

Adams 12 Five Star Schools

# Substitute Resource Guide



2020

## **Substitute Responsibilities**

- I understand that Adams 12 Five Star Schools definition of a “substitute” is a non-contract employee and is on an as-needed basis.
- I understand that there is no set number of hours guaranteed as a substitute and that my substitute status is on an on-call basis, when I am available to work.
- I understand under normal circumstances that I will not be called to work while Adams 12 Five Star Schools is not in session (i.e., teacher work days, in-service days, seasonal breaks, and emergency closures).
- I understand that I must register as a substitute in the absence management system. This will enable the system to call me to work based on my profile and my availability. I must keep my profile updated with any unavailability.
- I understand that prior to accepting an assignment that has already started, I will need to communicate with either the Human Resources substitute office or the school. The substitute time will be adjusted to the actual time worked.
- I will supervise the students assigned to the regular classroom teacher at all times (i.e. home room, hallways, dismissal, cafeteria, etc.).
- I understand that during my substitute teaching assignment for a ½ day or full day that I am required to be available to substitute during open planning times for other teachers and required to stay the entire 4 hour or 8 hour day, as directed by the school. School leadership has the right to change teaching assignments based upon need.
- I understand that I must check-in at the front office every day with a proper form of identification and I will wear the school issued badge or name tag given to me for the duration of my assignment.
- I understand that I may be evaluated on my job performance, attendance, and conduct by staff members. I also understand that negative evaluations may result in disciplinary action, including required training and/or separation of my employment as a substitute for the district.
- I understand that I will receive a Letter of Assurance at the end of the school year, that when completed and returned, will assure my eligibility to substitute for Adams 12 Five Star Schools for the following school year. If I do not receive a Letter of Assurance, I will contact Human Resources.

## **School Day Expectations**

Be prompt in order to start your duties at the scheduled time. If you anticipate that you will be late, please contact an administrator at the Substitute Office or the office manager at the school, so they can plan accordingly. You are expected to arrive and leave at the scheduled times on your assignment, which may include the teacher's end-of-the day duties.

**\* Please allow time for parking, checking in at the front desk, navigating around the school (classroom, restroom, break room, reviewing lesson plans, etc., usually 15 minutes prior to the start of class is a good amount of time to account for these tasks.**

### **Checking in at School**

Upon arrival at the school you must do the following:

- Check/Sign in at the front desk in the school's office.
- Show your identification to the person checking you in for the day.
- Wear the school ID/sticker badge you're issued for the entire day you're in the school.
- Make sure you're given a map of the school, procedures in regards to the school, lesson plans from the teacher/paraprofessional you are subbing for that day.
- Request applicable emergency and non-emergency procedures/routes for (weather, fire drills, assembly, field trips, etc.).

### **During the School Day Processes**

Students need to know what is expected of them in the classroom. To ensure that you have smooth transitions throughout the day, follow the lesson plans you were given. Before establishing specific procedures, it is necessary to have a discussion with students about their importance and what you expect from them. This process can nurture a sense of ownership and community in the classroom.

- Enter the classroom with confidence. Put your name on the board, and then familiarize yourself with the room. Locate and review the classroom rules and evacuation map.
- Read through the lesson plans and identify books, handouts and papers that will be needed throughout the day. Study the seating chart and familiarize yourself with it.
- When the bell rings, stand in the doorway and greet students as they enter the classroom. Be professional, friendly and enthusiastic about the day.
- Introduce yourself and let the students know what you expect of them throughout the day.
- Be aware of how small things, like using a normal voice, giving praise and having a positive attitude, can affect students. Students resent teachers who talk down to them, make promises or threats they don't intend to keep and are not fair in administering rewards and consequences. Treating students as individuals is important.
- Do your best to follow the lesson plans and carry out the assigned duties left by the teacher.
- Whatever situation or challenge you are faced with, always strive to be positive and respectful.
- When a Substitute uses good judgment, avoids criticism and adapts to circumstances in a positive way, he or she becomes a professional role model for both students in the class and other teachers.

## **School Day Expectations (continued)**

### **End of the Day Processes**

Being a professional is just as important at the end of the day as it is at the beginning. What do you do just before the school day ends will be the impression students take home with them? How you leave the classroom will be the first impression the teacher has of you when he or she returns?

#### ***Before Students Leave***

There are several things you should do during the last few minutes of class before the students leave:

- If the teacher has classroom sets (calculators, scissors, books, etc.), make sure they are all returned before the students leave the room. It is much easier to locate a missing calculator in a class of 30 than trying to find it somewhere in the whole school.
- Challenge students to recall, and list on the board, projects and topics they have studied that day.
- Remind students of homework. Writing homework assignments on the board throughout the day will help both you and the students remember,
- Have students straighten and cleanup the area around their desks.

#### ***After the Students Have Left***

- After students have gone, take a few minutes to complete your professional duties as a substitute. Write a list of duties with a detailed summary of what was accomplished throughout the day, along with any problems that arose and notes about things that went well, or students that were helpful.
- If, for any reason, you were unable to carry out the plans left by the teacher, make sure you explain why you were unable to carry them out and what you did instead. Leave your name, phone number and an invitation for the teacher to contact you if they have any questions, or to request you as their substitute in the future.
- Leave the teacher's desk and assignments completed by students neatly organized. Close windows, turn off lights and equipment, and double check to make sure the room is in good order before you lock the door and head for the office. At the office, return keys, hand in any items collected, express appreciation for assistance provided, and check to see if you will be needed again the next day.



## **School Day Expectations-Checklist**

### **Checklists: Checking in at School, During School and End of School Processes**

#### **Checking in:**

- \_\_\_\_\_ Report to the Office.
- \_\_\_\_\_ Ask about student passes, playground rules, bus duty, lunch procedures, and other duties.
- \_\_\_\_\_ Ask if there are any special duties associated with the teacher's assignment.
- \_\_\_\_\_ Find out how to refer a student to the office.
- \_\_\_\_\_ Ask if any children have medical problems.
- \_\_\_\_\_ Obtain any necessary keys.
- \_\_\_\_\_ Ask how to report students who are tardy or absent.
- \_\_\_\_\_ Find the locations of restrooms, the teachers' lounge, and other important places in the school.
- \_\_\_\_\_ Introduce yourself to the teachers on both sides of your classroom.

#### **In the Classroom before School:**

- \_\_\_\_\_ Enter the classroom with confidence.
- \_\_\_\_\_ Put your name on the board.
- \_\_\_\_\_ Review the class rules.
- \_\_\_\_\_ Locate and review the school evacuation map.
- \_\_\_\_\_ Read through the lesson plans left by the teacher.
- \_\_\_\_\_ Locate books, papers, and materials that will be needed throughout the day.
- \_\_\_\_\_ Study the seating chart. If you can't find one, be prepared to make your own.
- \_\_\_\_\_ When the bell rings, stand at the doorway and greet students as they enter the classroom.

## **School Day Expectations-Checklist (continued)**

### **Throughout the Day:**

- \_\_\_\_\_ Get the students involved in learning activities quickly.
- \_\_\_\_\_ Carry out lesson plans and assigned duties to the best of your ability.
- \_\_\_\_\_ Be fair and carry out the rewards and consequences you establish.
- \_\_\_\_\_ Be positive and respectful in your interactions with students and school personnel.

### **At the End of the Day:**

- \_\_\_\_\_ Make sure all classroom sets are accounted for.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ Leave notes about the day for the teacher.
- \_\_\_\_\_ Neatly organize papers turned in by students.
- \_\_\_\_\_ Close windows, turn off lights and equipment, and lock door.
- \_\_\_\_\_ Turn in keys and any items collected at the office.
- \_\_\_\_\_ Thank individuals who provided assistance during the day.
- \_\_\_\_\_ Check to see if you will be needed again the next day.



## Substitute Teacher's Quick Reference

Daily Schedule					
Period	Time	Room	Subject	Text Used	Reliable Student
Homeroom					
1st					
2nd					
3rd					
4th					
5th					
6th					
7th					
8th					
Lunch					

Classroom  
Form

### Where things are:

Teacher's lounge \_\_\_\_\_

Rest rooms: Men \_\_\_\_\_ Women \_\_\_\_\_






Cafeteria: \_\_\_\_\_

Emergencies: Nurse: \_\_\_\_\_ Principal: \_\_\_\_\_ Custodian: \_\_\_\_\_

Other: \_\_\_\_\_

Multiple-Use Classroom Resources

## **Substitute Teacher's Survival Kit**

 What to do about . . .	 Where to find . . .
Attendance	Lesson plans
Homework	
Tardiness	Grade book
	Class list
	Teacher's manuals
	Forms
Equipment	
	
	Chalk, markers, paper, pencils
Discipline	

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## **Substitute Teacher Feedback**

Substitute Teacher Feedback		
Period	Time	Comments
Homeroom		
1st		
2nd		
3rd		
4th		
5th		
6th		
7th		
8th		
Lunch		

Classroom  
Form

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Classroom Teacher \_\_\_\_\_

Substitute Teacher \_\_\_\_\_


*Multiple-Use Classroom Resources*

## Substitute Evaluation Information

The district wants all of our employees, including Guest Teachers and Classified Substitutes to be committed to the district's Mission Statement, Vision and Goals. That is why we want to know how our Guest Teachers and Classified Substitutes are handling the important day-to-day expectations of an assignment.

All of our Guest Teachers and Classified Substitutes may be evaluated on their job performance, attendance, and conduct by staff members. The school staff has the opportunity to complete an Evaluation Form on the work performance of any Substitute that has worked in a classroom. The Evaluation Form is then sent to the Substitute Office and a substitute will be notified of any positive or negative evaluations. Please keep in mind that negative evaluations may result in disciplinary action including required training and/or separation of your employment as a substitute for Adams 12 Five Star Schools.

### Samples of the Evaluation Forms:

 <h3 style="margin: 0;">Guest Teacher Evaluation Form</h3>	
Substitute Teacher _____ Date(s) of Assignment _____ <small style="display: flex; justify-content: space-around; font-size: 0.8em;">(Print) Last Name (Print) First Name</small>	
School _____ Grade/Subject _____	
<p><b>Principal:</b> Please complete. Check statement(s) which reflects your opinion:</p> <p>Observation made?    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Thoroughly capable and dependable</p> <p><input type="checkbox"/> Services satisfactory</p> <p><input type="checkbox"/> Insufficient observation to warrant evaluation</p> <p><input type="checkbox"/> Should <b>NOT</b> be assigned in the future at your school**</p> <p style="text-align: center;"><b>**Comment required below</b></p> <p><b>Comments:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Principal/Designee Signature: _____</p>	<p><b>Classroom Teacher:</b> Please complete. Although you were not present while the substitute was in your classroom, please attempt to respond to the following statements:</p> <p>Followed lesson plans                      <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Left adequate summary of work covered    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Left room in good order or replaced items used    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Maintained good discipline (as verified with colleagues)    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Would request for future assignments    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><b>Comments or suggestions for improvement:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Classroom Teacher Signature: _____</p>
<p><b>** I understand that the Substitute Services Office will send a copy of this evaluation form to the substitute. An additional copy of this evaluation form will be maintained in the substitutes' human resource file. **</b></p> <p><b>HR USE ONLY:</b>    <input type="checkbox"/> ER File    <input type="checkbox"/> Employee File    <input type="checkbox"/> Sub Office File</p> <p style="font-size: 0.8em;">Form 52-16 REV (7/15)</p>	



## CLASSIFIED/Hourly Substitute Evaluation Form

Classified/Hourly Substitute \_\_\_\_\_ Date(s) of Assignment \_\_\_\_\_  
(Print) Last Name (Print) First Name

School \_\_\_\_\_ Job Assignment \_\_\_\_\_

**Principal:** Please complete. Check statement(s) which reflects your opinion:

Observation made? ☐ Yes ☐ No

☐ Thoroughly capable and dependable

☐ Services satisfactory

☐ Insufficient observation to warrant evaluation

☐ Should **NOT** be assigned in the future at your school\*\*

**\*\*Comment required below**

**Comments:**

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Principal/Designee Signature:

Please complete. Although you were not present while the substitute was in your classroom/area, please attempt to respond to the following statements:

**Area Assisted:** Paraprofessional \_\_\_\_ SSN Para \_\_\_\_

Special Education \_\_\_\_ Pre-School \_\_\_\_

Clerical \_\_\_\_ Student Monitor \_\_\_\_

Media Clerk \_\_\_\_ Other \_\_\_\_\_

Followed instructions ☐ Yes ☐ No

Left room or area in good order ☐ Yes ☐ No

Maintained good discipline (as verified with colleagues) ☐ Yes ☐ No

Would request for future assignments ☐ Yes ☐ No

**Comments or suggestions for improvement:**

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**\*\* I understand that the Substitute Services Office will send a copy of this evaluation form to the substitute. An additional copy of this evaluation form will be maintained in the substitutes' human resource file. \*\***

**HR USE ONLY:** ☐ ER File ☐ Employee File ☐ Sub Office File

Form 53-06 (Rev 7/15)

## Substitute Services Training & Professional Development



### Substitute Services Training & Professional Development

Professional development of all school staff members is essential to improving the learning of all children. Effective staff development focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so that all students can learn and perform at high levels.

Guest Teachers in our classroom are important educational components in our schools. Skilled substitutes can have a significant, positive impact on the quality of education while the regular employee is away. Adams 12 Five Star Schools recognizes the need to offer substitute services training and professional development opportunities so our students can have the most highly effective professionals in their classrooms each and every day.

Adams 12 Five Star Schools has partnered with the industry leading, Substitute Teaching Division of Utah State University, to provide training programs for all substitutes.

“Founded as the Substitute Teaching Institute at Utah State University in 1995, STEDI.org provides research-based training materials and services designed to improve student achievement when students are taught by a substitute teacher and to assist those who manage them.” (Stedi.org website)

#### **STEDI.org: Subskills Basic, SubSkills Premium or Ultimate Online Training Course**

*This course is recommended, but **NOT** required for guest teachers who hold teacher certification (i.e. Initial, Professional, Interim, or 5-year licenses).*

All new guest teachers that hold a 1-year or 3-year substitute authorizations are required to take either the **STEDI.org – SubSkills Basic, SubSkills Premium OR SubSkills Ultimate Online Training Course** in order to earn the regular daily rate. The guest teacher will be required to pay for the course registration fee (see STEDI.org for current prices. Upon completion of the course, please submit your certificate to Human Resources.

We strongly recommend any of the STEDI.org training courses for guest teachers who do not have teacher certification. STEDI.org also offers advanced or refresher training for guest teachers who have teacher certification.

To register for any courses and/or to learn more about STEDI.org, go to:

STEDI.org  
Select State: Colorado  
Select District: Adams 12 Five Star Schools

# **Lockdown & Lockout Procedures**

## **SCHOOL SAFETY**

### **THE STANDARD RESPONSE PROTOCOL**

A critical ingredient in the safe school recipe is the uniform classroom response to any incident. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. Historically, schools have taken this scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event.

### **SRP IS ACTION BASED**

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - there are four specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a



"Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- Lockout is followed by the Directive: "Secure the Perimeter" and is the protocol used to safeguard students and staff within the building.
- Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- Evacuate is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
- Shelter is always followed by a type and a method and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement Agency would then be "We are under Lockdown." Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be combined: "Evacuate to Hallway; Shelter for Tornado; Drop, Cover and Hold."

### **BENEFITS**

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

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders might transition parts of the school to an "Evacuate to the Gym and Lockdown," and later "Evacuate to the Bus Zone."

## **Lockout & Lockdown Procedures (continued)**

### **SCHOOL SAFETY**

#### **LOCKOUT VS. LOCKDOWN**

The differentiation between Lockout and Lockdown is a critical element in SRP. A Lockout recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Lockout response. While the Lockout response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Lockout need to be performed, but in this case they are identified individually. "Lockout! Secure the Perimeter. Lockdown! Locks, Lights, out of Sight." would be announced on public address. We are in "Lockdown and Lockout" would be conveyed to emergency services or 911.

#### **TACTICAL RESPONSES**

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement for specific simple actions in that event.

#### **PLEASE REMEMBER:**



## Lockdown & Lockout Procedures (continued)

# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## LOCKOUT! SECURE THE PERIMETER.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance



## EVACUATE! TO ANNOUNCED LOCATION.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! HAZARD AND SAFETY STRATEGY.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



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## Lockdown & Lockout Procedures (continued)

### LOCKDOWN DRILL WORKSHEET

School \_\_\_\_\_

Date/Time \_\_\_\_\_

Team Members \_\_\_\_\_

\_\_\_\_\_

Stopwatch Time \_\_\_\_\_ Student Population \_\_\_\_\_ Staff Count \_\_\_\_\_



Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes \_\_\_\_\_

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Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes \_\_\_\_\_

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## *Works Cited*

*District, A. 1. (2015). New Employee Handbook. Thornton: Adams 12 Five Star Schools.*

*District, F. B. (2014). Substitute Handbook. Fort Bend.*

*Education, N. D. (2013). Handbook for Substitute Special Education Teaching Assistants. New York: NYC Department of Education.*

*University, U. S. (2006). Substitute Teacher Handbook. Logan.*

## Questions?

**Substitute Office.....720-972-4057 or 720-972-4068**

Hours of Operation: 7:00 am- 4:30 pm Monday-Friday

**Human Resources Department.....720-972-4068**

Hours of Operation: 7:30 am- 4:30 pm Monday-Friday

**Payroll Department.....720-972-4031**

Hours of Operation: 7:30 am-4:30 pm Monday-Friday

**Risk Management Department.....720-972-4203**

Hours of Operation: 7:30 am- 4:30 pm Monday-Friday

**Licensure Inquiries.....720-972-4058**

Hours of Operation: 7:30 am- 4:30 pm Monday-Friday

**Public Employee Retirement Association (PERA).....303-832-9550**

**District Twelve Educators' Association (DTEA).....303-457-3324**

**Classified School Employees' Association (CSEA).....303-457-2580**

**Colorado Department of Education (CDE).....303-866-6628**



1500 E. 128th Ave., Thornton, CO 80241  
(720) 972-4000

[www.adams12.org](http://www.adams12.org)