continuing improvement process on dealing with substitutes and their skills, the Substitute Management Department of HRS has devised a Substitute Check List Form for your use. This form can be used to document activities and actions by the substitute for both the process of blocking a substitute and to provide information on substitute references.

All long term substitutes should be observed and evaluated during their placement in your building. Feedback to the substitute is very important for their improvement. If this form does not meet your needs, please use the “walk through” forms that you have devised for use within the PDAS process for teachers. Documentation is very important for the employment of quality substitutes and this information will allow the Substitute Management Department of HRS to fine tune their training to meet the needs of the campus.

The campus should keep a copy and the original should be sent to the Substitute Management Department of HRS.

You will also find a copy of the Substitute Check List for Campuses that we provide each substitute so that they can give feedback and information to the campus. We encourage your campus to provide this form in their campus substitute file so that you can obtain information on the viewpoints of the substitute and the information that they received or did not receive from the classroom teacher on the day of their assignment to your building.

PRINCIPAL'S CHECKLIST FOR SUBSTITUTES

CAMPUS: _____

	Yes	No
1. Did the substitute report to you upon arrival?		
2. Was the substitute on time?		
3. Did the substitute remain the full day?		
4. Did the substitute complete all required reports?		
5. Was his/her personal appearance satisfactory?		
6. Was his/her teaching performance satisfactory?		
7. Did he/she follow the lesson plan?		
8. Did he/she report any serious disturbances to the office?		
9. Did he/she report to the campus designated person before leaving the building at the end of the day?		
10. Would you like to have this substitute return?		

COMMENTS:

Principal's Signature: _____ Date: _____

SUBSTITUTE’S CHECKLIST FOR CAMPUSES

Campus: _____ DATE: _____

TEACHING ASSIGNMENT: _____

Please complete this form and return it to the campus secretary/substitute clerk at the end of the day. Thank you.

	Yes	No
1. Were you greeted at the main office when you arrived?		
2. Were you given a substitute folder & directed to the classroom you would be working in?		
3. Did the folder include the following items:		
• Seating Chart		
• Attendance List		
• Classroom Schedule		
• Lesson Plans		
• Supplies necessary for classroom instructions		
• Specific Instructions		
• List of responsibilities/duty schedule		
• Fire drill or emergency instructions		
4. Were you shown where the faculty workroom/lounge, & restrooms were located?		
5. Did you receive a map of the school?		
6. Did you feel welcome at this school?		
7. Would you return to this school to substitute?		

COMMENTS:
