

# JOURDANTON INDEPENDENT SCHOOL DISTRICT



**2023 - 2024**

## **SUBSTITUTE HANDBOOK**

*Last Updated: June 2023*

## 2023-2024 CALENDAR JOURDANTON INDEPENDENT SCHOOL DISTRICT

**2023**

S	M	T	W	T	F	S
<b>JULY</b>						
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**Approved 03/20/2023**

### July 2023

July 3 – 7 District Closed

### August 2023

August 1- New Teacher Orientation

August 2- 7 – Staff Development

August 8- First Student Day

### September 2023

September 4 – Holiday

September 25 –Early Release/Staff Workday

### October 2023

October 9 – Staff Professional Development

### November 2023

November 20 – 24 - Holidays

### December 2023

December 21 – Early Dismissal

December 22 – 29 - Holidays

### January 2024

January 1 – 5 - Holidays

January 8 – Teacher Workday

January 15 – Holiday

### February 2024

Feb. 19 – Holiday/Bad Weather Day

### March 2024

March 8 – Early Release/Staff workday

March 11 – 15 Spring Break

March 29 - Holiday

### April 2024

April 1 – Holiday

### May 2024

May 23 – Last Student Day

May 24 – Early Dismissal

May 24 – District Work Day

May 24 – Graduation

May 27- Holiday

**2024**

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### LEGEND

	Holidays
	Staff Dev./ Wk. Day(Student Holiday)
	Six Weeks Begins or Ends
	New Teacher Inservice
	District Closed Summer Hours
	Early Dismissal for Students at 12:30
	Bad Weather Staff Make-Up Days

\_\_\_\_State Assessments



\*\*\*\*Calendar is subject to change with additional early dismissals.

### Grading Periods

1 <sup>st</sup>	Aug 8 <sup>th</sup> -Sept 15	28
2 <sup>nd</sup>	Sept 18-Oct 27	29
3 <sup>rd</sup>	Oct 30-Dec 21	34

### First Semester -89

4 <sup>th</sup>	Jan 9-Feb 16	28
5 <sup>th</sup>	Feb 20-April 5	27
6 <sup>th</sup>	April 8-May 23	34

### Second Semester-91

**Yearly Total 180**

## **AFFORDABLE CARE ACT**

Jourdanton ISD provides health coverage to employees through TRS-ActiveCare. A district substitute is eligible to enroll in TRS-ActiveCare if the district reasonably expects the substitute to work at least 10 hours per week. Hours worked for other school districts are not considered in determining whether a substitute is eligible for benefits through Jourdanton ISD.

Although the district reasonably expects substitutes to work at least ten 10 hours per week, the district does not guarantee that you will receive ten 10 hours every week. The district's need for substitutes varies from week to week. In some weeks, you may not receive any assignments. Similarly, the district understands that some weeks you may not be able to accept assignments due to illness or other personal reasons.

**It is the expectation of JISD, that substitutes are available to work a minimum of 15 full day assignments per school year.**

Substitutes who attend orientation / training in the summer will be required to enroll in or decline medical coverage during the annual open enrollment held in August. Substitutes who attend any other orientation / training during the year will be required to enroll in or decline medical coverage at that time. If you decline coverage during your designated annual enrollment, you cannot enroll again until the next plan year unless you experience a special enrollment event.

If you elect to enroll in the medical coverage, **you will be responsible for the total monthly premium amount owed.** You must submit payment for one calendar month with your enrollment form by the designated due date. Subsequent premiums will be due on the 15<sup>th</sup> of every month for coverage at the beginning of the following month. If the 15<sup>th</sup> falls on a weekend or a day that the district is closed, the payment must be made the preceding business day.

***Example: July enrollees will be required to submit their enrollment form and payment no later than August 15<sup>th</sup> for September coverage. Payment for October coverage will be due by September 15<sup>th</sup> and so on.***

If you fail to make payments on time, the district will proceed with the coverage cancellation process. Your coverage may also be canceled if you lose eligibility for TRS-ActiveCare. A substitute who is enrolled in TRS-ActiveCare and who is then removed from the substitute roster becomes ineligible for health coverage and will be provided notice regarding continuation coverage under COBRA (if eligible). Cancellation due to non-payment is considered a voluntary drop; therefore you would not be eligible for COBRA.

***Substitutes who are not interested in the medical coverage with TRS-ActiveCare must submit a completed enrollment form indicating that they are declining coverage.***

## **ARRIVAL / DEPARTURE TIMES**

Full day substitute teacher hours are from 7:30 a.m. to 3:30 p.m. Students are allowed to begin arriving on campus at 7:30 a.m. Morning half day hours are from 7:30 a.m. to 11:30 a.m. Afternoon half day hours are from 11:30 a.m. to 3:30 p.m.

For bus duty, you will report to the bus loop on LaGarde Street. If an emergency arises or you become ill before time to arrive at school, please call the campus office to leave a message and call the principal's cell phone number. This will enable them to find a replacement for you before school. The phone numbers are as follows:

Justin Saunders	210-920-4479 (Cell)	High School	769-2350	Ext.	5407
Sharon Neumann	210-912-1385 (Cell)	Jr. High	769-2234	Ext.	5416
Devon Zamzow	830-688-9934 (Cell)	Elementary	769-2121	Ext.	3863
Christina Gallegos	830-570-7913 (Cell)	ECC	769-5432	Ext.	5425

## CELLULAR TELEPHONE USE

All staff members **and substitutes** should limit personal calls during the work day. Staff members should not interrupt instruction with cell phone usage including text messaging. Cell phones should be on silent or meeting mode in instructional areas (inside all school buildings) and in meetings. **Generally, staff members should not hold cell phone conversations or send and receive text messages in front of students.** For extenuating circumstances that require access to a cell phone during the day, staff members should notify his/her supervisor.

It is against the law in Texas for the drivers of vehicles transporting students to use cell phones except in an emergency situation. In an emergency, the driver should pull off the road to make a telephone call. **This includes the transportation of students in the suburbans.**

**Do not allow students to use your personal cell phone and if you confiscate a student's cell phone, DO NOT search through the phone for messages, numbers, etc. Give the cell phone to a campus administrator.**

## COMMUNICATION WITH STUDENTS

Substitute teachers should not communicate with students through text messaging, social network sites, by cell phone or by regular phone regarding anything associated with school.

## COMPUTER USE AND DATA MANAGEMENT

The district's electronic communications system, including its network access to the Internet, is primarily for administrative and instructional purposes. Substitutes WILL NOT be provided with access to the district's computers unless they are employed for a long-term assignment and access is needed to fulfill the assignment. In the event that access is granted, limited personal use of the system is permitted only if the use:

- Imposes no tangible cost to the district
- Does not unduly burden the district's computer or network resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of the electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use.

Employees and students who are authorized to use the systems are required to abide by the provisions of the district's communications systems policy and administrative procedures. Failure to do so can result in suspension or termination of privileges and may lead to disciplinary action. Employees with questions about computer use and data management can contact the Technology Director.

## **CONDUCT AND WELFARE**

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only

## **CONFERENCE PERIOD**

When subbing for a staff member who has a scheduled conference period, please report to the office for duties and assignments during that period. The conference period is part of the work day and not a scheduled break.

## **DRESS CODE**

**Adherence to the District's dress code is required of all substitute teachers. Substitute teachers are in the place of a teacher and should dress appropriately.**

According to District policy, the dress and grooming of District employees [including substitutes] shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.

District employees shall be allowed to wear mustaches and beards. The mustaches shall not extend below the upper lip and must be kept clean, neat, and well-groomed. Beards shall be groomed to no longer than one inch and shall be neat, clean, and well-groomed.

In addition, because students learn by example, the district administrators have established the following standards for staff members:

- District issued ID must be visible during school hours.
- Skirts, dresses and tops over leggings should be in good taste and no more than 3" above the knee.
- Athletic type attire of any kind should not be worn in the classroom setting unless approved in advance for special days by the administrators.
- No body-piercing ornaments will be allowed, with the exception of female staff members having pierced ears.
- No tattoos will be exposed.
- Hair must be neat, well groomed, and of a normal hair color.
- Appropriate footwear must be worn with the safety of staff and students considered. Shower thongs, beach thongs, footwear with steel toed reinforcements, hard plastics or similar material are prohibited.
- Modesty should govern decisions for professional attire. Plunging necklines, exposed midriffs, completely exposed shoulders and enlarged armholes are unacceptable.
- Jeans and a school spirit shirt are appropriate for instructional staff on Fridays only, with the exception of AG and IT. Jeans of any color should fit appropriately, not be torn and are only to be worn on Fridays.

## **DISCRIMINATION, HARASSMENT, AND RETALIATION**

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons, including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Employees who believe they have been discriminated against or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the employee should report the complaint directly to the superintendent. A complaint against the superintendent may be made directly to the board.

The district's policy, DIA (LOCAL), includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation and is available through the district website.

## **EQUAL EMPLOYMENT OPPORTUNITY**

Jourdanton ISD does not discriminate against any employee or applicant for employment because of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not

discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

Employees with questions or concerns about discrimination based on sex, including sexual harassment should contact Virginia Parsons, the district Title IX coordinator. Employees with questions or concerns about discrimination on the basis of a disability should contact Johanna Hagen, the district ADA/Section 504 coordinator. Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

## **FINGERPRINTING**

Fingerprinting is required of all substitute teachers. Substitute teachers **are not** eligible to substitute and **will not** be considered for the substitute list until fingerprinting requirements are met. The cost of fingerprinting is the responsibility of the substitute. For more information on fingerprinting, contact the superintendent's secretary at (830) 769-5411.

If you currently have a certificate through the State Board of Educator Certification, and have not been fingerprinted, once you complete an application with Jourdan ISD and are uploaded into the state system, you must follow state timelines for completing fingerprinting or your certificate will be inactivated.

## **FIRE AND SAFETY PROCEDURES**

- Fire and safety procedures are listed on the School Floor Plan.
- Fire alarm will sound in an evacuation drill or actual evacuation.
- **TEACHERS MUST TAKE GRADEBOOK/CLASS ROSTER.**
- DURING ALL DRILLS STUDENTS MUST STAY WITH YOU AND ARE NOT TO BE RELEASED TO ANYONE WITHOUT PRINCIPAL'S APPROVAL.
- CELL PHONE USAGE BY STUDENTS IS NOT ALLOWED DURING DRILLS AND SAFETY PROCEDURES.
- STAFF CAN USE THEIR CELL PHONE FOR INFORMATION DURING AN EMERGENCY.



## LOCK DOWN:



### INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical incident response within individual schools in a school district.

The intent of this document is to provide basic guidance with respect to local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the "Terms of Art, which are actions," and "Directives" defined by this protocol.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. Hundreds of agencies have evaluated it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at <https://loveuguyz.org/The-Standard-Response-Protocol.html#Intro>

### A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye, as often they can be described as a "Directive" of a certain "Term of Art." For example, conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

### TIME BARRIERS

Time barriers or measures taken beforehand to 'harden the structure' can be an invaluable asset to safety; not only for staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time barriers are best described as a physical barrier that slows down the entry into, or movement through, a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder's attempt to break into the premises.

Page 10 of 39

### THE POWER OF A LOCKED DOOR

Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report<sup>1</sup> says this:

***"The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door."***

In Foundation investigations of past school shootings where life was lost behind a locked classroom door, some edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom by breaking through the side panel window next to the classroom door. In the Plate Canyon hostage incident,

**"SRP is not a replacement... it's an enhancement to your existing safety plans."**

the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door. At Marjory Stoneman

Douglas High School, shots were fired through glass panels in doors, but the perpetrator never entered any locked classrooms.

### BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by a dedicated team of safety or security personnel. That same Safety Team should be responsible for incorporating the SRP into the safety plan. Including staff, students and a counselor or nurse on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety plan it is highly encouraged that, while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

<sup>1</sup>FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION  
Presented to Governor Dannel P. Malloy State of Connecticut  
March 6, 2016 - Document page 238 - Appendix A-1.1





**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

## THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

### SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are in Lockdown."

## ACTIONS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

### BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may assist as parts of the school "Evacuate to a different building," and later "Evacuate to the bus zone."

### TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.

### SEQUENCING THE ACTIONS

As you read through the Action Sections, you'll see that the actions can be sequenced as situations change and information is gathered. See page 29 for examples of how this can, and has, been done.



# HOLD

## In Your Room or Area

### **HOLD IN YOUR ROOM OR AREA.**

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### **PUBLIC ADDRESS**

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.  
Hold in your room or area. Clear the Halls."

An example of a medical emergency would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

When it's been resolved:

"Students and staff, the Hold is released. All clear."

Thank you for your assistance in making this Hold work smoothly."

### **PUBLIC ADDRESS - RELEASE**

A Hold Action can be released by Public Address.

"The Hold is released. All Clear.  
The Hold is released. All Clear."

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **ACTIONS**

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

### **RESPONSIBILITY**

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

### **PREPARATION**

Student, teacher, and administrator training.

### **DRILLS**

Hold should be drilled at least once a year, or as mandated by state requirements.

### **CONTINGENCIES**

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

### **EXAMPLES OF HOLD CONDITIONS**

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.







# LOCKDOWN

## Locks, Lights, Out of Sight

### LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

#### PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!  
Lockdown! Locks, Lights, Out of Sight!"

#### ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

#### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

#### RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

#### REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

#### PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

#### DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.





# LOCKDOWN

Locks, Lights, Out of Sight

## CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

## EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

## THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

## RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

## CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

## EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.



# EVACUATE

A Location may also be provided

## EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

## REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method: <https://iloveguys.org/The-Standard-Reunification-Method.html>

## PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.  
Evacuate! To a location."

## ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

## INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

## RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

## PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from [iloveguys.org/The-Standard-Response-Protocol.html](https://iloveguys.org/The-Standard-Response-Protocol.html)

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

## EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

## DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

## CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

## RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.





# POLICE LED

## Evacuation after a Lockdown

### POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

### PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

### ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

### WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

### EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

### PREPARATION

Student, teacher, and administrator training.

In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

### MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

### DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)"

### LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

### LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

### CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

### TRANSPORTATION

During a police led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.





# SHELTER

## State the Hazard and Safety Strategy

### **SHELTER STATE THE HAZARD AND SAFETY STRATEGY**

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

#### **PUBLIC ADDRESS**

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.  
Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.  
Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear."

Thank you for your assistance and patience during the Shelter."

#### **HAZARDS MAY INCLUDE**

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

#### **SAFETY STRATEGIES MAY INCLUDE**

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

#### **ACTIONS**

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

#### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **RESPONSIBILITY**

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

#### **PREPARATION**

Identification and marking of facility Shelter areas.

#### **DRILLS**

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

### **STATE THE HAZARD AND SAFETY STRATEGY**

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

#### **PLAIN LANGUAGE**

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

#### **CUSTOMIZATION**

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).

# SEQUENCING

## The Actions



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

### **HOLD ESCALATES TO LOCKDOWN**

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

### **LOCKDOWN MISTAKE SHIFTS TO SECURE**

The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached.

The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

### **SECURE ESCALATES TO LOCKDOWN**

Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

### **HOLD TO EVACUATE**

Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.





# ENVIRONMENT

## Dictates the Tactics

### WHERE YOU ARE DICTATES WHAT YOU DO

The SRP was designed as an all-hazards model for incident response. The protocol is easily modifiable for any location or environment. It is not necessary to list every possible scenario that may occur, as the protocol provides universal response actions. A school's action in response to a fire is an evacuation. To prepare for this evacuation drills are practiced, not fire drills. This is the same response that would occur due to a gas leak, or long-term power outage in winter conditions. By preparing for and practicing evacuation drills the school is prepared for any eventuality that may require the staff and students to leave the school location.

Your specific environment will dictate what additional plans or resources you may need. For example, a school in Alaska must think about warming locations for winter evacuations while a school in Arizona will need to think about cooling areas for a summer evacuation.

### GLASS. LOTS OF GLASS

Glass is always one of the weakest points of building security. As more and more schools are built with the open concept, we are seeing walls of glass throughout buildings. While beneficial for increased light and a sense of openness, they provide little protection. If your school has interior glass walls or large interior windows we recommend you plan to purchase window film and some sort of shade system. The film will increase the strength of the glass and the shades will offer concealment.

Similar steps should be taken on the perimeter of buildings. Main entrances traditionally have large glass doors. Film is appropriate here as well. Be sure to inspect your school and note areas of potential weakness and address them appropriately.

### DISTRIBUTED CAMPUS

Some school locations have a distributed campus with multiple buildings spread out over the property, similar to a college environment. The layout of a distributed campus brings unique challenges for school and district staff. Your jurisdictions will need to develop specific policies for each action. Additionally, it will be crucial for staff to be expertly trained on the process so they can use their judgment when needed. Nearly every action will have variations that may be necessary for a distributed environment.

Both Hold and Secure can be applied to the entire school property or only to specific buildings as appropriate. Whoever enacts the protocols will need to provide enough details for proper decisions to be made. If exact details are unknown then it is best to treat each building as an individual school and place the entire property into the protocol until more information is known.

During the Secure Action, there is some type of threat outside the school building. The action is for everyone to move inside, lock outside doors, and continue the day as usual. In a distributed campus more information about the threat is going to be needed.

If the threat is on school property, such as a dangerous animal roaming the grounds, then each building should go into Secure with students remaining where they are.

If the threat is off the property and a perimeter can be established then it may be appropriate for movement between buildings to occur but no one on or off the school property. An alternative approach could be to have security or law enforcement escort students and staff between buildings. The exact situation and your school's specific layout will determine your actions.

If the exact location of the threat is unknown, then it is better to err on the side of caution and keep everyone within their respective buildings.

A Hold will need to be handled similarly. If the reason for a Hold only affects a single building then it may be appropriate for only that building to go into the Hold protocol. However, you will need to make sure no students or staff are leaving other buildings and entering the Hold area.

### TEMPORARY OR MODULAR BUILDINGS OR CLASSROOMS

Additional policy will be needed if your school has temporary or modular buildings. One option is to treat them in the same way as a distributed campus. Alternatively, if it is appropriate, and depending on the size of the school, students and staff from these areas can be brought into the main building.

## **SAFE ZONE**

Point out where the students are to sit and hide. Be sure to find an area that is not visible from a hall window. If a student can see out the hall window, a bad guy can see in. Check the doors and Windows to your room. Are they all lockable from the correct side? If they aren't, then submit an order to have the lock changed. Classroom doors should be locked and closed at all times.

JISD SRO, Jourdanton PD, Atascosa County Deputy or DPS Trooper will make the following announcements:

- Do not open your door for **anyone**.
- Doors will be opened from the outside **by someone with a key** but remain in place.
- Do not leave the lockdown area until you are instructed to do so.

**"IF YOU SEE OR HEAR SOMETHING, SAY SOMETHING!"**

## **GRADEBOOK**

All information in the teacher's grade book is confidential. Students should not be allowed to see the book.

## **HARASSMENT OF STUDENTS**

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. All allegations of prohibited harassment or abuse of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See Reporting Suspected Child Abuse and Bullying, for additional information.

The district's policies, DF (LEGAL) and FFH (LOCAL), that include definitions and procedures for reporting and investigating harassment of students are available through the district website.

## **KEYS**

Office personnel will open the doors to the classroom for you. If one is not available, you may ask one of the other teachers or maintenance workers to assist you.

Keys are not generally issued to a substitute teacher.

## **LOCATE THE SCHOOL FLOOR PLAN**

All classrooms have a copy of this posted on the wall. This will be helpful to you in case you need to take your class to another area in the school, or in case of a fire or fire drill.

## **MAILBOX**

The teachers' mailboxes are located in the teachers' lounge or secretary's office. You may need to check these for the attendance slips or memos sent out during the day from the office.

## **PAY DATES**

All JISD staff members are paid monthly. Paychecks are disbursed with an ACH bank account direct deposit.

Pay day is the 21<sup>st</sup> of each month. However, when the 21<sup>st</sup> falls on a weekend, a holiday, or during a scheduled break, pay day will be the last business day before the weekend, holiday, or scheduled break.

## **2023-2024 SCHOOL YEAR PAY SCHEDULE**

<b><u>PAY DATE:</u></b>	<b><u>PAY PERIOD:</u></b>
Thursday, September 21st, 2023	August 6th - September 2nd
Friday, October 20th, 2023	September 3rd - October 7th
Friday, November 17th, 2023	October 8th - November 4th
Thursday, December 21st, 2023	November 5th - December 2nd
Friday, January 19th, 2024	December 3rd - January 6th
Wednesday, February 21st, 2024	January 7th - February 3rd
Thursday, March 21st, 2024	February 4th - March 2nd
Friday, April 19th, 2024	March 3rd - April 6th
Tuesday, May 21st, 2024	April 7th - May 4th
Thursday, June 20th, 2024	May 5th - June 1st
Thursday, July 18th, 2024	June 2nd - July 6th
Wednesday, August 21st, 2024	July 7th - August 3rd
Friday, September 20th, 2024	August 4th - September 7th

## **RESIGNATIONS**

Substitute teachers that wish to resign their position during the school year shall submit a written resignation letter to the administration office to have your status changed.

## **SEARCHES**

Non-investigatory searches in the workplace, including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to

conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, work areas, including district-owned computers, lockers, and private vehicles parked on district premises or work sites or used in district business.

## **SIGN IN**

All campuses have a sign in sheet in their respective offices. At this time, you may pick up any other information the campus would like you to have. Also, be sure to sign in/clock in and check with the office personnel for any messages.

## **SOCIAL NETWORKING**

District substitutes should not be friends with currently enrolled students unless the student is related or has a very close family tie.

## **STAFF PARKING**

All staff members are expected to park in designated areas only. Parking in unauthorized areas is not allowed. **Please park in a parking lot.**

## **SUBSTITUTE INSTRUCTIONS FROM TEACHER**

The teacher will leave a folder for you called the Substitute Teacher Folder. The name of the teacher and their room number will be listed on the side of the folder. This could also be located in SmartFind associated with the assignment.

On the front of the folder you will find the teacher's daily schedule showing the homeroom number, period, time, room number the class is to meet in, subject/grade, lunchtime, and any extra duties the teacher may have.

Inside of the folder you will be told where to find the lesson plans, record book/class list, seating chart, teacher's manuals and texts, forms/passes, paper and pencils, exams, etc.

Attendance procedures are listed, including tardiness.

Hall pass destinations are listed for each hall pass, i.e., office, library, restroom, nurse, other.

Procedures for class rules, A.V. equipment and discipline are listed.

Teachers and reliable students that you could ask for assistance are listed, along with any special instructions from the teacher.

Hall Passes and Detention Referral Slips will be attached to the folders pocket.

On the back of the folder you will find emergency procedures for fire drill, severe weather, behavior emergency, and any additional information you might need for that day. Also listed are

the name of principal, counselor, secretary, custodian and department head of your campus.

## CONTROL

For the most part, any substitute teacher can effectively maintain control. There is no one formula for effective discipline. What works for one substitute may not work for another. What works in one classroom might not work in another.

Here are some basic ingredients for control:

1. Arriving early and being well prepared helps to "augment" your "in charge" posture, which the students will respect.
2. Quickly identify as many students by name as possible. This establishes some early accountability for student behavior. Knowing names also personalizes the relationship you will have with the students.
3. Make your expectations for classroom behavior clear from the very start.
4. Make the class aware that the group has options for which there are related consequences. If the student chooses to be responsible and cooperative this behavior will result in being able to easily complete required work.
5. Some students may regard you as an intruder but will not attack if approached in a firm, warm, positive manner. Being too defensive or authoritarian seems to bring out the worst in a new group.
6. Make the students aware that since you are an individual in your own right, who is temporarily acting in their teacher's place, things may be a little different than usual but not necessarily less productive or less pleasant.
7. Focusing on positive aspects of supportive cooperation from students seems to ensure best results. Instead of marking down the names of troublesome students, make it clear you are looking for and reporting the names of helpful, cooperative, hard working students. However, if need be, you will report those misbehaving. If at all possible, potential troublesome students should be quickly enlisted as "HELPERS" so as to convert them toward a successful day.
8. If it is emphasized to the students that the responsibility for the day's success is shared by both them as students and you as sub, it puts you all on the same team.
9. Your own honest and positive approaches to the problem are your greatest assets and will usually bring about very successful class control.
10. Do not use inappropriate language with students – avoid cuss words and phrases like “shut up” and “stupid.”



11. Do not use any type of corporal punishment. Avoid touching students.
12. Do not talk about inappropriate subjects – dating, partying, etc.

### DURING CLASS

Remain in the classroom at all times. If you must leave, alert a neighboring teacher or the office.

If for any reason during class immediate assistance is needed, use the call button to alert the campus office.

Walk around the room to monitor the students and help keep control, stay in the Power Zone.

### ENDING THE CLASS PERIOD

About 5 minutes before class is over, remind the students to turn in all assignments due and remind them about any homework assignments. Then ask them to clean up the area around their desks. It is your responsibility to see that the room is left neat and intact.

Check all equipment, such as the computer mouse, desks, walls, floors, etc., to be sure that there is no damage.

Be sure all equipment is returned. You are responsible for the equipment. If you feel comfortable, you may have a reliable student return the equipment for you, if not, you may return it yourself between classes.

Ask the students to remain seated until the bell rings. Stand by the door. When the bell rings, move into the hall and stand in front of the classroom door to help monitor the hallway.

### EXPLAINING THE RULES

Once you have the students' attention, explain your rules to them so that there will not be any misunderstandings later.

#### EXAMPLE:

1. Please do not ask to leave the room unless it is an emergency.
2. Do not speak without permission.
3. Do your own work, but if you need help, be sure to ask.
4. No food or drink is allowed in class.
5. Please remain seated at your desk, etc.

*ADVISE THE STUDENTS THAT ALL RULES APPLY TO ALL STUDENTS.*

## FIRST BELL

The first bell rings at 7:55 a.m. for ECC, Elementary, Junior High and for High School. When the tardy bell rings at 8:00 a.m. all students should be in the room and seated at their desks.

## INTRODUCTION

Introduce yourself to the class and make them aware of what you expect from them.

EXAMPLE: Good morning class, my name is Mr./Mrs. I will be filling in for Mr./Mrs. today. I would appreciate it if you would remain quiet and seated as I call the roll. When your name is called, please raise your hand so that I may get to know you more quickly.

## LESSON PLANS

- A. There should be a "Sub Folder" on the teacher's desk. If it is not available, contact the school office immediately.
- B. Check to see if the teacher has duties that you might not be aware of. Teachers are expected to be at their assigned places when scheduled. In case of conflict, arrangements must be made in advance and the proper person in charge notified. As a substitute, you are responsible for covering the teacher's duties unless arrangements have been made in advance.
- C. Write your name and the date on the board.
- D. Write the objectives, activities, and homework assignments on the board. Be sure to follow the lesson plan exactly as the teacher has written it. Be sure to write on the board, **"TURN IN ALL ASSIGNMENTS DUE"**.
- E. Check the lesson plan to see if any equipment is needed or to see if the class is scheduled to go to the library or computer lab.

THERE ARE SIGN IN/OUT SHEETS FOR EACH CLASS. THESE MUST BE COMPLETED BY THE TEACHER PRIOR TO THE CLASS PERIOD. CHECK WITH LIBRARIAN TO VERIFY THAT ARRANGEMENTS HAVE BEEN MADE.

**DO NOT CHANGE THE ASSIGNMENT LEFT BY THE TEACHERS UNLESS YOU HAVE THE PRINCIPAL'S APPROVAL.**

**IF YOU CANNOT FIND THE LESSON PLAN, THE TEACHERS ARE REQUIRED TO FURNISH THE OFFICE WITH A COPY OF EACH WEEK'S LESSON PLAN, SO ASK THE OFFICE FOR ASSISTANCE.**

## NEW STUDENTS

When a new student is admitted to class, they are given a Student Identification Slip with their student ID number on it. Write down the student's full name and ID number for the teacher.

## PRESENTING THE ASSIGNMENT

1. Make the students aware that the assignment has been written on the board.
2. Ask the students to write the assignment down.
3. Read the assignments to the students. Go over the assignment with them orally, step by step.
4. Ask if the students have any questions concerning the assignment. Repeat the instructions if necessary.

**\* IF A STUDENT NEEDS HELP, RESOURCE BOOKS AND ANSWER KEYS ARE AVAILABLE FOR YOUR USE ONLY. HELP THE STUDENTS, BUT DO NOT GIVE THEM THE ANSWER KEY OR BOOKS.**

## STUDENT LEAVING CLASS

A student will need a "Hall Pass" issued and signed by you to leave the classroom for any reason, restroom, library, etc. Please remember that you are responsible for this student even though he is not in your room. Be sure to fill the passes out in INK and be sure to include the date, time, and destination where the student has permission to go and why.

## YOUR TEACHER'S REPORT

Your report to the teacher should be as brief and to the point as possible, if you did not mark the absentees and tardies in the gradebook, be sure to list them and anything else you think might be of importance to the teacher.

## CONCLUSION

As a substitute teacher, your odds for survival are based to a large extent on "Being prepared for anything".

1. Knowing you are "ready for anything" is a great boost to your confidence. A sub's high level of confidence in return elicits greater feelings of security and respect from the students.
2. Bringing your own materials and supplies makes you relatively self-reliant. It saves not only time but also prevents the classroom chaos which can erupt when you have to "dig" for materials thereby sacrificing control over the group.
3. A substitute teacher who has learned to be highly flexible can better "roll with the punches" and feel both comfortable and successful. Flexibility is both an attitude and a skill.
4. The most important natural resource to have as a substitute teacher is your own creativity and enthusiasm.

5. An attitude of being willing to explore and learn from your experiences is a way to feel and be successful.
6. Keep a small notebook for the purpose of recording the classrooms in which you have subbed.

EXAMPLE: Mrs. Peebody's Room

1. Students are not allowed to sit at back tables.
2. No one is allowed in the kitchen area without permission.
3. No student is to leave the classroom.
4. Students are not allowed in the office, nor are they allowed to use the telephone.
5. When appropriate let the students grade their own papers. It can be a learning process in itself and also provide valuable assistance to the "sub" whose time is usually very limited.
6. Speak kindly.
7. Be sure to leave a brief report of the days events along with your name and phone number for the teacher.

## **TEACHER RETIREMENT**

All personnel employed on a regular basis for at least one-half of the normal work schedule are members of the Teacher Retirement System of Texas (TRS). **Some** substitutes not receiving TRS service retirement benefits who work at least 90 days a year may also be eligible for TRS membership and to purchase a year of creditable service. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

## **TIME CLOCK**

All employees are required to clock in at the beginning of your shift and clock out before you leave. Substitutes who work all day must have two time segments to be paid correctly.

Time clock quick Instructions:

- Key in your employee ID# assigned from payroll
- Then select, clock in or clock out, etc.
- When your name appears on the screen, press continue to confirm
- It will say successful
- You need to also select the staff member you are working for that shift

Please note: When trying to clock in, if a message appears that “you are already clocked in”, you did not clock out the last time you worked. You will need to clock out and then clock in. You may have to wait up to one minute before you are allowed to clock in.

The same is true if a message appears, “you are already clocked out”. You will need to clock in and then clock out. Again, you may have to wait up to one minute before you are allowed to clock out.



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5/19/2022

**9:21:43 AM**

Select Company

Jourdanton ISD 1

ID Number

EMPLOYEE ID# EXACTLY AS ASSIGNED

Clock In

Clock Out

Leave On Break

Return From Break

Log On To Dashboard

## TOBACCO USE

Smoking, e-cigarettes, or tobacco products are 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.

## UNEMPLOYMENT COMPENSATION INSURANCE

Employees who have been laid off or terminated through no fault of their own may be eligible

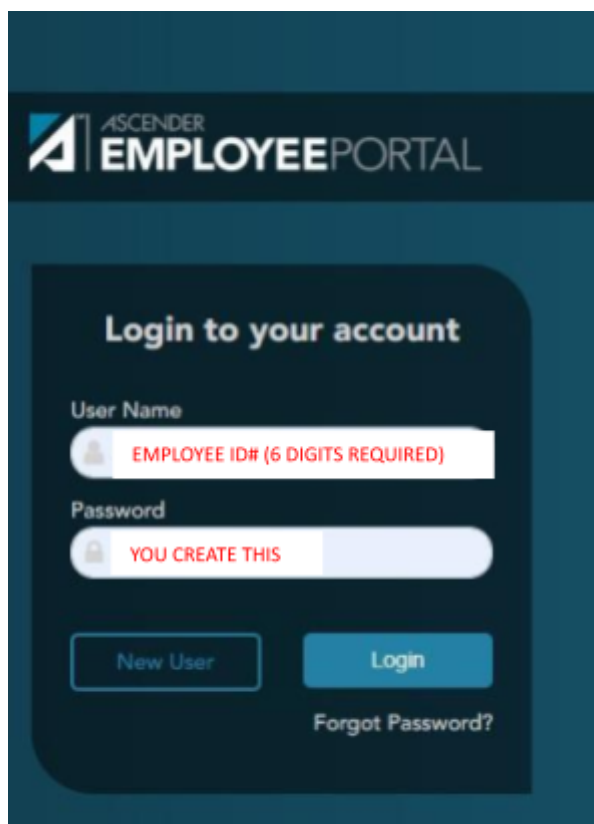
for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact the payroll office.

### **VIEW EARNINGS / Ascender**

Employees can register as a new user in Ascender to view earnings and W-2 information. An employee's payroll statement contains information including deductions, and withholding information. The link can be found at [www.jourdantonisd.net](http://www.jourdantonisd.net) and click on explore, then expand Staff Quicklinks, Employee Access:

Please note that your employee ID must be 6 digits. If your assigned number is less than 6, add 0s to the beginning of the number to equal 6.

Example: Employee ID# 124, User name would be 000124

The image shows a screenshot of the Ascender Employee Portal login interface. At the top, the logo for Ascender is displayed next to the text "EMPLOYEE PORTAL". Below this, the heading "Login to your account" is centered. There are two input fields: "User Name" and "Password". The "User Name" field has a red text prompt "EMPLOYEE ID# (6 DIGITS REQUIRED)". The "Password" field has a red text prompt "YOU CREATE THIS". Below the input fields, there are two buttons: "New User" and "Login". At the bottom right, there is a link that says "Forgot Password?".

### **ECC/ELEMENTARY CAMPUS INSTRUCTIONS**

**PLEASE BE SURE TO WEAR A WATCH WHEN YOU SUBSTITUTE IN ECC/ELEMENTARY. THERE ARE NO BELLS TO INDICATE THE CHANGE OF CLASS.**

### **ATTENDANCE**

As you call the roll, ask the students to hold up their hands so that you can learn to know them quickly, can be sure that it is actually that person answering, and be sure that they are seated according to the seating chart.

- Write names of absent students on the attendance roster and send it to the office.

## **DISCIPLINE**

If a student cannot be controlled, send the student to the office with a note.

1. YOU MUST BE THE PERSON IN CONTROL.

2. YOU MUST BACKUP WHAT YOU SAY.

3. YOU MUST BE CONSISTENT.

If you are having problems with a student, try to correct the situation if possible and go on. If the student continues to present problems, explain to him what you intend to do if his behavior continues in this manner and be sure that he understands your intent. If the student is still challenging you by not doing as asked, follow through with the reprimand you previously advised the student about.

**\*\*NOTE\*\* UNDER NO CIRCUMSTANCES IS A SUBSTITUTE TO EVER SPANK OR SHAKE A STUDENT. THIS COULD RESULT IN A LAWSUIT FOR YOU AND THE SCHOOL. A STUDENT'S PUNISHMENT IS TO BE ISSUED BY A TEACHER OR THE PRINCIPAL.**

## **LUNCH**

The sub will escort his/her class to the lunchroom.

- Pre K - 5<sup>th</sup> eat at Elementary ECC Cafeteria.

**IN A MEDICAL SITUATION, CONTACT THE SCHOOL NURSE IMMEDIATELY.**

## **JR HIGH CAMPUS INSTRUCTIONS**

Welcome to JJHS. We hope you enjoy your time with us. In an effort to make your substitute job as positive as possible, we are providing this information sheet regarding Jr. High procedures. If you ever have any questions, please feel free to ask. Again, we appreciate your being here.

- Please check in at the Jr. High office to receive your job assignment and any pertinent information you may need. You should have been, or will be notified if the person you are covering has a morning or afternoon duty that you will need to cover. Morning duty is from 7:30-7:45 and afternoon duty is 3:30-3:45.
- Attendance: You will receive attendance rosters for each of your classes. Please mark students absent on the roster within the first 10 minutes of class, then send the roster to the office with a student. Do not wait until the end of class or the end of the day to send the rosters to the office. They must be returned during each class.
- Breakfast: You will find breakfast outside the classroom door before 1<sup>st</sup> period. There will



be a folder with a roster that you will mark the names of the students who took a complete breakfast. Do not mark a student who is absent as having taken breakfast. The leftover breakfast, attendance folder, and the trash need to be placed outside the room by 8:00.

- Phones: Students may not have phones out in class. There are no exceptions to this rule. If you find a student with a phone out, confiscate it and bring it to the office at the end of the class period.
- Bags: Students are not to bring bags into the classroom. They are to keep their backpacks in their lockers.
- Dress Code: Students are to have their ID on at all times. They must wear a belt if their jeans have belt loops. Shirts are to be tucked in except in the case of girls wearing blouses. No holes are allowed in their jeans. Let the office know if a student is out of dress code.
- Behavior: If you have issues with a student, buzz the office and ask for administrative assistance. Leave a note for the teacher regarding students who were disruptive.

## **HIGH SCHOOL CAMPUS INSTRUCTIONS**

### **ATTENDANCE**

As you call the roll, ask the students to hold up their hands so that you can learn to know them quickly, can be sure that it is actually that person answering, and be sure that they are seated according to the seating chart.

- Follow the instructions exactly.
- Mark the absences and tardies accordingly.
- Highlight student's name on the attendance slip
- Those students "NOT SEATED" in their desks when the bell rings are tardy.
- If a student goes back to their locker after the bell rings, they are tardy.
- If a student is tardy for 2nd or 6th period, or has been counted absent, place the letters TP beside the students name to indicate that the student is present but was tardy.
- If a student is tardy the first period of the day, they must sign in at the office and bring the tardy slip to class.
- Sign your name and date the slip even if it has been previously signed by the teacher.

EXAMPLE:

Mrs. Peebody

8/24/94

BY: J. Harrison

8/24/94

- Put the slip or card on the paper clip outside the door of the room.

### **COMPUTER LAB RULES**

1. Students are to enter the computer lab as quietly as possible.
2. Once the students are seated, remind them there is no talking.
3. Students are not allowed to “roll” around in the chairs.
4. Students are not allowed to sit or lean on the tables.
5. There is no food or drinks allowed.

### **DISCIPLINE**

If a student cannot be controlled, send them to the office. They will stay there for the duration of the class.

1. YOU MUST BE THE PERSON IN CONTROL.
2. YOU MUST BACKUP WHAT YOU SAY.
3. YOU MUST BE CONSISTENT.

\* All rules apply to all students at all times. There are no exceptions. If you are having problems with a student, try to correct the situation if possible and go on. If the student continues to present problems, explain to him what you intend to do if his behavior continues in this manner and be sure that he understands your intent. If the student is still challenging you by not doing as asked, follow through with the reprimand you previously advised the student about.

### **DISCIPLINE SLIPS**

Discipline slips are given when a student has committed a disciplinary action serious enough to warrant being sent to the office. Do not separate the discipline slips. It is turned into the office in its entirety.

1. Advise the office of the problem (use call button).
2. The office will advise you whether or not to fill out a discipline slip.
3. Leave a copy of the discipline slip and a brief explanation with your report to the teacher.

### **LEAVING CAMPUS**

If a student requests to leave campus to go to the nurse, Jr. High Campus, etc., issue a hall pass to the office stating where the student wishes to go. The office will handle it from here.

### **OFFICE PASSES**

Issue an office pass only when you feel the situation is warranted.

JOURDANTON INDEPENDENT SCHOOL DISTRICT 2023-2024 SUBSTITUTE HANDBOOK RECEIPT

*Don't remove from handbook; use separate copy for receipt.*

Printed Name \_\_\_\_\_

I hereby acknowledge receipt of my personal copy of the Jourdanton ISD Substitute Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document including the staff dress code.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this booklet. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that this handbook intends no modifications to contractual relationships or alterations of at-will relationships.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the school superintendent if I have any questions, concerns, or need further explanation.

*Don't remove from handbook; use separate copy for receipt.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date