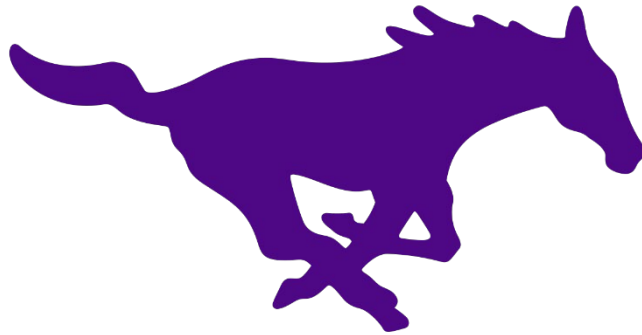


Marble Falls ISD Substitute Teacher Handbook



Marble Falls ISD has an unyielding commitment to **LOVE** every child and **INSPIRE** them to achieve their fullest potential.

Mission Statement

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

Vision Statement

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.

The Marble Falls Independent School District provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, Marble Falls ISD complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training.

Dear Substitute Teacher,

We would like to use this opportunity to say “THANK YOU!” for choosing to serve as a Substitute Teacher for our district.

Your time and dedication is very much appreciated and we are so glad you are joining us!

You will have the opportunity to meet and work with hundreds of students from all walks of life. Yours will be a rich and rewarding experience because of its diversity.

Remember, everyone wants you to succeed in your endeavors as a Substitute Teacher. We hope that this Handbook will assist you in your successes as well. Welcome to Marble Falls ISD!

Sincerely,

*Marble Falls ISD
Human Resources Department*

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MARBLE FALLS ISD SUBSTITUTE COORDINATORS

Falls Career / EPIC

1800 Colt Circle, Marble Falls
(830)798-3621



Jeanette Tennison

Marble Falls High School

2101 Mustang Dr, Marble Falls
(830)693-4375



Noemi Fernandez

Marble Falls Middle School / STEAM

1511 Pony Circle, Marble Falls
(830)693-4439



Ashley Ellis

Marble Falls Elementary

901 Ave U, Marble Falls
(830)693-2385



Gloria Saucedo

Colt Elementary

2200 Manzano Mile, Marble Falls
(830)693-3474



Veronica Navarro

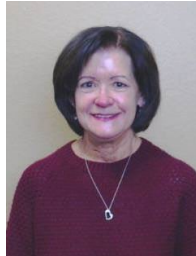
Spicewood Elementary

1005 Spur 191, Spicewood
(830)798-3675

Julene Metcalf

Highland Lakes Elementary

8200 Hwy 1431 W, Granite Shoals
(830)798-3650



Cathy Jacobson

Section I: General Information

GENERAL GUIDELINES

Photo ID Badges – Photo ID Badges are issued to every Substitute Teacher. Badges must be worn or displayed at all times when on campus. If the ID badge is lost please report this to the Human Resources department. Replacement badges are \$3.00 each. While on campus, be prepared to identify yourself as a Substitute Teacher and provide the name of the full time teacher whose place you are taking.

Computer Use – Upon your arrival to campus, you will be given substitute computer log in information. The classroom computers are not to be used for personal e-mail, social media, etc. Substitute abuse of computer access will be subject to disciplinary action.

Cell Phones – The use of cell phones and/or personal computers in the classroom during instructional time is prohibited, except in unusual or extenuating circumstances as approved by the principal.

Other Duties as Assigned – Substitute Teachers may be asked to perform duties in addition to those of a Substitute Teacher. This may include being asked to teach in a classroom outside of the job that was accepted in the automated system. In all situations, the Substitute is expected to demonstrate FLEXIBILITY and COOPERATION with the school administration in its attempts to meet the instructional and safety needs of the students.

Canceling Jobs – If it becomes necessary to cancel an assigned job, please do so at the earliest possible opportunity. Best practice is to cancel the job in the system, followed by a courtesy call to the campus. Once a job has been accepted, it is critical that the substitute fulfills the commitment or cancels the job in a timely manner. Failure to do so may result in a school's decision to exclude that Substitute from working on their campus; repeated or excessive cancellations may also result in the Substitute being restricted from working districtwide.

Unattended Classrooms – The Substitute should never leave the classroom unattended. Even if a student runs out of the room, the teacher should not follow the student. Contact the front office immediately for assistance and they will handle the situation. If you must leave the classroom for personal reasons, a nearby teacher must be notified so that the classroom is supervised.

Parking and Privileges – Substitute Teachers are employees. Please do not park in “reserved” or “visitor” parking areas. When working on campus, you are encouraged to use the faculty parking lots and the faculty lounges. Substitutes may eat lunch either in the cafeteria or in the teacher's lounge.

Leaving the Campus – The care and supervision of the students assigned to the Substitute should be of paramount importance. At no time during the day should the Substitute leave campus unless authorized to do so. If you must leave during the school day on your scheduled duty-free lunch, you must sign in and out through the front office.

End of the Day – When the students have been dismissed for the day – or placed safely on their assigned bus – you will have several more duties to perform. The room should be checked to ensure that it is restored to the way you found it. Leaving a detailed note for the teacher is also highly encouraged. Finally, Substitute Teachers should not leave the campus at the end of the school day unless they have checked out in the front office.

Firm, Fair & Consistent – Our employees are expected to treat students in a FIRM, FAIR and CONSISTENT manner. Fairness and consistency are key issues with students. Please refrain from “playing favorites” when dealing with student behavior or performance.

Active Involvement – Successful Substitute Teachers are actively involved with instruction; this includes moving around the classroom often, checking student work, and assisting with assignments. The expression, “Be on your feet – not on your seat,” is sage advice for Substitute Teachers. Many discipline problems can be avoided with proximity control.

Discipline – If students cause behavior problems that are disruptive to the learning environment, please attempt to maintain discipline in the classroom by using acceptable behavior management strategies. Sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior in order to resume effective teaching. Substitutes must **NEVER** administer corporal punishment, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names constitutes verbal abuse and is unacceptable.

Seeking Help – At all times, and in all matters related to substitute teaching, Substitute Teachers should never hesitate to **SEEK HELP when needed**. Everyone in the school system wants you to be successful – the administrators, teachers, students, and parents. Help is only a few steps or a call to the office away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist the Substitute with either instructional questions or classroom management concerns.

Injuries on the Job - If you should become injured while working, report immediately to the nurse and/or school administration.

Injuries to Students - Injured students should be sent or taken to the school nurse immediately. If unable to send or take them to the nurse, ask another student to seek help.

Personal Profile Information – Throughout the year, it is your responsibility to keep your information current in your personnel file. This includes your current address – which is used to send your year-end tax statement. You can update the information by contacting the Human Resources department.

Annual Training Requirements – All Substitute Teachers are required to complete annual online training modules as well as Safety & Security training (as is every employee of the district). Failure to complete any required training by the deadlines communicated will result in temporary removal from the active substitute list until the courses and/or training are completed.

Minimum Work Days Requirement - Substitute employees are expected to fulfill at least one assignment per month to remain active. Please make the Human Resources department aware of any circumstances that will prohibit you from completing this requirement.

Letter of Reasonable Assurance – At the end of each school year, all **active** Substitutes will be eligible to complete a letter of reasonable assurance. Failure to complete the form is considered a resignation and the Substitute must re-apply.

Removal From Service – As an “at will” employee, Substitute Teachers may be removed from service to the district at any time it is deemed necessary and appropriate to do so. If circumstances warrant it, a Substitute may be restricted immediately from service to the district. You may also be excluded from working at particular campuses if the school administration and the Human Resources department conclude it is in the best interest of the district to do so.

Substitute Teaching After Retirement – It is the retiree’s responsibility to understand and follow the guidelines for returning to work after retirement – please contact TRS for this information. Accepting substitute teaching positions that are vacant (positions not currently filled by a permanent employee) after retirement may adversely affect TRS benefits if the vacant position lasts longer than 20 days.

SPECIAL EDUCATION PROGRAMS

ECSE: (Early Childhood Special Education)

ECSE serves children ages 3-5. This program is designed to address the educational needs of young children with disabilities. Disabilities may range from a mild speech impairment to children with physical needs and/or behavior challenges.

Resource Class: Resource classes are taught by certified special education teachers. The subjects most commonly taught in Resource classes are reading, language arts, and math. Specialized methodologies and smaller group instruction are emphasized. Some special education teachers may also support students in the general education for some or the majority of the school day.

Content Mastery or Learning Labs: Students will go to the lab for support at the discretion of the classroom teacher. This setting is open to all students (general education and special education). This setting is designed more as a tutoring or support classroom.

SMART Lab: The SMART lab program is a system that provides behavior re-teach for students who are in need of more specific planning for appropriate behavior. Staff trained as “re-directors” help students break down appropriate behavior into manageable, meaningful, and observable steps. SMART provides immediate support to the student and teacher by re-focusing and coaching the student in alternative and appropriate behaviors. Students return to the classroom as soon as possible to practice the more appropriate behavior.

Life Skills Classroom: Life Skills Classroom is for students with significant developmental disabilities who have difficulty accessing the general education curriculum without significant support and/or modification. The curriculum in this classroom addresses functional academic and independent living skills taught through concrete application in community and school settings.

Positive Behavior Support Classroom: The Positive Behavior Support Classroom (PBSc) is a self-contained classroom that offers smaller teacher/student ratios in order to support the behavioral and academic needs of the students. Students in the PBSc have behavior difficulties that prevent them from being in the general education setting.

Paraprofessional/Instructional Assistant - A paraprofessional or instructional assistant may be required to address behavioral issues and/or assist the teacher in providing the curriculum. The paraprofessional is usually assigned to work with the teacher; however, at times may be assigned to a specific student. These positions may support any and all disability categories.

BLOOD-BORNE PATHOGENS

Not every educator is occupationally exposed to blood-borne pathogens while performing his or her job. However, it is important for everyone in an educational setting to understand the dangers of infection and the safe procedures to minimize risk.

All new and existing employees of Marble Falls ISD are required to receive blood-borne Pathogen Exposure Training annually to ensure that our district is in compliance with state and local policy. Our district uses the online program Eduhero to complete the annual compliance trainings. We include our Substitute Teachers in this training.

Blood-borne diseases include HBV, the Hepatitis B virus, and HIV (the human immunodeficiency virus that causes AIDS.) Three types of body fluid primarily spread these diseases: blood, vaginal secretions, and semen. To transmit HIV or HBV at school, there must be contact between broken skin or mucous membranes and infected blood.

Blood-borne pathogens can enter your body through a variety of ways:

1. Open cuts
2. Nicks
3. Abrasions
4. Mucous membranes – mouth, eyes, nose
5. Accidental injury (broken glass, needles, knives, sharp metal, exposed ends of orthodontic wires)
6. Indirect transmissions (touching an object or surface contaminated either by blood or other infectious material and transferring the infection to your mouth, eyes, nose, or open skin)

Universal Precautions - Consider every person, all blood and body fluids to be a potential carrier of infectious diseases. Reduce your risks by effectively using:

- Work practice controls (custodians for body fluid spills)
- Personal protective equipment (gloves, protective eye wear, aprons, etc)
- Engineering controls (wastebaskets, Sharps containers)
- Hand washing / glove removal
- Personal hygiene (minimize splashing or spraying)
- Hepatitis B vaccine (for those in regular contact with occupational exposure)

First aid kits are available. The campus nurse is also available to answer any further questions you may have about blood-borne pathogens.

Section II: Successful Substitute Teaching Strategies

CODE OF ETHICS FOR SUBSTITUTES

1. Substitute Teachers have an obligation to conduct themselves in an ethical manner in all things pertaining to school operation and school information.
2. Criticism of students, school personnel and school policies is made only to the principal of that campus in a professional conference.
3. Treat all information about students and parents as confidential.
4. Do not use your association with the school to inquire about your own or other children.
5. Refrain from gossiping about students and/or faculty.
6. All employees are expected to dress in a clean, neat, and mature manner to reflect their position as a role model for the students.

DUTIES & RESPONSIBILITIES

Successful Substitute teaching is a partnership between the Substitute, the full time teacher, the campus staff & the district staff.

Campus Substitute Coordinator's Responsibilities - The Campus Substitute Coordinator will:

- Welcome the Substitute Teacher to the campus
- Direct the Substitute to the classroom
- Provide a campus bell schedule
- Assist the Substitute in locating the substitute folder, lesson plans, and supplies
- Notify the Substitute of any special programs for the day
- Provide a brief campus orientation if necessary
- Release the Substitute when their day's duties are complete

The Substitute Teacher's Duties and Responsibilities – The Substitute will:

- Arrive at the assigned school on time
- Report to the campus office for sign-in & instructions regarding classroom assignment, duty assignments, etc.
- Keep an accurate record of classroom attendance
- Maintain an orderly classroom and follow the behavior management plan of the campus
- Exercise good judgment in the maintenance of a positive learning environment
- Accept additional responsibilities when asked by the campus administrator or Campus Substitute Coordinator
- Maintain professional dress and conduct

- Avoid any language (verbal or non-verbal) or activity, which may be deemed inappropriate for a public school classroom
- Follow lesson plans as closely as possible to ensure continuity in the instructional program. Make a note of any changes that must be made
- Refer accidents or illnesses to the nurse or to the principal as appropriate
- Under no circumstance is a Substitute Teacher to administer corporal punishment or physical contact in dealing with student discipline
- All serious discipline problems are to be referred to the campus administrator or campus substitute coordinator
- A written note to the teacher is highly recommended any time it is necessary to discipline a student or if the student has been a disruptive factor in the classroom that day
- A written note to the teacher is also highly recommended any time a student may have proven to be especially helpful or well behaved
- Treat all students in a fair manner and refrain from making threats or statements to students that cannot be followed through
- The physical discipline of a student or use of improper language will result in immediate removal from the substitute list
- Keep copies of all memos, etc. received and leave them in the substitute folder at the end of the day
- Complete the day's work & organize the materials collected from the students in an orderly manner
- Leave a written summary of work done with each class along with a description of any unusual problems that may have arisen
- Always ask for help if you are in doubt when handling any situation. The campus will support you in solving problems
- Check out through the office with the campus substitute coordinator at the end of each day
- Maintain a positive attitude.
- If problems are observed concerning working conditions or school-related items, you are encouraged to notify Taylor Willis at twillis@mfisd.txed.net

DISCIPLINARY POLICY

To ensure that we maintain a quality Substitute Teacher program, Marble Falls ISD utilizes a disciplinary policy for Substitute Teachers. Should a problem occur, a report will be submitted to the campus administrator. The campus administrator will conduct an investigation of the incident and confer with the Substitute with the findings. If the administrator believes it is in the best interest of the campus for the Substitute to be removed from the campus substitute list, the Substitute will be notified of their removal. This serves two purposes:

1. It notifies the Substitute of the reason that he/she is no longer eligible to work on that particular campus.
2. It provides the Substitute with directives that will assist the Substitute in performing their duties on the remaining campuses to the high standards that Marble Falls ISD expects.

In the event that the campus principal recommends district-wide termination of a Substitute, a report will be submitted to the Human Resources Department for investigation. If findings reveal that it is in the best interest of the district, the Substitute will be terminated from the substitute program.

CLASSROOM MANAGEMENT

Be Ready, Prepared, and Organized

- Arrive a few minutes early
- Meet the teachers around you
- Check on any special procedures that you need to be aware of
- Welcome the students - Introduce yourself as Ms., Mrs., or Mr.
- Present your expectations of the class

Establish Procedures

- Set the rules, first those of the teacher, then the school, and finally yours. Always know the rules, so you can have the students adhere to them (you may want to have the rules written on the board before the students enter the class)
- Set a management goal for the class to reach, then reward them in some way for reaching it
- Make sure once you state the goal and the reward, you stick with it, (Firmness, Fairness, and Consistency are the keys)
- Limit classroom passes

Be Respectful to students and expect it in return

- Don't talk down to students
- Be fair
- Reprimand in private, and reward in public
- Respect the students' individual strengths and weaknesses

Give Positive Reinforcement

- Say something positive about the class: *When I arrived today, your principal told me that you are a wonderful class and that I should expect to have a good day*
- Give positive reinforcement to individual students: *"Thank you for raising your hand."* **DO NOT REINFORCE NEGATIVE BEHAVIOR**

Your goal as a Substitute Teacher is to provide continuity to the students while the teacher is absent. Write down anything you think the teacher should know in terms of work completion, problems, significant incidences, and successes. Teachers really appreciate knowing what went on in their class while they were out. This will allow the teacher to follow through with any discipline that may need to occur or compliment the students for their good behavior.

CLASSROOM MANAGEMENT SCENARIOS

Scenario 1

The Interrupter

When asking the class a question, a student answers without raising their hand or speaks out of turn when a student response is not called for.

Strategy: Reinforce the behavior you desire, ignoring the inappropriate behavior.

Do not respond to the disruptive student. Call on a student that has a raised hand saying, *“Thank you for raising your hand.”*

If the student continues to speak out of turn, move closer to the student but do not acknowledge that they have answered, continue to reinforce the students who are behaving appropriately.

It is important that you call on them as soon as they raise their hand, reinforcing them verbally for the appropriate behavior.

Scenario 2

Refusal to Do Work

After giving the assignment, a student refuses to do their work. When you encourage them to complete the assignment, they make a response such as, *“You can’t make me.”*

Strategy: Agree and disarm

Disarm the student by agreeing with them and then restate your expectations and consequences if they are not met.

Example: *“You are right; I cannot make you complete this assignment but I can expect you to have it completed before recess (or the end of class). If it is not finished by then, I will need to inform your teacher of your unwillingness to do the class assignment. I also expect you to remain quiet and not disrupt the others who are choosing to complete the assignment.”*

Note: sometimes a refusal to do work is an indication that the student doesn’t know how to complete the assignment. If you feel this might be the case, you may need to reteach the concept.

Scenario 3

Not following Instructions

You have given instructions to the class to start work. Two students are talking and laughing, not following your directions.

Strategy: Reinforce the Behaviors you expect.

Repeat the instructions focusing on the students who are following your directions, *“Thank you for following the directions, Andy,”* or *“I appreciate John, Mary, and Joe for following my directions so quickly.”*

Utilize the classroom reward system for students who are following directions.

Strategy: Proximity

You can also use proximity, by moving toward the students who are not following directions while repeating the instructions.

Scenario 4

The Class That Won't Be Quiet

After giving a "no talking" assignment, class members are talking to one another and won't be quiet.

Strategy: Re-evaluate the situation

The class might not understand the assignment or maybe something has happened before class or at lunch that needs to be dealt with. Restate the expected behavior, motivators, and consequences. You may not have been clear in communicating your behavior expectations for the activity.

Example, "*Many of you are not behaving appropriately. Let me explain what I expect. You should have your feet on the floor, facing forward, and absolutely no talking. If you have questions, please raise your hand and I will come to your desk.*"

Students who follow these directions will receive a ticket (or other motivator). Students who choose not to follow these directions will be assigned the consequences outlined in the classroom rules.

Scenario 5

Transitions

Students are taking more than one or two minutes to make the transition from one activity to another.

Strategy: Make it a Step by Step Process

Often instructions that seem simple such as, "*get ready for math*" will seem vague to the students. Students need to know five specific things to make a quick transition from one activity to another.

1. What to do about the activity they are currently engaged in.
2. What to do with the materials they are using.
3. What new materials they will need.
4. What to do with these new materials.
5. How much time they will have to make the transition.

Example, "*Stop reading and put your reading book away. Get out your math book and paper. Open your book to page 116. You have one minute to do this. Please begin.*"

Scenario 6

Wrong Names / Wrong Seats

You are using a seating chart and you notice some of the students are not answering to their names. This can mean they have switched seats and names.

Strategy: State the Facts

Let the class know that it is better for everyone involved if you know the students' correct name. This information could be vital in case of emergency and will also help to ensure the wrong student doesn't get into trouble when you write your report to the teacher.

Scenario 7

You -vs- Them

You get the feeling the whole class, or at least several of the students, have planned to be as difficult as possible for you.

Strategy: Work together

Take the initiative early in the day to do a teacher and student interactive activity. Interacting with the students let them see you have a sense of humor. Chances are, once you break the ice, the rest of the day will go smoothly.

Scenario 8

Inappropriate Language / Derogatory Remarks

A student uses profanity or makes a derogatory remark about you, another student, or the permanent teacher.

Strategy: You choose to break the rule

Hopefully, the classroom rules and consequences, established at the beginning of the day, have provisions for dealing with this challenging situation. Implement them! You might say something like, *"Tom, you chose to break classroom rule number three. The consequence for doing so is that you will not be allowed to participate in the end of the day drawing."* Do not ask the student why they said what they did (you really don't want to know), just acknowledge that the student chose to break a rule and state the consequence. Try not to take the remarks personally. Concentrate on dealing professionally with the behavior and not letting your feelings towards the student cause you to behave inappropriately.

Scenario 9

A Fight

You are supervising students when you see two students yelling at each other, poised for a fight.

Strategy: Quick and Decisively

Verbal jousting can be extinguished by a firm command from you as you move toward the problem saying, *"I need both of you to take a quiet seat,"* or *"Stop this right now and take a quiet seat against the wall."* Your voice and the authority it represents convey your message.

Strategy: Firm, but not demeaning

If students are engaged physically you must quickly, and with authority, tell them to step back away from each other. Placing yourself between the students stops the engagement but can be dangerous for you. Do not get angry, excited, or show much emotion, this will compound the situation. By giving firm and positive directions consistently, the students will respond and comply as requested.

Note: Permanent teachers understand the difficulty of substitute teaching and are expected assist you in these circumstances. Respond quickly and decisively; do not hesitate to get help from another teacher or the administration when needed.

Scenario 10

Threats

A student threatens you or another student. Threats are a very challenging scenario, and the best strategy and response will vary with each situation. The most important things you as the teacher must do are to stay calm and emotionally detached so you can realistically evaluate and professionally deal with the situation.

Strategy: Diffuse the situation, and then redirect the student's actions

Threats are often the results of an emotional response. Ignoring the student will probably invoke more threats, and perhaps even aggression. Responding with threats of your own may accelerate the confrontation. The sooner the threat is acknowledged and the situation diffused the better.

Example, *"I understand you are very angry right now; however, I need you to sit down and begin completing page 124 in your math book. We can discuss this situation after lunch."*

Strategy: Get Help

If you feel you or any of the students are in danger of physical harm, stay calm and immediately send a student to get help from a next door teacher or an assistant principal. After help has arrived and the situation is under control, document the occurrence. Record what happened prior to the threat, what you said and did, what the student said and did, as well as the involvement or actions of anyone else in the situation.

TECHNIQUES FOR PRESENTING LESSON PLANS

Lesson Plan Scenarios

Scenario 1: Have students read a Chapter and answer questions.

Strategy: Pretest and Post test

Ask students to guess what the story will be about before they start reading. Discuss ideas and have them write down five (5) theories as predictions. After the story conduct a post-test by discussing the accuracy of their predictions.

Strategy: Togetherness:

Read questions first, and then read the assignment as a class answering the questions as you go.

Strategy: Quiz Board:

After giving the assignment, tell students you will stop them 15 minutes before the end of class to establish a quiz board. Appoint three or four students to the quiz board and have the class ask question about the assigned reading. You can do two or three quiz boards to see who can come up with the answer first or have them take turns.

Scenario 2: Have the class write a composition about XYZ.

Strategy: Make topic meaningful:

Encourage students to relate to it personally. Use sentence starters such as, "I wish..." "I like.....," "I'm allowed to....."

Strategy: Class groundwork:

If students are writing a story have them decide on the character, setting, time, plot, etc. as a class. Then allow time for students to write their own story using the class groundwork.

Strategy: Buzzing:

If the students will be writing an essay, have them write the topic at the top of their paper or on the board. Have them write the first ten words that buzz into their heads related to the topic. They can then begin their essay finding links between the topic and the “buzz” word list.

Scenario 3: Discuss topics ABC with class.

Strategy: Quiz Board

Assign a topic to a quiz board. Topic A to quiz board A, and so on. Have quiz boards B and C ask question about topic A to quiz board A, taking turns so each topic is covered.

Strategy: Sections

Divide the class into sections giving each section a topic. Have each section prepare a list of all the Pros and Cons they can think of about their topic. Such as, “Owning a Cat” Pros - Don’t have to walk it. Cats are fun to play with. Cons - You have to clean out the litter box. Cats don’t play fetch.

Scenario 4: Have the class study and review for a test tomorrow.

Strategy: Test Building

Divide the class into groups and have them build a model test. Assign one group trues and false questions, another multiple choice, etc. Spend the last part of class going over each group’s tests

Strategy: Games

Use a game show format; divide the class into two groups. You be the “Host” by asking questions and giving points to the team who answers the question correctly.

Strategy: Divide and Conquer

Divide the review material into equal parts per class (If you have 100 questions and 25 students, give four questions to each student to work on.) Give students a set amount of time to find the answer for their question. Then come together as a class and let each group give information about their answers, why it is the right answer, where they found the information to their review question, etc...

Scenario 5: Show filmstrip or film and discuss.

Strategy: Movie Maker

Have students list ten things they would include in a movie about the subject of the film they will be watching. During the film have them check off each item on their list that is in the film. At the end of the film discuss how the film compared to the students’ expectations.

Strategy: Trivia

As students watch the film have them list five to ten questions they can ask about the film that other students might not remember. At the end of the film have students read one of their questions to see who can answer it. This can also be played in-groups and you can include your own questions. Points can be awarded for correct answers to make it more interesting for older students.

SPONGE ACTIVITIES

A sponge activity is one that “soaks up” extra time. Students can complete the following activities independently, in groups, or as a whole class. Sponges can also be developed to introduce, enhance, or compliment the lesson for the day.

A to Z

While waiting in line, each student in turn names something from a specified category. The first student in line begins with A, and the others follow in turn. Allow 3 seconds for each answer. Categories could include:

- cities in their home state
- countries
- characters from stories and books
- proper nouns
- musical instruments
- action verbs
- feeling verbs
- animals
- foods
- famous people in a given category

Angle Practice

As students leave your classroom instruct them to take one step into the hallway and make an angle (right, 45 degree, 90 degree)

Description Exercise

Display an object or picture to the class and have them come up with as many words as they can to describe it.

Math Facts Line Up

Students count the number of letters in their first names. Teacher calls for one of the following and students whose number fits the criteria may line up:

- prime numbers
- multiples of 3,4,5,6 (in random order)
- factors of 21, 15, 16, etc.

Practice Directions

While waiting in line, instruct students to silently turn while you call the directions (north, south, east, west, northeast, southwest, etc.)

Silent Arranging

Without any talking, students arrange themselves according to birthdate. Show where January 1st would be. Allow a time limit, and then discuss to see how successful they were.

Standing in Line

As quickly as you can, name:

- Kinds of flowers
- Teachers at this school
- Things made of cloth

- Uses for a brick
- Things you can do with your feet
- Characters in a given book, story or fairy tale
- Brainstorm lists of words for themes---ex: spring, space, inventors, holidays, characteristics of a hero, adjectives for a good athlete

Syllable Countdown

Students count the syllables in their first, last, or both names. Teacher calls a number, and those students with that number of syllables line up.

Vowel/Consonant Countdown

Students count the number of vowels or consonants in their first, last, or entire name. Teachers call a number and students who have that number of vowels may line up.

Who Has It? Who Doesn't?

Teacher chooses an observable object such as hair ribbons, watch, white shirt, and says, "Ann has it, James doesn't." When someone thinks they know, they raise their hand and guess. Each student may make only one guess per object until everyone has had a chance, or until a given time limit has passed.

With younger students, the students who "have it" line up on one wall and the ones who don't "have it" line up on the other wall, so they can have visual clues to the criteria or concept.

SUBSTITUTE HINTS AND SUGGESTIONS

- Arrive early, not just at the required time.
- Get to know the teacher(s) next door. Introduce yourself so you can call on someone to answer your questions about schedules or materials for the class.
- At each school, familiarize yourself with the SRP, including: locations of fire extinguishers, emergency exit routes, "call buttons" to the office, etc.
- Keep your sense of humor, it helps the climate of the classroom.
- When students need to go to the restroom or the library, send only one student at a time. When the first one returns a second one may go.
- If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call a student by name.
- If a student doesn't respond when you call him by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong students don't get in trouble and written about to the regular teacher.
- Do not let students start calling you by your first name. Do not become a buddy.

- Try to get in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom.
- Walk around the room. Don't just sit behind the desk, especially during homework, class work, or during a test. The students will be less likely to talk or cheat when you are close by them.
- Try to have the names of one or two students you can call on for assistance.
- Never let a class leave early to go to the next class or for lunch, unless the teacher has indicated in his/her notes that early release is common practice.
- Make your expectations very clear at the beginning of the day.
- Do not discuss the teacher's class with other people, especially out of school. You are a professional and shouldn't discuss individual students or problems. If you need to talk to someone about a problem, talk to the principal. (Keep your opinions about students or the teacher's classroom to yourself).
- Follow the lesson plans the teacher has left. If there is extra time, incorporate your own ideas.
- Have some emergency lesson plans in case the teacher's plans are either missing or inadequate.
- Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them also.
- Most students will acquiesce to your leadership, but there will be some that will question your plans or authority. It is better not to argue. Instead say, "*I know this may not be the way Mr. Smith does it, but this is the plan for today.*"
- Don't feel threatened or uncomfortable when administrators visit your classroom. They can be a great help in maintaining discipline.
- If you are not sure how the teacher wants an assignment done, ask another teacher or develop your own plan. Be sure to leave a note for the permanent teacher explaining what you assigned.
- Have a couple extra pens or pencils with you for those who have "forgotten".

Don't make statements lightly - students remember!

Section III - Substitute Employment

GENERAL EMPLOYMENT REQUIREMENTS

To serve as a Substitute Teacher, potential applicants must:

1. Have a minimum of high school diploma or GED (unofficial transcripts must be provided)
2. Must be proficient in reading, writing and speaking the English language
3. Fingerprinting as required by State of Texas (Individuals who have already submitted fingerprints for the Texas Education Agency will not need to complete the process again for Marble Falls ISD; however, the district will need subscribe to your fingerprint results with TEA.)
4. Attend a New Hire Session (New Hire Session dates will be provided electronically after the fingerprint requirements have been met)

Additionally, all applicants will also be required to complete the following:

- Yearly compliance trainings (**required by all district employees**)

Marble Falls ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

At the end of each school year, a letter will be sent to each person who is on the current (active) Substitute Teacher list. The form should be completed and returned to the human resources office in order to continue employment with the district for the next school year. Failure to return the letter will result in removal from the approved list.

Substitutes are considered at-will employees. A Substitute will be removed from the Substitute list if there is a violation of campus or school district policy.

EMPLOYEE POLICIES

Substitute employees are governed by the policies of the district. As an employee of Marble Falls ISD, you are bound by all board policies. To find and read the policies online, please go to:

marblefallsisd.org > “Our District” > “ School Board” > “School Board Policy”.

Pertinent policies are as follows:

DH (LEGAL & LOCAL): Employee Standards of Conduct

DIA (LEGAL) and (LOCAL): Discrimination, Harassment and Retaliation

Section IV: Substitute Compensation & Benefits

Salary Information - The current Substitute Teacher pay rates are as follows:

Position	Daily Rate
Certified Instructional Substitute	\$100.00
Non-certified Instructional Substitute	\$90.00
Long-Term Substitute	
• If certified in content area	Teacher Daily Rate
• If certified, but not in content area	\$150.00
• if not certified	\$100.00

- What is a long term substitute? A Substitute working more than ten consecutive days in the same assignment.

Compensation

- Substitute teachers are paid twice a month: on the 15th and last day of the month. If the 15th or last day of the month falls on a weekend or holiday, payday will be the Friday before. Direct Deposit is optional. Checks (for those who do not choose direct deposit) will be sent to the campus if the Substitute is subbing that day. If the Substitute is not subbing that day their check will be mailed.

Worker's Compensation - The district, in accordance with state law, provides workers' compensation coverage at no cost to employees who suffer a work-related illness or are injured on the job.

In the event of an emergency, please seek medical attention immediately.

If it is not an emergency, follow the steps below:

Report the injury to your supervisor immediately or as soon as medically able. Your supervisor will provide you with the Employee Injury form to complete.

Contact the Human Resources, Benefits Specialist (Elizabeth Almazan) at (830)693-4357 for treatment authorization and other information.

For more information on workers' compensation in Texas, please visit

<https://www.tdi.texas.gov/wc/index.html>

Health Insurance - The district offers the option for Substitute Teachers to enroll in health insurance. As a substitute employee, you would be responsible for the entire premium. The district does not provide a contribution to the premium for substitute employees. The Substitute is required to work 40 hours per month to be eligible. Please contact Elizabeth Almazan (Benefits Coordinator) for more information:

ealmazan@mfisd.txed.net

Extra Benefits - Marble Falls ISD Substitute Teachers may attend any and all "at home" sporting events for free. Your photo ID badge is required at the gate. General Admission Only....Season tickets must be paid for.

Section V: Electronic Substitute Management System: Will Sub +

Website: <https://signin.willsubplus.com/>

The district uses an automated Substitute Management System called “Will Sub +” to assign Substitute Teachers to absent employees and/or campus vacancies.

Will Sub + can be accessed by the website or app.

With this system, you will be able to: schedule non-work days; indicate campus preferences; login to check for open jobs so that you may plan ahead

How the system works:

- An employee (ex. Teacher) creates an absence in the system
- This absence will show as a job on the Will Sub + website and app for Substitutes to accept
- If you need assistance, please contact the Human Resources Department (830)693-4357.

Section VI: Campus Information

The following pages provide you with information specific to each campus.



Colt Elementary
(830)693-3474
2200 Manzano Mile, Marble Falls



Thank you for your enthusiasm and willingness to Substitute at Colt Elementary! We are glad to have you on our campus, and we are confident that this will be a worthwhile experience for you and our children.

Our motto at Colt Elementary:
“Living 212 is what we do!
We Love. We Inspire. We Achieve. We are Colt.

Melissa Fletcher Principal
Kathy Payson Assistant Principal
Patty McAlpin Counselor
Heather Duty Nurse
Kara Dalton Registrar (Ext. 2101)
Veronica Navarro Receptionist/Front Desk/Substitute Coordinator (Ext. 2100)
Cintia Meza Admin Assistant to Principal/Secretary (Ext. 2110)

1. Campus Parking

At Colt elementary we have two separate parking lots: Our staff parking lot (same as bus loop) and our parent parking lot. We recommend you park in the parent parking lot if you are arriving after 7:05 due to busses dropping off in the morning. For the safety of our kids, we ask you to park in the parent lot both in the AM/PM drop off/pick up.

2. Arrival Procedures

- Please sign in at the front office by 7:15am
- We recommend arriving 10-15 minutes early in order to familiarize yourself with our campus and ensure you have all the materials you need to be successful
- You will be issued an orange Substitute folder that will include a lanyard, a roster, and a key for your classroom.

4. Attendance:

- Attendance is taken at 9:45 no later than 10:00 AM.
- Always and only use black or blue ink.
- If a student is present leave {} bracket blank, do not use a check mark or a P.
- To mark a student absent put an {A} in bracket next to student's name.
- To correct an error, draw a slash through the error and initial it.
- To mark a “tardy” put a {T} in bracket next to student's name.
- A substitute signs his/her own name (not the teacher’s) and dates the attendance work sheet.
- Please submit attendance work sheet to the office when the 10:00 AM bell rings.

5. Classroom/Behavior Management Procedures:

- Calling for Assistance:
 - Intercom phones are in every room – names and phone extensions of the staff roster are available in the orange folder and posted next to the phone.

- Respect:
 - The students have been told that Substitutes are on campus at our request and should be treated with the same respect as teachers and other staff members. Any acts of disrespect or lack of cooperation should be referred to the office immediately.
- Interacting with Students:
 - In keeping with the concept that every adult at Colt Elementary is a teacher, you are expected to model courtesy and respect in your dealings with the students.
- Be Positive! – young learners have certain characteristics. They need to have an opportunity to be as active as possible. They respond to praise far more readily than they do to criticism or threats. They need clear and concise instructions.
- Be Proactive! – we want to be a staff of problem solvers. Should you observe or encounter a problem, please follow these steps:
 - A. Be proactive in recognizing problems and work to resolve the problems as soon as possible
 - B. Communicate your observations with those involved or those who may assist in resolving the situation
 - C. Generate a number of possible solutions
 - D. Select a solution agreeable to all and act upon it

6. Departure Procedures:

- The professional day ends at 3:45pm (Do not leave prior to 3:45)
- Please sign out at the front office and return the orange folder, classroom key, and lanyard

7. Lingo You May Hear On Our Campus:

- “Rise up”
- “Live 212” – go the extra degree to make a difference
- We try to use positive words when redirecting students. For Example:
 - Instead of saying “Don’t run in the hall” - state the expectation.
 - “Please use a calm body in the hall” or
 - “Please remember to use your walking feet”

8. Other Information You May Find Helpful:

- You’re welcome to use our staff lounge. For your convenience, we have microwaves & a refrigerator for you to use.
- We have filtered water dispensers you can use located in the staff lounge & also one outside the GYM restrooms.
- Our cafeteria staff serves delicious meals daily; you may purchase a meal:

Adult breakfast \$2.50	Adult Lunch \$4.00
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Highland Lakes Elementary
(830)798-3650
8200 Hwy 1431 W, Granite Shoals



Highland Lakes Elementary School is pleased to have you as a part of our “family” and hope that you enjoy your time at our campus. We sincerely appreciate your help!

Principal: Leslie Talamantes
 Assistant Principal: Stacy Lashbrook
 Counselor: Desiree Guthrie
 Nurse:
 Administrative Assistant: Cathy Jacobson
 Receptionist: Olga Mata
 Registrar/Attendance Clerk: Angie Fry
 Library Manager: Margarita Luevano

1. Arrival Procedures:

- Please sign in at the front office **no later than** 7:15am (11:15am for afternoon half-day)
- We recommend you arrive 10-15 minutes early to familiarize yourself with your classroom and ensure you have all the materials you need to be successful.
- You will receive a Sub folder and a classroom key – please keep the key with you at all times.
- We ask each staff member to have a Substitute Tub in the classroom that includes schedules, class rosters, seating charts, and other items to make your job a bit easier. This tub should also contain information pertaining to any morning duties you are expected to cover.
- By 7:25am you should be in the gym to monitor the class for which you are subbing (if you are a home room sub). If not, you will be given other morning position duties.
- At 7:30am (first bell) you will escort your home room class to the classroom to begin the day.

2. Attendance:

- You will be provided an Attendance Worksheet in the sub folder provided to you by the front office upon check in if you are subbing for a homeroom teacher.
- Please complete using blue or black ink – indicating which students are absent or tardy, sign/date and return the Worksheet to the registrar in the front office by 10:00 a.m.
- A class roster should be located in the Sub Tub located in each classroom – if you are unable to locate a roster, please call extension 4101 to speak to the Registrar.

3. Classroom/Behavior Management Procedures:

- We believe all our students can behave appropriately in our classrooms. In order to guarantee students in our school the excellent learning climate they deserve, we will use the following System:
- Campus Rules:
 - Students will:
 1. BE safe
 2. BE respectful
 3. BE responsible
- Failure to follow class or school rules will result in a private conference between the Substitute Teacher and individual student.
- Please leave the teacher detailed notes of students who misbehave.

- Severe Disruption:
 - Students will be sent to the office immediately with a completed discipline referral, and parents will be notified in the event of profanity directed towards students or adults; and/or physical aggression.
 - If the student does not willingly go to the front office, please call the front office for assistance at extension 4100 or 4101.
- In the event of misbehavior of a more serious nature (i.e. damaging property, theft, cheating, etc.), please contact the front office for assistance at extension 4100 or 4101.
- Above all else with any classroom disruption, the Substitute teacher maintains their own personal calm and addresses all students with respect.

4. Playground Duty:

- All K-5 Substitute teachers have recess duty.
- While on duty everyone will conduct themselves in such a manner as to ensure observation of all areas of the playground and so that they are available to offer assistance or intervention as needed.
- Playground rules are as follows:
 - Rocks and other objects will be left on the ground
 - The slide is for sliding down only
 - Use the swing appropriately
 - Appropriate play only (no play fighting allowed)

5. Departure Procedures:

- All students are dismissed at 3:15pm.
- The front office emails out a ride change list no later than 2:30pm, Check with the grade level team for any student ride changes for the class you are subbing in.
- Each Substitute teacher has a partner (buddy room) for afternoon dismissal – this person’s name should be shown in the Sub tub. One person of the team will escort bus riders, while the other person escorts car riders to the cafeteria for dismissal.
- Bus riders will board buses at 3:00pm (K-2) and 3:10pm (3-5). Staff on afternoon duty will continue to monitor until the buses leave the bus loop.
- Car riders will wait in the cafeteria with a grade level teacher until their vehicle moves into a leading position as announced by the dismissal coordinator on stage at which point the student will be staged at the door exiting to the parking lot from the cafeteria so another staff member can escort the student to the vehicle.
- All staff is expected to assist and monitor students either outside or in the cafeteria for dismissal until 3:45pm.

At the end of the school day, please put the key(s) back into the sub folder and drop off the sub folder at the front office and sign out. Key(s) with the Sub Folder are to be returned by 3:45 each day, even if you are returning the next day.



Marble Falls Elementary
(830)693-2385
901 Ave U, Marble Falls



Principal:..... Michael Haley
Asst Principal:..... Lauren Berkman
Counselor:..... Holly Whittle
Nurse:..... Erin Koomler (next door to front office – room A110)
Registrar:..... Misty Veteto
Admin. Asst./Secretary:..... Hollie Hollas
Receptionist/Sub Coordinator:..... Gloria Saucedo

1. Arrival Procedures:

- Please sign in by 7:15am (11:15am for afternoon half-day)
- You will receive a Sub binder that will contain a schedule, roster, and classroom key
- We recommend arriving 10-15 minutes early to familiarize yourself with the classroom and ensure you have all the materials needed to be successful
- At 7:15am the Substitute should be at the teacher's assigned duty station
- At 7:30am the Substitute should be in the gym for morning announcements after which they will escort their class to the classroom

2. Attendance:

- The current class roster will be given to you when you sign in – please date and sign this sheet
- Attendance must be taken and delivered to the front office by 9:45am.
- Always use blue or black ink
- If an error is made, strike through the error, enter corrections nearby, and initial
- Mark an “A” next to the name of the absent student
- If you need to denote a tardy, add a “T” to the right
- A Substitute signs his/her own name (not the teacher's) to the attendance sheet

3. Classroom/Behavior Management Procedures:

- Classroom Rules:
 - Students will..
 1. Be prepared for each class
 - A. Have supplies
 - B. Have homework
 - C. Have textbooks
 - D. Have any written communication to and from parents with parent signature
 2. Remain quiet and orderly at school
 - A. Raise hand and be recognized
 - B. Refrain from disturbing others
 - C. Remain in seat
 3. Show respect
 - A. To adults
 - B. To students
 - C. To property
 - D. To self
 4. Respond positively to all reasonable requests by all school personnel

A. Follow instructions

B. Participate

- Failure to follow class rules will result in a code in the planner or discipline folder
 - Ex. If a student is disrespectful to the Substitute, the sub may write 3A (Rule 3 – bullet A) in the student planner followed by a brief account of the incident
- Severe Disruption:
 - Student will be sent immediately to the office. Parents will be notified. If the offending student will not willingly go to the office, the Substitute should call the office for assistance. The following are examples of severe disruptions:
 1. Totally disrupting others
 2. Damaging property
 3. Physical or emotional abuse
 4. Openly refusing to do what a teacher asks
 5. Theft, lying, or cheating
- Playground Duty:
 - Those on duty should conduct themselves in such a manner as to ensure observation of all areas of the playground and so that they are available to offer assistance or intervention as needed. Playground rules are as follows:
 1. Rocks and other objects will be left on the ground
 2. The slide is for sliding down only
 3. Use swing appropriately
 4. Appropriate play only (no play fighting allowed)
- Student Supervision:
 - The students must be arranged in a way that they can all be visually monitored. This includes the outdoor classroom, the playground, etc. Students will not be sent to the bathroom unsupervised. If they are not already indicated on the teacher's schedule, the Substitute should plan times for bathroom breaks and hand washing before lunch or after snacks.
 - Whenever you are supervising children, please make every effort to engage in "active supervision". Call students by name, both to praise and to correct. Keep moving while watching students. Your physical presence and obvious attentiveness can change and prevent behavior problems.

4. Departure Procedures:

- Pre-K – 2nd grade will be released at 3:10pm. Other students are dismissed at 3:15pm.
 - Car riders sit with their class on the sidewalk in front of the building with the teacher on duty until their vehicle arrives, at which point the teacher or another staff member will escort the student to the vehicle.
 - If you have any questions about the procedure or your part in it, please ask a teacher of the same grade level you are subbing for
- A full work day is from 7:15am-3:45pm. Please make sure that you remain on campus the duration of the day.
- Please sign out at the front office at 3:45pm and return the Sub binder and classroom key



Spicewood Elementary
(830)798-3675
1005 Spur 191, Spicewood



Spicewood Elementary School is a small, closely-knit school community. We are pleased to have you as a part of our Spicewood Elementary School “family” and hope that you enjoy your time at our campus. We sincerely appreciate your help!

Principal:.....Kara Gasaway (Intercom 5110)
 Counselor:.....Gina Ko (Intercom 5108)
 Secretary/Sub Coordinator:....Julene Metcalf (Intercom 5109)
 Receptionist:.....Lisa Sierra (Intercom 5100)
 Nurse:.....Amber Clark (Intercom 5102)
 Library Manager:.....Morgan Herraез (Intercom 5111)

1. Campus Parking:

- You may park in any available parking space

2. Arrival Procedures:

- Please sign in at the front office by 7:15a.m. or 11:15a.m. for afternoon half day
- You will receive your classroom key – please keep this key with you at all times
- We recommend arriving at least 10-15 minutes early in order to familiarize yourself with the classroom
- You will find a Substitute Folder in your classroom that contains:
 - Class rosters, schedules, seating charts, and other items that may be of help to you throughout the day
- By 7:15a.m. the Substitute should be in the classroom for which he/she is subbing, except for Fridays when you will go straight to the gym for Morning Meeting.

4. Attendance:

- You will be provided with two attendance worksheets
- Please fill out one worksheet in BLUE OR BLACK INK indicating which students are absent or tardy
- Please keep the second worksheet as a class roster for your convenience
- Please return the completed first worksheet to Julene in the front office by 10:00a.m.

5. Classroom/Behavior Management Procedures:

- Classroom Rules:
 - Students Will...
 1. Be on task
 2. Be respectful
 3. Be in place
 4. Be prepared/ready
 5. Be positive
- Failure to follow class or school rules will result in a “write-up” in the planner or discipline folder. Please leave the teacher notes detailing names of students who misbehave.
- Severe Disruption:

- Student will be brought to the office immediately, and parents will be notified in the event of:
 1. Profanity directed towards students or adults
 2. Physical aggression
- If the offending student will not willingly go to the office, please use the RADIO to call the office for assistance
- In the event of other misbehavior of a more serious nature (i.e. damaging property, refusing to do what the Substitute asks, theft, cheating, etc.) please contact the office.
- Playground Duty:
 - Those on duty should conduct themselves in such a manner as to ensure observation of all areas of the playground and so that they are available to offer assistance or intervention as needed. Playground rules are as follows:
 1. Rocks and other objects will be left on the ground
 2. The slide is for sliding down only
 3. Use swing appropriately
 4. Appropriate play only (no play fighting allowed)
- Student Supervision:
 - Students must be arranged so that they can be visually monitored. This includes the classroom, cafeteria, playground, etc. The regular teacher should leave detailed instructions that include procedures for sending children to the restroom and other such locations. If they are not already indicated on the teacher's schedule, you should plan times for bathroom breaks and hand washing before lunch or snacks.
 - Whenever you are supervising children, please make every effort to engage in "active supervision". Call students by name, both to praise and to correct. Keep moving while watching students. Your physical presence and obvious attentiveness can change and prevent behavior problems.

6. Departure Procedures:

- Pre-K, Kindergarten, 1st and 2nd Grade will dismiss from the cafeteria. PK-1st grade students will begin to methodically go to the cafeteria beginning at 3:10. 2nd Grade will be taken straight to the cafeteria from Specials.
- 3rd, 4th and 5th Grade students will remain in their classroom for dismissal and will listen to instructions that come over the radio.
 - PK, Kinder, 1st and 2nd Grade Bus riders will line up in the cafeteria by Bus#.
 - 3rd, 4th and 5th Grade Bus riders will be called on the radio by Bus#.
 - PK, Kinder, 1st and 2nd Grade Car riders will sit in the cafeteria with their teacher until their vehicle moves into loading position (the front four to five cars), at which point the student will go to the vehicle.
 - 3rd, 4th and 5th Grade Car riders will be called by the Radio to go the cone color where their car waits. Your partner teacher will have a Google Spreadsheet that shows the car riders by group.
- At the end of the school day, please drop off the sub plans that were left for you as well as the classroom key in the front office as you sign out.

7. Lingo You May Hear On Our Campus:

- "Show me listening" when you want to get the entire group's attention
- "Stop and think" when they need to make a good choice
- We are the kindest school in the world and our choices need to reflect that – be kind



Marble Falls Middle School / STEAM
(830)693-4439
1511 Pony Circle, Marble Falls



Ashley Bernard:.....Principal
Haley Wheeler:..... Associate Principal
Angela Haas:.....Assistant Principal
Logan Docherty:.....Assistant Principal
Zilah Schiener:.....Counselor
Brooke Woodul:.....Counselor
Susan Beck:.....Principal's Secretary
Virginia Guerrero:.....Secretary to the Assistant Principals/Back Office
Kris Neill:.....Registrar
Karen Williams:.....Attendance Clerk
Ashley Ellis:.....Receptionist/Sub Coordinator

1. Campus Parking:

- Front visitor lot (across from the HEB) is preferred. Parking here will allow you direct access to the front office

2. Arrival Procedures:

- Sign in at the front office by 7:35a.m. or 11:45a.m. for afternoon half day
- We recommend you plan to be in your classroom at least 20 minutes before the first bell so that you may familiarize yourself with the room and ensure the day's lesson plans and/or classwork is available.

3. Attendance:

- You will be provided with 2 copies:
 - The first copy must be sent down to the office every period once it has been properly filled out
 - The second copy is for you to keep for your reference. Notes for the teacher are typically left on this copy.
- Attendance is taken the first 5 minutes of each class
- Sign (do not initial) and date class roster
- Take roll:
 - Use ONLY blue or black pen (no pencil)
 - Mark an "A" next to student name if absent
 - For corrections mark through your original notation and initial next to change
 - Mark "T" for tardy to the right of student's name and initial
- Deliver attendance roster immediately to the attendance officer – you may send a student (with a hall pass)

4. Classroom/Behavior Management:

- Please call the front or back office for immediate assistance:

- Back Office 6014
- Front office 6103 or 6100

5. Other Information You May Find Helpful:

- Please check in with the front office during your assigned conference period.



Marble Falls High School
(830)693-4375
2101 Mustang Dr, Marble Falls



Principal:.....Dr. Damon Adams
Assistant:.....Crystal Perez (Ext. 7104)
Asst. Principals:.....William Smith, Shannon Minton, and Kelly Minor
Assistant:.....Julie Sadler (Ext. 7102)
Counselors:.....Molly Heath (Ext. 7108), Shay Bolm (Ext. 7109), Duane Teets (Ext. 7110)
Assistant:.....Sherry Roberts (Ext. 7107)
Registrar:.....Rhonda Young (Ext. 7132)
Attendance Clerk:.....Elisa Sanchez (Ext. 7101)
Nurse:.....Celina Crawford – Room 906 (Ext. 7139)
Sub Coordinator:.....Noemi Fernandez (Ext. 7100)

1. Arrival Procedures:

- Sign in at the front office by 7:45a.m. or 11:45a.m. for afternoon half day.
- Pick up Substitute binder
 - Contains: Roster, classroom key, campus map, teacher/bell schedule, Emergency Response, Discipline Intervention Plan, Faculty List
- We recommend you plan to be in your classroom at least 20 minutes before the first bell so that you may familiarize yourself with the room and ensure the day's lesson plans and/or classwork is available.

2. Attendance:

- Sign (do not initial) and date class roster
- Take roll:
 - Use ONLY blue or black pen (no pencil)
 - Mark an "A" next to student name if absent
 - For corrections mark through your original notation and initial next to change
 - Mark "T" for tardy to the right of student's name and initial
 - Deliver attendance roster immediately to the attendance officer – you may send a student (with a hall pass)

3. Internet Access:

- Log in: HSSUB Password: officel

4. Lunch

- The cafeteria is available to you – Lunch is approximately \$3.00
- Teacher's Lounge – Room 203 (will need room key to enter)

5. Telephone Use

- Dial four-digit extension to reach faculty (numbers are in binder)
- Dial 0 (zero) for an outside line

6. Classroom/Behavior Management Procedures:

In Case Of Disruptive Behavior:

- Call Julie Sadler at extension 7102. (She is the Assistant Principal's Secretary). When communicating the issue to Ms. Sadler, please make sure she knows you are the substitute in

that class and please BE CLEAR on what the issue is. Ms. Sadler will make sure to call the appropriate Assistant Principal for that student and have them escorted out of class by that respective Assistant Principal.

- If Ms. Sadler is not able to take your call, please call Noemi Fernandez at extension 7100. She will try to locate an Assistant Principal and/or determine if your student is under our BEST program.
- What is BEST? This is an on-campus resource that is overseen by Ms. Jae McIntyre. This program provides behavioral support to specific students that qualify for that assistance.
- Under any circumstances, always remember to STAY CALM. We value you and want you to feel comfortable and at ease when dealing with these unfortunate situations.

7. Departure Procedures:

- At the end of the day, please report back to the front office to sign out. You will return the Sub Binder and keys at this time



Falls Career & EPIC
(830)798-3621
1800 Colt Circle Building #4, Marble Falls



Principal:.....Clark Fields
Counselor:.....Laura Harris
Secretary/Sub Coordinator:....Jeanette Tennison (Ext. 1500)

FCHS students report to school at 8:15a.m. and stay until 3:00 p.m.
EPIC is the district discipline facility and substitutes will be used in a tutoring capacity
EPIC students report to campus by 8:00a.m. and stay until 3:30p.m.
Substitute Teachers for either facility need to plan on staying until 3:45p.m.

1. Campus Parking:

- Front parking south end of Central Office there is a walkway to Building 4.

2. Procedures:

- Sign in at the front desk by 7:30a.m. and pick up Substitute folder.
 - Contains: Roster, classroom key, campus map, teacher/bell schedule, Emergency Response, Faculty List
- FCHS students attend class until 3:00p.m. – some students are allowed to leave at 1:30p.m. if they have been approved for early release due to employment
- Students work independently
- They have permission to listen to their own music
- If a student needs help from another teacher – please call that classroom before sending the student
- If a student needs to see a nurse – send to Mrs. Tennison at the front office

4. Attendance:

- Attendance is taken every period (please note 3rd period attendance is taken at 10:00am)
- Sign (do not initial) and date class roster
- Use ONLY blue or black pen (no pencil)
- Mark an “A” next to student name if absent
- For corrections mark through your original notation and initial next to change
- Mark “T” for tardy to the right of student’s name and initial
- A line through a name indicates a student withdrawal or schedule change
- Deliver attendance roster immediately to Mrs. Tennison – you may send a student

5. Telephone Use:

- Dial four-digit extension to reach faculty
- Dial 0 (zero) for an outside line

6. Classroom/Behavior Management Procedures:

- Please call the office for immediate assistance extension 1500.

7. Other Information:

- Please check in with the front office during your assigned conference period.

At the end of the day, please report back to the front office to sign out. You will return the Sub Folder and keys at this time.