2019-2020 Substitute Handbook

Phone: 832-223-0320
Website: lamarcisd.eschoolsolutions.com
Help desk: 832-223-0310

Lamar CISD
Human Resources
3911 Avenue I Rosenberg, TX 77471
(p) 832-223-0300  (f) 832-223-0301
WELCOME

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

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

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

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

Human Resources
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NONWORK DAYS FOR SUBSTITUTES

The following days during the 2019-2020 school year calendar do not require substitutes. Substitutes are not eligible to be paid on the following days:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>Labor Day</td>
</tr>
<tr>
<td>September 27</td>
<td>Fort Bend Fair Day</td>
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<tr>
<td>November 25-29</td>
<td>Thanksgiving Break</td>
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<tr>
<td>December 23–January 3</td>
<td>Winter Break</td>
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<tr>
<td>January 6</td>
<td>Staff Development/Workday/Student Holiday</td>
</tr>
<tr>
<td>January 20</td>
<td>Martin Luther King, Jr. Day</td>
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<tr>
<td>March 9-13</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 10</td>
<td>DMA/Good Friday</td>
</tr>
<tr>
<td>April 13*</td>
<td>Easter Break</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>June 5*</td>
<td>Staff Development/Workday/Student Holiday</td>
</tr>
</tbody>
</table>

*Bad Weather Make-Up Day (if needed)

I accept responsibility for following Lamar CISD policies and procedures as outlined in this online handbook, Board Policy Manual, and other District guidelines. I understand the above dates are non-paid, non-working days and that early dismissal days may not be full days.

Please click on the following link for the LCISD 2019-2020 Instructional Calendar:
SUBSTITUTE SELECTION AND PLACEMENT PROCEDURE

INTRODUCTION
The Substitute Office is under the direction of the Human Resources Department. The Substitute Clerk can be reached at (832)223-0310 from 6:30 AM to 2:30 PM.

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

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

Approved substitutes shall have the following on file in the District:
District Application
Writing Sample and Oral Interview
Consent for Criminal Record Search*
Fingerprinting Receipt
Approved I-9 Form and Approved Supporting Documents*
Copy of Social Security Card*
Copy of High School Diploma/GED Certificate or Official College Transcripts*
If you would like your official transcript(s) returned, please make sure to bring a self-addressed stamp envelope with you to orientation. If you fail to do so, we will be unable to return your documents and they will be destroyed.
W-4 Form*
Notice Regarding Drug Free Schools
Personnel Information Form
Substitute Acknowledgement of Initial Training
Acknowledgment of Receipt of Handbooks
Substitute Profile Sheet
LCISD Substitute EULA
Letter for Substitute Staffing
Addendum: Retired Substitutes
Worker’s Compensation Insurance Form
Certificate of Mastery of Online LCISD Substitute Course (new substitutes only)
Benefits Election Form
Admin. Regulations- Employee Information
Voided Check*
Selection Process
The position of Substitute Teacher in the Lamar Consolidated Independent School District is a non-contract, part-time, as-needed position.

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

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

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

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

Registered Nurses (RN): valid state RN license.

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

Teacher’s Aide and Secretary/Clerk Positions: high school diploma or GED

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

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

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

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

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

Code of Ethics for Substitutes
Substitutes have the same responsibility as contract staff members to conduct themselves in an ethical manner in all things pertaining to school operation.
1. Criticism of pupils, school personnel, and school policies should be made only to the principal of that building or Human Resources.
2. Treat all information about pupils and parents as confidential.
3. All interaction with students and staff must be ethical and professional.

Picture Identification Badge
Employees of Lamar CISD are identified by wearing a picture identification badge. You are required to wear your photo ID badge each time you substitute.
**Requirement to Remaining on the Active Sub List**
In order to remain an active substitute, you must work at least 1 assignment a month.

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

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

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

**Employee Standards of Conduct (Board Policy DH and DHC) (Legal and Local)**
A complete copy may be found on the district’s web site at [www.lcisd.org](http://www.lcisd.org) and includes but is not limited to:

- **Personnel-Student Relations:** All District personnel shall recognize and respect the rights of students as established by local state, and federal law. Tinker v. Des Moines ISD, 89 S.Ct. 733 (1969)
• **Hazing:** District employees are subject to the provision of policy FNCC regarding hazing. Education Code 37.152(a)

• **Tobacco Use Prohibited:** The Board shall prohibit smoking or using tobacco products at a school-related or school-sanctioned activity on or off school property.

• **Sexual Harassment:** Sexual Harassment of students includes such activities as engaging in sexually oriented conversations for the purposes of personal sexual gratification, telephoning students at home or elsewhere to solicit inappropriate social relationships, physical contact that would reasonably be construed as sexual in nature and enticing or threatening students to engage in sexual behavior in exchange for grades or other school-related benefit. Franklin v. Gwinnett County Public School, 112 S.Ct. 1028 (1992) [See also DHC(LOCAL)]

• **Dress and Grooming:** The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.

• **Violations:** Employees shall comply with the standards of conduct set out in this Policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as District employees. Violation of any policies, regulations, and guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

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**CAMPUS SAFETY PROCEDURES**

Be aware that campus safety is an ever-increasing issue.

- Inquire as to safety procedures specific to the classroom you will be in (i.e. locking classroom doors, location of emergency procedures, student cell phone usage, etc.).

- Upon arrival at the classroom, review fire exit map, taking note of the nearest exit.

- If the emergency flip chart and fire exit map are not apparent, contact the office to secure either.

- All classrooms are equipped with a black backpack-style Go Kit. This Go Kit is to be used ONLY in the MOST EXTREME CIRCUMSTANCES as directed by first responders and/or the campus Principal. Go Kits are intended for adult handling and SHOULD NEVER BE ACCESSED BY STUDENTS.
• All students are released from the classroom during the day only through campus office protocol. Therefore, redirect any “unbadged” person to the office to follow mandated procedures.

• Exterior doors are to remain closed. To prevent intruders, **DO NOT** prop open doors.

• All visitors must be redirected to the main entrance.

• Questions regarding campus safety issues can be addressed by the Assistant Director of Employee Services and Risk Management at (832)223-0307.

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**SUBSTITUTE COMPENSATION PLAN**

*Refer to page 19 of link to view the substitute compensation plan*

HTTP://WWW.LCISD.ORG/DOCS/DEFAULT-SOURCE/DEPARTMENTS/HUMAN-RESOURCES/COMPENSATION-PLAN.PDF?SFVRSN=2

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

**ADMINISTRATORS** will be paid $\frac{1}{2}$ of their Daily Dock Rate of their last employment, but no less than $154.50 per day. A Substitute Administrator assigned to a secondary school will receive an additional $25.00 per day for extended day activities, i.e. Extra-curricular duty (paid by time card).

**NOTE TO NURSES:** Registered Nurses will be paid at a rate of $93.00 per day to sub as a nurse. Nurses who elect to substitute as a teacher or in other areas will be paid accordingly.

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

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

**NOTE ABOUT COLLEGE DEGREES:** Lamar CISD must comply with Texas Education Agency (TEA) standards; therefore, only college degrees awarded from institutions accredited by the TEA recognized regional accrediting agencies shall be accepted by Lamar CISD.
NOTE: Certified and Degreed substitutes are expected to work assignments for teachers, nurses, or counselors at the designated rate. A Certified or Degreed substitute who accepts an assignment identified as hourly/classified (i.e. Teacher’s aide, clerk, secretary, or monitor) will be paid at the non-degreed rate of $83.00 or the hourly rate assigned to that job.

**LONG TERM ASSIGNMENTS**

Long-Term refers to assignments of ten or more consecutive days in the same position, approved by Human Resources. The long-term rate will begin on the tenth day of such assignment and is retroactive to the first day of the assignment. An absence of, one or more days, from the long-term assignment is considered an interruption and it will be necessary for the substitute to start over in the assignment and earn his/her way back to long-term status. This rule may be waived in the event of an unusual circumstance with the approval of the Chief Human Resources Officer. Request for waiver shall be submitted in writing to Human Resources at the time of the absence. If the absence is approved the absence must be submitted in the Webcenter as a ‘Substitute Absence LT’ (99).

**PARTIAL DAY VS. FULL DAY ASSIGNMENT**

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

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

**SUBSTITUTE PAY**

Check stubs are e-mailed to the substitutes’ e-mail address on file the day of payday. Direct Deposit to the bank of your choice is mandatory or you will be required to pick up your check in the Payroll Office in person during the hours of 8:00 AM-4:30 PM. NOTE: Early release of checks is not a practice of LCISD except in extreme emergencies. It is the responsibility of the substitute to maintain the most up to date personal information with the Human Resources office. Changes of name, address, e-mail address and/or phone number must be made in person. All substituting assignments must be arranged through the substitute system. If you make a job arrangement outside the substitute system and show up for an assignment without a job number, you will not be paid for the assignment. Substitutes are eligible to participate in the District’s deferred compensation plan, also known as a Tax Deferred Annuity. Please contact the Benefits Department with any questions.
## LCISD 2019-2020 Substitute Pay Schedule

<table>
<thead>
<tr>
<th>Pay Date</th>
<th>Pay Period Begins</th>
<th>Pay Period Ends</th>
<th>Due Date - Must be in Payroll by Noon</th>
<th>Number of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>09/13/19</td>
<td>08/18/19</td>
<td>08/31/19</td>
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<tr>
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<td>09/30/19</td>
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<tr>
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<tr>
<td>Wednesday</td>
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<td>09/29/19</td>
<td>10/12/19</td>
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<td>Friday</td>
<td>11/15/19</td>
<td>10/13/19</td>
<td>10/26/19</td>
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<tr>
<td>Friday</td>
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<td>10/27/19</td>
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<td>11/12/19</td>
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<tr>
<td>Friday</td>
<td>12/13/19</td>
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<td>11/30/19</td>
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<td>Monday</td>
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<td>02/22/20</td>
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<td>02/23/20</td>
<td>03/14/20</td>
<td>03/16/20</td>
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<tr>
<td>Wednesday</td>
<td>04/15/20</td>
<td>03/15/20</td>
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<tr>
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<tr>
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<td>Monday</td>
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<td>Tuesday</td>
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<tr>
<td>Wednesday</td>
<td>07/15/20</td>
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<td>06/29/20</td>
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<tr>
<td>Thursday</td>
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<td>Friday</td>
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<td>07/25/20</td>
<td>07/28/20</td>
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<tr>
<td>Friday</td>
<td>08/28/20</td>
<td>07/26/20</td>
<td>08/15/20</td>
<td>08/17/20</td>
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</tbody>
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Documents due in advance due to Student/Staff Holiday schedule.

Pay period includes Thanksgiving holiday, 11/24/19 through 11/30/19.

Pay period includes Winter Break holiday, 12/22/19 - 12/28/19 through 12/29/19 - 01/04/20.

Pay period includes the week of Spring Break, 03/08/20 through 03/14/20.

**Note:**
1) Payment requests received in the Payroll office **AFTER** the due date indicated will be processed and paid on the **next scheduled pay date**.

2) Payment requests received in the Payroll office **on or before the due date indicated** that do NOT have the required signatures and/or budget codes, will be sent to the respective department for the required information. Corrected payment requests not returned before the due date indicated, will be processed and paid on the **next scheduled pay date**.

3) Kronos timesheets for the Previous Pay Period **must be employee and supervisor approved each week by Tuesday at noon** unless alternate date is requested by the Payroll office due to Student/Staff holiday or Summer schedule.
NOTE: In the event you are under or over paid, the district has a responsibility to notify you when funds are audited. If you are under paid, the district will correct the difference. If you are overpaid, the district will find it necessary to collect from you the funds in question.

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

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

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

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

Substitute’s Name (Please print) ___________________________ Job Number: ____________ Date: ____________

Name of Absent Teacher ___________________________ Form Completed by: __________________

***Please note: This form must be completed and signed by the Campus Administrator or Dept. Director***

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Unable to Evaluate</th>
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</thead>
<tbody>
<tr>
<td>Classroom Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Consistently supervises assigned students</td>
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<tr>
<td>Maintained classroom order and control</td>
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<tr>
<td>Rules applied fairly and consistently</td>
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<tr>
<td>Kept students engaged</td>
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<tr>
<td>Gave clear directions</td>
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<tr>
<td>Redirected and/or stopped inappropriate behavior</td>
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<tr>
<td>Handled records and routines appropriately</td>
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<tr>
<td>Left Classroom materials, etc. in order</td>
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<tr>
<td>Left summary report of the day’s activity</td>
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<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Easily understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptable—both verbal and written</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained poise and self control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt arrival on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed entire daily assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative with staff members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ reaction to substitute</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: Include how the event affects student/staff safety or progress and also note if the negative behaviors occurred all day or if it was confined to one period or class. Please be sure to attach supporting documentation or statements if the evaluation is being submitted for extreme circumstances.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_______* I have met with the substitute and discussed that, it is in the best interest of my students, this substitute not be used at this campus again.

*Comments are required if a recommendation to not assign or dismiss the substitute is checked.

_________________________________________  ____________________________  ____________________________
Principal’s Signature                      Date                          School/Site
Elementary, Middle, Junior High, High School and Special Sites
3911 Avenue I • Rosenberg, Texas 77471 • 832-223-0000 (main) • www.lcisd.org

*Map not to scale

To find out where your student will attend school, log on to www.lcisd.org and click the Find My Bus / School icon. If you have additional questions, please contact Community Relations at 832-223-0330.
**SPECIAL SITES**
Special Sites are under the direction of the Lamar CISD Special Programs Department. For additional information, you may contact the Special Education department at (832)223-0400 or the Administrator of Special Sites at (832)223-0902. Staff hours are 8:00 AM to 4:00 PM. Substitutes should introduce themselves to the site staff and sign in appropriately.

<table>
<thead>
<tr>
<th>1621 Place</th>
<th>Ft. Bend County Alternative School (Boot Camp)</th>
<th>Behavior Treatment &amp; Training Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>117 Lane Dr., Suite 14</td>
<td>3403 Ave. F, Rosenberg, TX 77471 (281)341-5324</td>
<td>1818 Collins Rd., Richmond, TX 77469 (832)223-0916</td>
</tr>
<tr>
<td>Rosenberg, TX 77471 (832)223-0950</td>
<td>Rosenberg, TX 77471 (281)341-5324</td>
<td>Rosenberg, TX 77469 (832)223-0960</td>
</tr>
<tr>
<td>Juvenile Detention Center (JDC)</td>
<td>Special Needs Center</td>
<td>Special Needs Center</td>
</tr>
<tr>
<td>22 Golf View</td>
<td>710 Houston</td>
<td>710 Houston</td>
</tr>
<tr>
<td>Richmond, TX 77469 (281)633-7400</td>
<td>Richmond, TX 77469 (832)223-0960</td>
<td>Richmond, TX 77469 (832)223-0960</td>
</tr>
</tbody>
</table>

**2019-2020 STAFF SCHEDULE**

<table>
<thead>
<tr>
<th>Classroom Staff</th>
<th>Office Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers</td>
<td>• Administrative Staff</td>
</tr>
<tr>
<td>• Librarians</td>
<td>• Secretaries</td>
</tr>
<tr>
<td>• Nurses</td>
<td>• Receptionists</td>
</tr>
<tr>
<td>• Counselors</td>
<td>• Clerks</td>
</tr>
<tr>
<td></td>
<td>• Teacher Aides</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Begin (a.m.)</th>
<th>End (p.m.)</th>
<th>Begin (a.m.)</th>
<th>End (p.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Campuses</td>
<td></td>
<td>Secondary Campuses</td>
<td></td>
</tr>
<tr>
<td>7:15</td>
<td>3:15</td>
<td>7:15</td>
<td>3:45</td>
</tr>
<tr>
<td>Alternative Learning Center</td>
<td></td>
<td>Special Needs Center</td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>3:30</td>
<td>7:30</td>
<td>4:00</td>
</tr>
<tr>
<td>Central Office</td>
<td></td>
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<tr>
<td>7:30</td>
<td>3:30</td>
<td>7:30</td>
<td>4:00</td>
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<td></td>
<td></td>
<td></td>
<td>8:00</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Substitute Emp./Access ID</th>
<th>Substitute’s Name (Print legibly)</th>
<th>Job No.</th>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Substituting for: (Print legibly)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Administrator Signature ________________________________

NOTE: Substitutes must sign in/out at the exact time of arrival and departure.
SPECIAL EDUCATION CONTINUUM OF SERVICES & PROGRAMS

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

INCLUSION

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

POSITIVE APPROACH TO STUDENT SUCCESS (PASS)

PASS is an inclusionary behavioral approach used in the Lamar Consolidated ISD. The primary function of PASS is to provide behavior education to identified students receiving Special Education Services. The primary setting in which these services are provided is the mainstream classroom. PASS is founded on the belief that youth benefit behaviorally from educational experiences with their appropriately behaved peers and academically from participation in the general curriculum. With the ongoing support of a PASS specialist (Teacher) and PASS Para-professional, each student in PASS is taught, given opportunities to practice, and implement individualized strategies that address targeted behaviors of concern. The program is implemented in 4 phases: (1) Pre-placement; (2) Orientation; (3) Maintenance and Inclusion; and (4) Aftercare.
**STRUCTURE INTEGRATED LEARNING CLASSROOM (SILC)**

SILC is a program developed to help support students with disabilities, regardless of disability condition(s), who struggle socially in the general education /mainstream environment and need intensive daily or weekly social skills training supported by behavioral/ social skills goals.

**RESOURCE**

Resource is a pullout service delivery model offered in the student's area of disability. Students placed in resource classes are working on specific individualized educational goals and objectives developed by the Admission, Review, and Dismissal (ARD) committee. Most often, students in these classes are unable to successfully participate in general education curriculum at grade level due to severe learning difficulties. Resource classes allow these students to progress through the curriculum at their own level and pace.

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

**PRESCHOOL PROGRAM FOR CHILDREN WITH DISABILITIES (PPCD)**

The PPCD self-contained classroom is a centralized classroom setting for students ages 3-5. Students enrolled in a PPCD self-contained classroom require specialized teaching strategies, a significantly modified curriculum, and the ongoing development of communication, social, and behavioral skills. The purpose is to provide intensive early intervention for establishing priority behavioral, communication, and self-care (toileting) skills. The instructional emphasis is on acquisition of behaviors consider most important for future learning (i.e.: imitation, attending, compliance); the development of oral language; establishing age appropriate self-care skills (toilet training); and reduction of interfering behaviors. Each student has an individualized educational program along with other related services as indicated per evaluation.

**LEARNING IN FUNCTIONAL ENVIRONMENTS (LIFE) SKILLS**

The Lifeskills Program is a centralized classroom setting for students in grades K-12. The LIFE Skills Curriculum is based on general education TEKS, but the student's instruction is based on the prerequisite skills needed to master TEKS for a given grade level. Each academic and functional area of the IEP must be reviewed to determine the necessary supports needed to implement the goals and objectives. Assistive technology should also
be considered when addressing the student's response mode and the level of modifications needed.

**SOCIAL INTEGRATION PROGRAM (SIP)**

The Social Integration Program (SIP) is a centralized classroom setting for students in grades K-12. The program is located on several campuses across the district. Students enrolled in SIP require specialized teaching strategies, a significantly modified curriculum, and the ongoing development of social and behavioral skills. Each student has an individualized educational program along with other related services as indicated per evaluation. The purpose is to provide continued intensive programming for establishing and extending priority behavioral, communication, self-care, and social skills necessary for meaningful learning in less restrictive settings. At the secondary level, the student’s transition plan becomes a focal point promoting opportunities for learning skills needed for success in the community and overall daily living skills.

**INTENSIVE BEHAVIOR CLASS (IBC)**

IBC is an education program for students grade K-12 who exhibit extreme emotional/mental illness, categorized by, but not limited to, numerous or lengthy stays in some sort of psychiatric care facility. Placement is available only after it is demonstrated that all options on the home campus have been tried and have proven to be unsuccessful.

**ADULT TRANSITION PROGRAM (ATP)**

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

**Alternative Learning Center (ALC)**

(ALC) provides short-term educational programming and discipline management for students whose behavior requires mandatory placement in an alternative education placement.
TIPS FOR A SUCCESSFUL DAY

AT HOME

• Keep a note pad and pencil by the phone you will be using to answer early morning calls.
• Leave early enough to arrive at the school at least 15 minutes prior to the beginning of school.

PRIOR TO ENTERING THE CLASSROOM

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

UPON ENTERING THE CLASSROOM

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

THROUGHOUT THE DAY

• Supervision of students is a primary responsibility.
• Greet the students at the door and get them involved in the learning activity immediately.
• Carry out the lesson plans and assigned duties to the best of your ability.
• Improvise to fill extra time, enhance activities or supplement sketchy lesson plans as needed.
• Be fair and carry out the rewards and consequences you establish.
• Be positive and respectful in your interactions with students and school personnel.
• Do not provide students with food, drinks, cough drops, etc.
AT THE END OF EACH CLASS PERIOD/DAY

- Challenge students to recall projects and topics they have studied that day.
- Remind students of homework.
- Have students straighten and clean the area around their desks.
- Take time to write the teacher a summary of the day.
- Neatly organize the papers turned in by the students.
- Turn off lights and equipment and make sure the room is in good order before you lock the door.
- Turn in keys and any money collected to the office (if you haven't already done so).
- Contemplate ways you can improve as a substitute teacher.
- Jot down a few notes to yourself about what was accomplished and how things went.
- Pat yourself on the back, you did a great service!

SUGGESTIONS WHEN LESSON PLANS ARE NOT AVAILABLE

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

1. Check with the office to see if the regular teacher has left instructions there. At the secondary school, check with the department chair if there are no plans left in the room.

2. Try to maintain a continuity of lessons by referring to the last completed day in the lesson plan book if one is available. Try to provide a reasonable follow-up of the previous lesson.

3. Younger students are sometimes upset by a departure from regular routines. Try to maintain their regular schedule as much as possible but let them know that some things will be done differently that day.
RESPONSIBILITIES OF SUBSTITUTES

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

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

1. The substitute shall never leave students unsupervised. The supervision of students is both a classroom management and a safety responsibility. The substitute teacher has the same responsibility as the regular teacher for the students' well being while in his/her supervision.

2. Substitute teachers are expected to review the District Student Code of Conduct to become familiar with policies and procedures of the District.

3. Disciplinary problems may be avoided by keeping students occupied in meaningful activities and by providing firm and consistent management of students.

4. The substitute should review the classroom discipline plan. Check with the team leader, department chair, teachers or principal for necessary clarifications. Do not hesitate to ask for help.

5. The substitute teacher might have ready appropriate extra activities for the grade level so that students never have idle time.

6. Refrain from touching students in any form or fashion. Such actions can be misconstrued.

7. Organize the details to minimize time spent on procedural matters.
   a. Have students pass papers to the front of each row and count them.
   b. Ask students to place homework or test papers on the corner of their desks and pick them up.
   c. Do not permit wandering, unnecessary pencil sharpening, etc.
   d. Make use of student monitors to assist in collecting items or passing the trash can.

8. Encourage student attention and active participation.

9. Substitute teachers are expected to be an active part of classroom instruction. Monitor students carefully by moving around the classroom checking on each student by answering questions, and/or clarifying the assignment.

10. As you monitor the classroom, provide feedback to students about their work.

11. Keep an eye on the clock. Allow time for administrative and academic closure.
SUBSTITUTE SYSTEM INSTRUCTIONS

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

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

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

System Phone Number:   (832)223-0320
Help Desk Phone Number:  (832)223-0310
WebCenter URL:   lamarcisd.eschoolsolutions.com

Access ID:    _____  _____  _____  _____
PIN:    _____  _____  _____  _____  _____  _____

The System Calls Substitutes during These Times:

<table>
<thead>
<tr>
<th></th>
<th>Today’s Jobs</th>
<th>Future Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekdays</td>
<td>5:00 am</td>
<td>6:00 – 10:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Sunday</td>
<td>None</td>
<td>6:00 – 10:00 pm</td>
</tr>
<tr>
<td>Holidays</td>
<td>None</td>
<td>6:00 – 10:00 pm</td>
</tr>
</tbody>
</table>

Decline/Cancellation Reasons:

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

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**TELEPHONE ACCESS INSTRUCTIONS**

1. Enter your Access ID, followed by the star (*) key

2. Enter your PIN, followed by the star (*) key
   (If you do not have a PIN, enter your Access ID again, when prompted for your PIN. You will then be able to enter a new PIN to use.)

*When the system calls you, pressing the star (*) key will make the system wait for 2 minutes for you to enter your Access ID and PIN.*

---

**REGISTRATION**

1. Record your name followed by the star (*) key
   PRESS 1 to Accept
   PRESS 2 to Re-enter
   PRESS 9 to Exit and hang-up

2. Hear your callback telephone number
   PRESS 1 to Modify your callback number
   PRESS 1 if Correct
   PRESS 2 to Re-enter
   PRESS 9 to Exit to next step

3. If your PIN is the same as your access ID, enter a PIN at least six (6) digits in length followed by the star (*) key
   PRESS 1 if Correct
   PRESS 8 to Re-enter
   PRESS 9 to Exit and hang-up

---

**THE SYSTEM CALLS**

**HEAR THE JOB OFFER**

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

1. PRESS 1 to Hear the job offer
   PRESS 2 to Set temporary Do Not Call
   PRESS 9 to Exit and hang-up
2. If you pressed 1 to Hear the job offer
   PRESS 1 to Hear the job description
   PRESS 2 to Decline the job (without hearing the description)
   Enter the decline reason from page 1 followed by the star (*) key or wait for a list of reasons

3. If you pressed 1 to Hear the job description
   PRESS 1 to Accept this job
   Record the Job Number. You are successfully assigned to the job.
   PRESS 1 to Hear the job number again
   PRESS 2 to Repeat the job description
   PRESS 2 to Repeat the job description
   PRESS 3 to Decline the job
   Enter the decline reason from page 1 followed by the star (*) key or wait for a list of reasons
   PRESS 1 to Accept
   PRESS 2 to Re-enter
   PRESS 9 to Exit and repeat this step

4. If you pressed 2 to Set temporary Do Not Call, hear a time offered
   PRESS 1 to Accept the time offered
   PRESS 2 to Enter an earlier time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm
   PRESS 9 to Exit and hear the job offer

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

1. Hear “This assignment has been cancelled” and the job information

2. PRESS 1 to Repeat the job information
   PRESS 9 to Exit and hang-up
CALLING THE SYSTEM
Substitutes can call the system and enter their Access ID and PIN, both followed by the star (*) key and select one of the following menu choices:

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

1-REVIEW OR CANCEL ASSIGNMENTS
1. Hear assignments in chronological order
   PRESS 1 to Hear assigned job information again
   PRESS 2 to Cancel this assigned job
   PRESS 8 to Hear another assigned job
   PRESS 9 to Exit to menu options

2. If you pressed 2 to Cancel assignment
   PRESS 1 to Confirm cancellation
   Enter cancellation reason from page 1 followed by the star (*) key or wait for a list of reasons
   PRESS 1 to Accept
   PRESS 2 to Re-enter
   PRESS 9 to Exit and hear next assignment
   PRESS 9 to Exit and hear next assignment (assignment will not be cancelled)

2-HEAR AVAILABLE JOBS
1. Hear assignment information
   PRESS 1 to Repeat assignment
   PRESS 2 to Accept assignment
   PRESS 3 to Decline assignment
   PRESS 8 to Hear next assignment
PRESS 9 to Exit to menu options

2. If you pressed 2 to Accept assignment, hear the job assignment
   PRESS 1 to Repeat assignment
   PRESS 2 to Hear next assignment
   PRESS 9 to Exit to menu options

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

---

3-CHECK YOUR CALLBACK NUMBER

1. Hear the Callback telephone number
   PRESS 1 to Modify callback telephone number
   PRESS 9 to Exit to menu options (number will not be changed)

2. Enter new telephone number followed by the star (*) key. Hear the new telephone number
   PRESS 1 if Correct
   PRESS 2 to Re-enter the number
   PRESS 9 to Exit to menu options

---

4-REVIEW OR MODIFY TEMPORARY DO NOT CALL TIMES

1. Hear the temporary Do Not Call time
   PRESS 1 to Enter a time
   PRESS 2 to Delete this time
   PRESS 9 to Exit to menu options

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

1. PRESS 1 to Review or delete unavailability period
   PRESS 2 to Add a new unavailability period
   PRESS 9 to Exit to menu options

2. If you pressed 1 to Review or delete, hear the unavailable period information
   PRESS 1 to Delete this unavailability period
   PRESS 2 to Hear the next unavailability period
   PRESS 9 to Exit to menu options

3. If you pressed 2 to Add dates
   Enter Start Date; two digits for the month, two digits for the day, two digits for the year (MMDDYY)
   Enter End Date; two digits for the month, two digits for the day, two digits for the year (MMDDYY)

   Indicate unavailable all day?
   PRESS 1 for Yes
   PRESS 2 to Enter time
   Enter Start Time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm
   Repeat procedure for End time

   Receive calls for future assignments during unavailable period?
   PRESS 1 to Receive calls for future jobs during this unavailability period
   PRESS 2 if you do not want to receive calls for future jobs during this unavailability period
   PRESS 9 to Exit and review or modify unavailability dates (without saving unavailability period)

6-REVIEW OR MODIFY DAILY AVAILABILITY

1. PRESS 1 to Review or delete, hear a time period you are available to work
   PRESS 2 to Enter a new time period you are available to work
   PRESS 3 to Review or delete, hear a time period you should not be called
   PRESS 4 to Enter a new time period you should not be called
   PRESS 9 to Exit to menu options

2. If you pressed 1 to Review or delete a time period you are available to work, or
   pressed 3 to review or delete a time period you should not be called, hear the day and time period in chronological order
 PRESS 1 to Delete this time period
 PRESS 8 to Hear the next time period
 PRESS 9 to Exit to review or modify daily availability

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

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

1. PRESS 1 to Change your PIN
   PRESS 2 to Change the recording of your name
   PRESS 3 to Change the language preference
   PRESS 9 to Exit to menu options

2. If you **pressed 1** to Change your PIN
   Enter a new PIN at least **xx** digits in length followed by the star (*) key
   PRESS 1 if Correct
   PRESS 8 to Re-enter
   PRESS 9 to Exit to menu options

3. If you **pressed 2** to Change the recording of your name
   Hear “Your name is recorded as “recorded name.”
     PRESS 1 to Hear your name again
     PRESS 2 to Re-record name
     PRESS 9 to Exit to menu options

*If you **pressed 2** to Re-record name, system plays, “Please record your name. Press * when done.”
4. System plays Name.
   PRESS 1 to Accept this recording
   PRESS 2 to Re-record name
PRESS 9 to Exit to menu options

4. If you pressed 3 to Change the language preference
   Enter language followed by the star key (*) when finished
   PRESS 1 to Accept
   PRESS 2 to Hear more language options
   PRESS 9 to Exit to menu options (without saving language)

WEB BROWSER ACCESS INSTRUCTIONS

SIGN IN
Open your web browser and access the SmartFindExpress Sign In page
(https://lamarcisd.eschoolsolutions.com/homeAction.do). Review the messages above
the Sign In. Enter your User ID and Password. These will be the same as the ones used for
the phone system. Review additional announcements on your home page, if any.

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

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

If the submitted information is valid, the system sends the user an email containing their PIN/password.
This information will enable the user to successfully log into the system. The email is sent to the email
address on the user’s profile. If the submitted information is invalid, the system will return an error
message and allow new information to be entered, or refer the user to their system administrator for
assistance.
PROFILE

Choose the Profile link to view and update your information

Profile Tab

• Change your Callback Number
   Enter the telephone number where you can be contacted by the system. Include the ‘1’ (long distance indicator) and area code only if required for the system to call you from the district office

• Add Temporary Do Not Call setting
   Enter a time in HH:MM am or pm format for the system to resume calling
   (The maximum is 24 hours from the current time)

Schedule Tab

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

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

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

• Modify an Availability Schedule
   o Choose day or days of the week you want to delete by checking the boxes by that day
   o Select the Delete button
   o Select the New button to add a new day of week or time. Follow the steps for “Create a New Availability Schedule” as outlined above
Classifications and Locations Tab

- Review classifications and locations you have chosen for possible assignments

Unavailable Dates Tab

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

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

- **Delete Unavailability Schedule**
  - Place a checkmark in the desired date range box
  - Select the *Delete* button

Email Tab

- Enter or change email address.

Available Jobs

*Choose the Available Jobs link to search, review, and accept open jobs.*

The list of available jobs can change at any time as other substitutes are accepting assignments and jobs are being created.

To view and accept jobs

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

Follow these steps:

- Select the date range for your search entering in the dates with forward slashes (MM/DD/YYYY) or using the calendar icon. Leaving dates blank will return all data
- Press the *Search* button to display the list of jobs
- Press the *Details* link to view the job details. Review the specifics and choose one of the following
  - Select the *Accept Job* button. A job number will be assigned to you if the job has been successfully assigned to you. **Please record this Job Number.**
Select the **Decline Job** button. Select a reason for decline from the drop-down list, then select the **Decline Job** button

Select the **Return to List button** to return to the job listing

**REVIEW ASSIGNMENTS**

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

Follow these steps:

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

**SIGN OUT AND WEB BROWSER INFORMATION**

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

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

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

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

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

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

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

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

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

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

Disclaimer

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

District System User Agreement

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

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

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

GUIDELINES FOR ACCEPTABLE USE OF ELECTRONIC MEDIA:
1. Any and all communications will be limited to matters that directly relate to the employee's professional duties.
2. Employees should assume that electronic communication as described in this administrative regulation is public information.
3. In order for employees to communicate with currently enrolled students through social networking sites, employees must establish a separate, independent professional page, which is accessible to administration and parents as well as students.
4. Electronic media communication between the employee and student(s) may not occur prior to 6:00 a.m. or after 10:00 p.m. This limitation does not apply to public posts.
5. The employee must comply with records retention and destruction requirements.
6. The employee is subject to applicable state and federal laws including confidentiality, local policies, administrative regulations, and the Code of Ethics and Standard Practices for Texas Educators.
7. If administration is conducting an investigation into allegations of employee misconduct, an employee must provide requested information regarding methods and contents of electronic media communications.
8. Employees may not use scheduled work time to engage in electronic communication which is not job related.
9. Posts on personal social media accounts which include student pictures and/or information may not originate from any employee's personal account. This includes sharing posts from any other individual's personal social media accounts.

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

STUDENT INTERACTION

A substitute is never allowed to:

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

You must always be mindful of your proximity to students.
JOB DESCRIPTIONS

Job Title: Teacher

Reports To: Principal or Program Supervisor
Dept./School: Campus Assigned
Wage/Hour Status: Exempt
Pay Grade: TSS
Days Worked: 187
Date Revised: 2013

Primary Purpose
To facilitate the teaching and learning process within a positive learning environment so that students acquire the knowledge, skills and attitudes necessary for them to become responsible, contributing adults in a democratic society.

Qualifications
Minimum Education/Certification:
- Bachelor's degree in related field
- Valid Texas teacher certificate or teaching certificate from out of state appropriate for position
- Must meet requirements under the No Child Left Behind Act (NCLB) for highly qualified teachers

Special Knowledge/Skills:
- Working knowledge of curriculum and instruction
- Effective communication skills/collaborative working style
- Ability to exercise teaching practices
- Expertise in one or more academic areas and/or developmental age group or population

Major Responsibilities and Duties

Instructional Management
1. Plan a program of study that, as much as possible, meets the individual needs, interests and abilities of students.
2. Enhance the academic growth of students through the use of effective teaching practices as utilized in the instructional model.
3. Guide the learning process towards the achievement of curriculum goals by establishing clear objectives for all lessons, units and projects.
4. Employ the instructional methods and resources that are most appropriate for meeting state objectives.
5. Meet and instruct assigned classes in the location and at the time designated.
6. Assess the accomplishments of students on a regular basis and provide progress reports as required.
7. Diagnose the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.

School/Organizational Improvement
8. Attend staff meetings and serves on staff committees as required.
9. Counsel with colleagues, students and/or parents regarding student achievement and the instructional program.
10. Accept a share of responsibility for co-curricular activities as assigned.

School/Organizational Climate
11. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
12. Strive to implement the District's philosophy of education and instructional goals and objectives.
13. Cooperate with other members of the staff in planning instructional goals, objectives and methods.

**Personnel Management**
14. Maintain order in the classroom in a fair and just manner through reasonable rules and regulations.
15. Plan and supervise purposeful assignments for teacher aide(s) and/or volunteer(s), and cooperatively with department heads and/or grade level leaders, evaluate their job performance.

**Administrative and Fiscal/Facilities Management**
16. Take necessary and reasonable precautions to protect students, equipment, materials and facilities.
17. Maintain accurate, complete and correct records as required by law, district policy and administrative regulations.
18. Assist in upholding and enforcing school rules, administrative regulations and Board Policy.
19. Assist in the selection of books, equipment and other instructional materials.

**Professional Growth and Development**
20. Accept responsibility for professional growth through involvement in an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institution of higher learning.
21. Perform other duties as assigned by the immediate supervisor and/or Superintendent.

**School/Community Relations**
22. Make provisions for being available to students and parents for educationally related purposes outside the instructional day when required or requested to do so under reasonable terms.

**Supervisory Responsibilities:**
- Supervise teacher aides and volunteers as assigned
- Supervise students

**Working Conditions**

**Mental/Physical Demands/Environmental Factors:**
Ability to concentrate (detailed work), communicate effectively (verbal and written); interpret policy, procedures and data; reason, understand verbal instructions, analyze, differentiate, read, coordinate district functions, compile, compute, instruct, maintain emotional control under stress.

Moderate lifting and carrying (15-44 pounds), pushing, reaching above shoulders, use of fingers, walking, standing, kneeling, repeated bending, sitting, climbing (stairs), balancing, stooping, crouching, pulling, pushing, repetitive hand motions, hearing, speech, visual acuity, distinguishing colors, outside and inside, temperature extremes, humidity extremes, noise, microwaves, slippery surfaces, uneven surfaces, sunlight exposure, working with hands in water, works around moving objects or vehicles, works alone, frequent prolonged or irregular hours.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
Job Title: School Nurse

Reports To: Principal/Director of Student Support Services

Wage/Hour Status: Exempt

Dept./School: Campus Assigned

Pay Grade: TSS

Days Worked: 187

Date Revised: November 2013

Primary Purpose
To ensure that each student is provided with the opportunity to reach maximum mental, physical and emotional potential with emphasis placed on the relationship of a student's health to successful living and learning.

Qualifications
Minimum Education/Certification:
• Graduate of an accredited professional nursing program
• Valid registered nurse license to practice professional nursing in Texas from the State Board of Nurse Examiners
• Certified by the Texas Department of Health to conduct vision and hearing screening and trained in scoliosis screening
• Current CPR certification
• Valid Texas driver's license
• Eligible for coverage under the District's vehicle insurance program

Minimum Experience:
• One or more years of nursing experience required

Major Responsibilities and Duties
Nursing Services
1. Provide emergency care for the ill or injured, using first aid procedures and obtaining necessary assistance in cases of serious trauma and/or illness. When notified of a medical emergency, accident or crisis situation on the campus of a reporting LVN, report immediately to the location to facilitate the prompt activation of the assessment, intervention, treatment, or referral process.
2. Assist with the management of students who have health problems in the school setting. Assess all students with known health problems on a required basis, based on severity of problem or level of need.
3. Provide health appraisals including: heights, weights, vision, hearing, tympanometry, spinal screening, and other health problems as deemed necessary. Make referrals for medical treatment and do follow-up on those problems when necessary.
4. Dispense medication according to law and district policy.
5. Promote health education, both individually and in the classroom, and act as a resource to the teacher promoting optimum health. Plan and organize staff inservice training and facilitate all classroom teaching on assigned campus.
6. Perform health screening and complete forms on students being referred or reevaluated for Special Education Services. Review all Special Education assessments and reevaluations (REI) and complete all required forms.
7. Provide health counseling for students and staff with health problems.

School/Organizational Climate
8. Support the philosophy of individual school campuses, the school district, and the school health program.
9. Cooperate with other staff members in child abuse and drug abuse cases, assisting with the documentation and referral process according to district guidelines.
School/Organizational Improvement
10. Attend monthly health services staff meetings and other meetings required of staff members in the school assigned.
11. Perform other health related duties and other functions as assigned by the principal and/or director of nurses.
12. Participate in special programs and ARDS as required by individual campuses.
13. Update all health screening, health care, and health education programs by attending inservices, workshops, and training sessions providing current health information.

Administration and Fiscal/Facilities Management
14. Maintain accurate and complete health records on each student including: immunization records, health history, screening results, referral and follow up information. Review and/or complete all annual reports (hearing, vision, scoliosis, immunizations, etc.) based on screening data.
15. Adhere to the Texas Immunization Law securing records on each student and updating records as necessary on individual student health records in district’s immunization computer system.
16. Keep an accurate daily record of student referrals to the Clinic.
17. Document medication on daily log including time, dosage, and person administering.
18. Communicate with the principal in interpreting and implementing policies, laws, and procedures of the health services program.
19. Maintain a current list of students with medical conditions and provide that information to the appropriate personnel when necessary.
20. Cooperate with all student service departments, faculty, and parents to meet the needs of students.
21. Complete accident reports for students and staff and follow proper channels of documentation.
22. Maintain adequate inventory of first aid supplies in each school.

Professional Growth and Development
23. Pursue educational studies and seek current health information in order to maintain a professional level of performance.
24. Attend inservice meetings as required by the state of Texas and the District.
25. Attend the required number of continuing education courses needed to maintain professional nursing licensure for the State of Texas.
26. Perform other duties as assigned by immediate supervisor and/or Superintendent.

School/Community Relations
27. Provide referrals and follow-up on identified health problems as necessary to attain optimum health for each student.
28. Make home visits as part of the assessment and follow-through process.
29. Act as liaison between students, families, principals, teachers, counselors, family physicians, and other agencies.
30. Control communicable diseases through exclusion and readmission of students, and notify the health department of all reportable diseases.
31. Promote health by participating in community health activities.

Supervisory Responsibilities:
- Plan with and supervise LVNs on designated campus
- Plan and supervise purposeful assignments for aides and volunteers
- Supervise the assigned LVN
- Provide training as needed for LVNs within the district

Working Conditions
Mental/Physical Demands/Environmental Factors:
Ability to concentrate (detailed work), communicate effectively (verbal and written); interpret policy, procedures, and data; reason, understand verbal instructions, analyze, differentiate, read, coordinate district functions, compile, compute, instruct, and maintain emotional control under stress.

Light lifting and carrying (frequent, under 15 pounds), pulling, sitting, standing, walking, climbing (stairs), kneeling, stooping, travel (occasional in-district), pushing, reaching, repetitive hand motions, hearing, speech, visual acuity, distinguishing colors, driving.

Outside and inside, temperature extremes, humidity extremes, working with hands in water, noise, microwaves, slippery surfaces, uneven surfaces, works around moving objects or vehicles, unusual fatigue factors (long hours of walking and standing), biological exposure to bacteria and communicable diseases.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
Job Title: Licensed Vocational Nurse/Teacher Aide

Reports To: Nurse/Building Principal/Director of Student Support Services
Wage/Hour Status: Hourly
Pay Grade: 7
Days Worked: 187
Date Revised: November 2002

Primary Purpose
To assist the Registered Nurse in providing related health care services for IDEA eligible special needs student(s) diagnosed with severe medical conditions and considered medically fragile. Will be responsible for implementing special procedures, and other necessary health care specific to these students.

Qualifications
Minimum Education/Certification:
• LVN certification and current license to practice Vocational Nursing in the State of Texas
• State certification in hearing and vision screening
• Valid Texas driver's license
• Eligible for coverage under the District's vehicle insurance program
• Current CPR Certification
• Certified by Texas Department of Health to perform hearing, vision, and scoliosis screening.

Special Knowledge/Skills:
• Knowledge of basic office procedures
• Knowledge consistent with LVN licensure with regard to first aid, medications, health conditions and problems, growth and development of children, and management of school related illnesses, crises, emergency situations and special procedures (i.e., suctioning, catheterizing, tube feeding, etc.)

Major Responsibilities and Duties
1. Nursing duties for specified IDEA eligible students as assigned by the supervising registered nurse.
2. Contact the supervising RN immediately in the event of severe illness, medical emergency, accident, or crisis situation of assigned IDEA eligible students.
3. Dispense medication to specific IDEA eligible students as assigned by the campus principal, according to law and district policy.
4. Upon the satisfactory completion of training, perform nursing treatments and/or procedures for IDEA eligible students as delegated by the supervising RN. Is responsible for all documentation of services and care provided to special needs IDEA eligible students assigned to his/her care.
5. Perform duties as assigned by the supervising RN, building principal or supervisor of nurses for IDEA eligible special needs students.
6. Participate in special programs and ARDs related to IDEA eligible students as required by individual campuses and/or the supervising RN.
7. Assist in updating health screening, health care, and health education programs for IDEA eligible special needs students by attending in-services, workshops, and training sessions that provide current health information relating to these students.
8. Assist in documenting medication on daily log including time, dosage, and person administering when dispensing medication to IDEA eligible students.
9. Assist Registered Nurse in completing accident reports for the IDEA eligible students to whom assigned.
10. Cooperate with all student service departments, faculty, and parents to meet the needs of IDEA eligible Special needs students.

11. Support the philosophy of individual school campuses, the school district, and the school health program.

12. Cooperate with other staff members in child abuse and drug abuse cases; assist with the documentation and referral process on specified IDEA students according to district guidelines.

Professional Growth and Development

13. Attend all required classes, in services, and seminars necessary to maintain current licensure for vocational nursing in the State of Texas and keep abreast of current and pertinent health knowledge by attending staff development, and participating in appropriate nursing organizations.

School/Community Relations

14. Assist the registered nurse in providing referrals and follow-up on identified health problems as necessary to attain optimum health for specified IDEA eligible students.

15. Assist in making home visits with the RN as necessary for continuity of care and follow-up of problems as needed for specified IDEA eligible students. Act as a liaison between the school, the home and the community, regarding student health needs, referrals and follow-ups.

School/Organizational Climate

16. Promote health by participation in community health activities.

Working Conditions

Mental/Physical Demands/Environmental Factors:
Ability to concentrate (detailed work), communicate effectively (verbal and written); interpret policy, procedures, and data; reason, understand verbal instructions, analyze, differentiate, read, coordinate district functions, compile, compute, instruct, and maintain emotional control under stress.

Heavy lifting and carrying (45 pounds and over), sitting, walking, climbing (stairs), hearing, stooping, speech, travel (occasional in-district), visual acuity, driving, kneeling, distinguishing colors, pulling, pushing, reaching, repetitive hand motions, standing.

Outside and inside, works around moving objects or vehicles, temperature extremes, humidity extremes, unusual fatigue factors (long hours of walking and standing), working with hands in water, noise, microwaves, biological exposure to bacteria and communicable diseases, slippery surfaces, uneven surfaces.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
**Job Title:** Teacher Aide, Instructional

**Reports To:** Principal or Designee

**Wage/Hour Status:** Hourly

**Dept./School:** Campus Assigned

**Pay Grade:** 1

**Days Worked:** 187

**Date Revised:** October 2013

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**Primary Purpose**

To assist and support the classroom teacher in the teaching/learning environment.

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**Qualifications**

**Minimum Education/Certification:**

- High school diploma or G.E.D.
- Title 1 Funded Campus: 48 semester hours of college coursework from a regionally accredited college or university OR meets NCLB requirements for Highly Qualified Paraprofessionals
- Non-Title 1 Funded Campus: 15 semester hours of college coursework from a regionally accredited college or university OR two years of full-time work-related experience with students in an instructional or child care facility

**Special Knowledge/Skills:**

- Constructive and cooperative attitude toward the duties of the aide, the school, the staff and the students
- Ability to communicate effectively both verbally and in writing

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**Major Responsibilities and Duties**

1. Perform tasks under the supervision of an assigned certified professional employee.
3. Conduct instructional exercises assigned by the teacher; work with individual students or small groups.
4. Assist teacher with record keeping and testing routines.
5. Help maintain a neat and orderly classroom.
6. Help with inventory, care and maintenance of classroom equipment/materials.
7. Engage in activities which promote communication and understanding between school and community.
8. Participate in staff development training programs to improve job performance.
9. Other duties as assigned by the supervisor or designee.

**Supervisory Responsibilities:**

- Monitor and supervise students

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**Equipment Used**

Computer, copier and audiovisual equipment.

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**Working Conditions**

**Mental/Physical Demands/Environmental Factors:**

Moderate lifting and carrying (15-44 pounds), reaching above shoulders (to store supplies), use of fingers (record keeping, typing, writing, computer), standing (80% of the day), repeated bending (at primary level,
50% of the day), specific visual requirements (activity sufficient for reading/writing), specific hearing requirements (activity sufficient to monitor children’s safety).

Outside and inside, works around machinery with moving parts, works around moving objects or vehicles.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
Job Title: Teacher Aide, SILC/PASS/IBC/CIBC

<table>
<thead>
<tr>
<th>Reports To:</th>
<th>Principal or Designee</th>
<th>Wage/Hour Status:</th>
<th>Hourly</th>
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<tbody>
<tr>
<td>Dept./School:</td>
<td>Campus Assigned</td>
<td>Pay Grade:</td>
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<tr>
<td></td>
<td></td>
<td>Days Worked:</td>
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<td></td>
<td></td>
<td>Date Revised:</td>
<td>August 2014</td>
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Primary Purpose
To assist and support the behavior program teacher and classroom teachers in providing effective behavior management of students in the behavior program.

Qualifications
Minimum Education/Certification:
- High school diploma or G.E.D.
- Title 1 Funded Campus: 48 semester hours of college coursework from a regionally accredited college or university OR meets NCLB requirements for Highly Qualified Paraprofessionals
- Non-Title 1 Funded Campus: 30 semester hours of college coursework from a regionally accredited college or university OR three years of full-time work-related experience with special needs students in an instructional or child care facility

Special Knowledge/Skills:
- Constructive and cooperative attitude toward the duties of the aide, the school, the staff and the students
- Ability to communicate effectively and positively with students, both verbally and non-verbally
- Ability to remain calm and utilize appropriate de-escalation techniques and other behavior management techniques including CPI to avert and assist with crises
- CPI certified or ability to obtain and maintain CPI certification
- Ability to read, write and implement instructions designated by teachers/supervisors in order to fully implement IEPs
- Experience working with students who have behavioral and emotional difficulties and or a strong desire to work with at risk students and have experience working in one of the following fields: mental health, psychiatric setting, group homes or facilities, state or privately owned facilities that provide services to individuals who have emotional disturbances

Major Responsibilities and Duties
1. Perform tasks under the supervision of an assigned certified professional employee.
2. Provide assistance to teacher in preparing and implementing social and instructional curriculum.
3. Assist in working with individual students and with groups.
4. Assist with record keeping and data collection.
5. Assist in implementing the program guidelines
6. Assist in testing routines.
7. Assist with operation, storage and use educational media.
8. Engage in activities which promote communication and understanding between school and community.
9. Participate in in-service training workshops as required by the principal or designee.
10. Other duties as assigned by the campus supervisor or designee and/or PASS program supervisor

**Supervisory Responsibilities:**
- Monitor and supervise students

**Equipment Used**
Computer, copy machine, audiovisual equipment, and special technology devices.

**Working Conditions**

**Mental/Physical Demands/Environmental Factors:**
Reading (manuals and applying instructional strategies), ability to communicate effectively (verbal and written), reason and understand verbal instructions, maintain emotional control under stress.

Moderate lifting and carrying (15-44 pounds), reaching above shoulders (to store supplies), use of fingers (record keeping, typing, writing, computer), standing (80% of the day), repeated bending (at primary level, 50% of the day), specific visual requirements (activity sufficient for reading/writing and supervising students), specific hearing requirements (activity sufficient to monitor children’s safety), outside/inside.

Able to perform physical restraints during crisis situations.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
Job Title: Teacher Aide, Special Education Resource/Inclusion

Reports To: Principal or Designee  
Wage/Hour Status: Hourly  
Pay Grade: 2  
Days Worked: 187  
Date Revised: June 2014

Primary Purpose
To assist and support the classroom teacher in providing effective instruction and a positive teaching/learning environment.

Qualifications
Minimum Education/Certification:
- High school diploma or G.E.D.
- Title 1 Funded Campus: 48 semester hours of college coursework from a regionally accredited college or university OR meets NCLB requirements for Highly Qualified Paraprofessionals
- Non-Title 1 Funded Campus: 30 semester hours of college coursework from a regionally accredited college or university OR three years of full-time work-related experience with special needs students in an instructional or child care facility

Special Knowledge/Skills:
- Constructive and cooperative attitude toward the duties of the aide, the school, the staff and the students
- Ability to communicate effectively and positively with students, both verbally and non-verbally
- Ability to read, write and implement instructions designated by teachers/supervisors in order to fully implement Individual Education Plans (IEPs)

Major Responsibilities and Duties
1. Perform tasks under the supervision of an assigned certified professional employee.
2. Provide assistance to teacher in preparing and implementing instructional curriculum.
3. Assist in working with individual students and with groups.
4. Assist with record keeping.
5. Assist in testing routines.
6. Assist with operation, storage and use educational media.
7. Engage in activities which promote communication and understanding between school and community.
8. Participate in in-service training workshops as required by the principal or designee.
9. Other duties as assigned by the supervisor or designee.

Supervisory Responsibilities:
- Monitor and supervise students

Equipment Used
Computer, copy machine, audiovisual equipment, and special technology devices.

Working Conditions
Mental/Physical Demands/Environmental Factors:
Reading (manuals and applying instructional strategies), ability to communicate effectively (verbal and written), reason and understand verbal instructions, maintain emotional control under stress.

Moderate lifting and carrying (15-44 pounds), reaching above shoulders (to store supplies), use of fingers (record keeping, typing, writing, computer), standing (80% of the day), repeated bending (at primary level, 50% of the day), specific visual requirements (activity sufficient for reading/writing and supervising students), specific hearing requirements (activity sufficient to monitor children's safety), outside/inside.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
Job Title: Teacher Aide, SIP

Reports To: Principal or Designee
Dept./School: Campus Assigned

Wage/Hour Status: Hourly
Pay Grade: 2
Days Worked: 187
Date Revised: June 2014

Primary Purpose
To assist and support the teacher in the Social Integration Program (SIP) classroom in providing effective instruction and a positive teaching/learning environment.

Qualifications
Minimum Education/Certification:
- High school diploma or G.E.D.
- Title 1 Funded Campus: 48 semester hours of college coursework from a regionally accredited college or university OR meets NCLB requirements for Highly Qualified Paraprofessionals
- Non-Title 1 Funded Campus: 30 semester hours of college coursework from a regionally accredited college or university OR three years of full-time work-related experience with special needs students in an instructional or child care facility

Special Knowledge/Skills:
- Constructive and cooperative attitude toward the duties of the aide, the school, the staff and the students
- Ability to communicate effectively and positively with students, both verbally and non-verbally
- Ability to read, write and implement instructions designated by teachers/supervisors in order to fully implement IEPs

Major Responsibilities and Duties
1. Cooperatively perform tasks under the supervision of the SIP teacher.
2. Provide assistance to the SIP teacher in preparing and implementing Positive Behavior Supports and the Texas Behavior Support Initiative.
3. Assist in teaching and implementing school rules and routines at the campus.
4. Provide instruction to individual students and with groups as directed by the SIP teacher on student Individual Education Plan (IEP) goals/objectives.
5. Collect data on student IEP goals/objectives as directed by the SIP teacher.
6. Assist with student toileting and self-help skills as applicable.
7. Appropriately manage students physically, verbally, and non-verbally who may be out of emotional/behavioral control.
8. Teach and practice social skills in alignment with age-appropriate expectations.
9. Other duties as assigned by supervisor or designee.

Supervisory Responsibilities:
- Monitor and supervise students

Equipment Used
Computer, copy machine, audiovisual equipment, and special technology devices.
**Working Conditions**

*Mental/Physical Demands/Environmental Factors:*
Reading (manuals and applying instructional strategies), ability to communicate effectively (verbal and written), reason and understand verbal instructions, maintain emotional control under stress.

Moderate lifting and carrying (15-44 pounds), reaching above shoulders (to store supplies), use of fingers (record keeping, typing, writing, computer), standing (80% of the day), repeated bending (at primary level, 50% of the day), specific visual requirements (activity sufficient for reading/writing and supervising students), specific hearing requirements (activity sufficient to monitor children's safety), outside/inside.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
Job Title: Administrative Assistant, Principal
(Elementary, Middle, Junior High, ALC)

Primary Purpose
To assist and relieve supervisor of clerical work so that maximum attention may be devoted to educational administration.

Qualifications
Minimum Education/Certification:
- High school diploma or G.E.D.
- 30 credited college hours OR five years of experience as an administrative assistant or similar office experience preferred
- Valid Texas driver's license

Special Knowledge/Skills:
- Proficiency in typing, word processing and data entry
- Working knowledge of basic office procedures and the operation of common office equipment and machines
- Ability to greet the public both in person and by telephone
- Expertise in math concepts and use of 10-key calculator

Major Responsibilities and Duties
1. Take and transcribe dictation of various types.
2. Maintain filing system.
3. Process correspondence as instructed.
4. Assist students, teachers, and parents as needed.
5. Receive all incoming calls, take reliable messages, and route to appropriate staff.
6. Type requisitions, order supplies as needed, and maintain an accurate inventory of equipment and supplies for assigned campus.
7. Monitor school budget, controlling expenditures.
8. Keep informed of and comply with state, district, and school policies and regulations concerning primary job functions.
9. Perform bookkeeping tasks associated with the position.
10. Duplicate printed materials as needed.
11. Attend workshop and/or seminars for professional development.
12. Promote good public relations.
13. Other duties as assigned by the supervisor or designee.

Equipment Used
Computer (data entry and word processing), printer, calculator, copy machine and typewriter.

Working Conditions
Mental/Physical Demands/Environmental Factors:
Moderate lifting and carrying (15-44 pounds), reaching above shoulders, use of fingers, walking, standing, climbing (intermittent), repeated bending (intermittent), operation of motor vehicle, specific visual requirements (using computer, bookkeeping), specific hearing requirements (oral and phone conversations).

Works around machinery with moving parts.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
Job Title: Administrative Assistant, Principal (High School)

Reports To: Principal  Wage/Hour Status: Hourly
Dept./School: Campus Assigned  Pay Grade: 7
                   Days Worked: 230
                   Date Revised: September 2014

Primary Purpose
To assist and relieve supervisor of clerical work so that maximum attention may be devoted to educational administration.

Qualifications
Minimum Education/Certification:
- High school diploma or G.E.D.
- 30 credited college hours OR five years of experience as an administrative assistant or similar office experience preferred
- Valid Texas driver's license

Special Knowledge/Skills:
- Proficiency in typing, word processing and data entry
- Working knowledge of basic office procedures and the operation of common office equipment and machines
- Ability to greet the public both in person and by telephone
- Expertise in math concepts and use of 10-key calculator

Major Responsibilities and Duties
1. Take and transcribe dictation of various types.
2. Maintain filing system.
3. Process correspondence as instructed.
4. Assist students, teachers, and parents as needed.
5. Receive all incoming calls, take reliable messages, and route to appropriate staff.
6. Type requisitions, order supplies as needed, and maintain an accurate inventory of equipment and supplies for assigned campus.
7. Monitor school budget, controlling expenditures.
8. Keep informed of and comply with state, district, and school policies and regulations concerning primary job functions.
9. Perform bookkeeping tasks associated with the position.
10. Duplicate printed materials as needed.
11. Attend workshop and/or seminars for professional development.
12. Promote good public relations.
13. Other duties as assigned by the supervisor or designee.

Equipment Used
Computer (data entry and word processing), printer, calculator, copy machine and typewriter.

Working Conditions
Mental/Physical Demands/Environmental Factors:
Moderate lifting and carrying (15-44 pounds), reaching above shoulders, use of fingers, walking, standing, climbing (intermittent), repeated bending (intermittent), operation of motor vehicle, specific visual requirements (using computer, bookkeeping), specific hearing requirements (oral and phone conversations).
Works around machinery with moving parts.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.
Parking Pass
LCISD Substitute