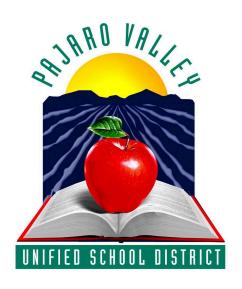
Pajaro Valley Unified School District Substitute Teacher Handbook

Updated: July 2025

Human Resources Department

www.pvusd.net





Pájaro Valley Unified School District

Substitute Handbook

2025-2026

Dear Substitute Teachers,

Welcome to Pajaro Valley Unified School District (PVUSD)! As a substitute teacher, you play a vital role in maintaining instructional continuity and a positive learning environment for our students. This handbook is designed to guide you through your assignments with practical advice, district expectations, and professional standards. Thank you for your commitment and service to our students and schools.

Warm regards,

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Claudia Monjaras Associate Superintendent Curriculum & Instruction Kit Bragg Associate Superintendent Human Resources

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Introduction

Welcome! We are glad that you will be joining the team to support our PVUSD staff and students in the largest district in Santa Cruz County. Your role is important to all of us! This handbook will guide you in your role as a substitute teacher and as a reference guide for current employees already teaching as substitute teachers in our district.



PVUSD Vision, Mission, Goals, & Values

Pájaro Valley Unified School District Vision Statement

At Pajaro Valley Unified School District, our vision is every student will graduate ready to share their unique skills and abilities and be a positive contributing member of their community and their world.

Pájaro Valley Unified School District Mission Statement

We are committed to cultivating a nurturing environment where every student thrives academically, socially, and emotionally, empowering them to flourish in a dynamic and evolving world.

- District Strategic Goals: PVUSD District Strategic Goals 2024-2027
 - **I. Academic Excellence**: Providing a high-quality educational program that focuses on raising the overall academic excellence for all students.
 - **II. Professional Learning**: Provide ongoing learning opportunities to enhance and apply knowledge in support of academic excellence and opportunity.
 - **III. Climate and Culture:** Creating engaging, relevant and rigorous learning environments in collaboration with all shareholders.
 - **IV. Fiscal Responsibility**: Effective and transparent resource management with a focus on equitable services.
 - **V. Human Resources:** Identify and utilize appropriate resources and create collaborations with educational institutions and community partners; explore and implement a wide variety of recruitment strategies to increase exposure to employment opportunities within PVUSD with the goal of attracting and retaining a high quality workforce.

District Values

Our district core values are Excellence, Integrity, Resiliency, Empathy, Unity, Grace, Courage, and Faith. Below is how we describe each of these core values in the area of instruction.

- Excellence
- Integrity
- Resiliency
- Empathy

- Unity
- Grace
- Courage
- Faith

Purpose

This handbook is intended to support you in this role and make your experience in our classroom positive. Your main responsibility is to create a safe learning environment. Come to class prepared, flexible, and calm. We also recommend a sense of humor. The school team is here to support you, too! We know that the prepared lessons might not go as smoothly as the classroom teacher planned, and we appreciate you making accommodations and doing your best to engage our students.

Thank you for joining us as we help our students engage in learning. This role is both rewarding and challenging; and we are glad you chose to be at PVUSD with us!

We are confident that you bring your best intentions to help make school purposeful while our teacher of record is not present. If you need any support, please check in with a department chair, neighboring teacher, administrator, campus supervisor, or front office team member. Our goal is to help you as you help our students and staff!

PVUSD HR Essentials



Registration

Once your application has been processed, you will receive a welcome email containing instructions on how to register, obtain your PIN, and access the automated substitute assignment system.

Assignment Process

Assignments are communicated through the automated system or directly by site administrators.

- Each assignment is assigned a unique job number.
- If you arrange an assignment with a teacher, ensure they provide you with the job number.
- Upon arrival at the school site, office staff will verify your job number.

📞 If You Need Assistance or Haven't Been Contacted

If you are available but have not received an assignment, contact the Substitute Help Desk at (831) 786-2100 ext. 2660. Assignments may be offered based on availability.

Mandatory Substitute Training

All substitute teachers are required to complete a two-day training program prior to beginning any on-site assignments. This training is designed to ensure you are fully prepared to meet district expectations and effectively support student learning.

Details regarding training dates, location, and facilitator information will be provided during the onboarding process.

Your Responsibilities

- Regularly monitor your accepted assignments.
- Assignments may be cancelled—be alert for system notifications.
- A new job offer may indicate a prior assignment was canceled.
- Carry out all instructional and supervisory duties assigned to the absent teacher, including yard or bus duties.
- Follow the site's specific emergency guidelines.
- Locate emergency backpack and protocols upon arrival.
- In drills or real events, follow staff directions promptly.

77 Automated System Calling Schedule

Day	Morning Calls	Evening Calls
Monday–Friday	5:30 a.m. – 12:00 p.m.	3:30 p.m. – 10:30 p.m.
Saturday	No Calls	No Calls
Sunday	No Calls	3:30 p.m. – 10:30 p.m
Holidays	No Calls	No Calls

O Canceling an Assignment

If you need to cancel due to an emergency or other obligation:

- Use the automated system or SmartFind website.
- For same day cancellations, please call before 5:30 a.m.
- Please email Maria @ maria_ortizfernandez@pvusd.net

^{**}Substitutes who frequently cancel assignments at the last minute may be temporarily blocked from receiving jobs until they meet with the Director of Certificated Human Resources.

Contact Information **Substitute Help Desk**

Phone: (831) 786-2100 ext. 2660 Hours: 7:00 a.m. – 3:00 p.m. (Monday–Friday) Voicemail is available after 3:30 p.m.

The Negotiated Agreement

Our district substitute teachers are part of a union that supports them. Click here to see the negotiated agreements, including salary. They are part of CWA Local 9423.

Substitute teachers are on-call, temporary employees for an assigned period of time. Assignments can change, and sometimes there is no guarantee of work. Teachers or staff may submit reports after a substitute teacher has covered a class. One or several reports or incidents of concern can result in not returning to a particular school (site exclusion) or termination from district substitute iobs.

Becoming a PVUSD Substitute Teacher

How to Apply to Be a Substitute Teacher

In order to be a certificated substitute teacher, you need to obtain a valid California Teaching Credential or possess a Substitute Teaching Permit. It is your responsibility to keep your permit and/or credential updated.

Start by registering through the Santa Cruz Office of Education. Click here.

In order to qualify for an emergency 30-day substitute teaching permit, you must:

- hold a bachelor's degree from an accredited college or university
- pass the California Basic Educational Skills Test (CBEST)
- Fingerprint clearance/background check for the CTC: \$74
- apply for the permit at the County Office of Education in Santa Cruz: \$102.65

Credential & Permit Renewal

To avoid disruptions in your payroll due to credential issues, please:

- Monitor your credential/permit expiration date.
- Renew your credential at least 30 days before expiration (CTC allows renewals up to 1 year in advance).
- Once renewed, **submit the official CTC confirmation email** (not the payment receipt) to the Human Resources Office.

Renew online: www.ctc.ca.gov



Effective Date: October 17, 2023 **Board Approved:** November 8, 2023

Tier	Full Day Rate	Half Day Rate
Tier 1	\$170.00	\$85.00
Tier 2	\$216.00	\$108.00
Tier 3	\$240.00	\$120.00

Tier Descriptions:

Tier 1 – Day-to-Day Substitute:

Standard daily assignments without long-term or additional preparation responsibilities.

Tier 2 – Experienced Substitute:

Qualifies by completing 90+ days of substitute service in the current or previous school year **or** having previously served as a contracted or permanent PVUSD teacher.

Tier 3 – Long-Term Substitute:

Applies to those who:

- o Serve 10 consecutive days in the same position during a school year,
- o Open a classroom at the beginning of the year,
- o Take over a classroom requiring the development of new lesson plans.

Payroll Information

- Pay Period: 16th of the month to the 15th of the following month
- Pay Date: 10th of each month

🔽 Timecard & Assignment Tracking

- Substitute assignments and payroll are managed through SmartFind.
- School site office staff will verify and adjust assignments as necessary.
- Only accept assignments listed in SmartFind. This system is the official record used by the Payroll Department.
- If an assignment you completed is missing from SmartFind, notify the school site's office manager immediately.

How to Fill a Vacancy at a School

PVUSD uses an online tool called <u>SmartFind Express</u>, connected to Frontline Education. All assignments have a start date and end date. If you can only work one day, do not take an assignment that has multiple days. Once you accept an assignment, no other assignments will be available during that same period of time.

<u>Click here to see the PowerSchool guide on how to select assignments</u>, located in the appendices.

Policies & Training

Safety Videos: Keenan

All PVUSD employees are required to complete annual safety training via Keenan SafeSchools. Information, including completion timeline, courses, and login information will be shared each school year from Keenan via email. For questions, employees should contact the Risk and Safety Department.

Child Abuse Procedure

As school staff, we are mandatory reporters. Should you need to report an incident, please use this <u>link for information about how to contact CPS</u> and be sure to report to an administrator, administrative assistant, or school counselor.

CHILD ABUSE REPORTING: Section 11166.5 of the California Penal Code States, in part: ...on and after January 1, 1985, any mandated reporter as specified in Section 11165.7, ... shall sign a statement on a form provided to him or her by his or her employer to the effect that he or she has knowledge of the provisions of Section 11166 and will comply with those provisions. Section 11166 of the California Penal Code states, in part:

...a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make a report to the agency immediately or as soon as is practicably possible by telephone, and the mandated reporter shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Section 11165.7 of the California Penal Code, in part, defines a "mandated reporter" as any of the following: ...teachers, instructional aides, teacher's aides, or teacher's assistants, administrative officers, employees of school district security, supervisors of child welfare and attendance or certificated pupil personnel employees of any public or private school;... also includes classified employees of any public school who have been trained in the duties imposed by this article.

Getting Started before Your First Assignment

Selecting an Assignment

As a new substitute teacher you will be given an opportunity to work in widely disparate teaching environments: from a Transitional Kindergarten classroom full of four-year-olds to an AP physics class containing high school seniors. Your natural inclination will be to accept assignments that closely match your own educational background.

As you develop as a substitute, you will find that your outlook will broaden, and you will begin to accept assignments that were initially outside your comfort zone.

Here are some things to remember:

- Your college degree is a job requirement but not an inhibiting factor in job selection. You don't have to speak French to substitute for a French teacher.
- You will discover affinities you didn't know you have. You may enjoy being outside overseeing a PE class. You may find working with Special Education students rewarding. The more assignments you are willing to try, the more your horizons will expand and the more job opportunities will open.

How to Prepare before You Get to School

We ask our substitute teachers to maintain a professional appearance. We understand that some classes require more casual dress, such as art, kindergarten, or agriculture. Because you will be on your feet for a large portion of the day, we also encourage you to wear comfortable shoes. Dress for your assignment: having a hat and sunscreen for a PE role or elementary school duty is recommended.

We encourage you to bring lunch, as you might not have the opportunity to leave campus. Additionally, some schools have water refill stations, so bring your cup or water bottle. You also might bring your own book if you have time during the planning windows.

Make a Plan

The night before your assignment, check with the school for parking options at your assigned school site. Then plan to report to the main office at least 10 minutes before the first bell of the day. See **the appendices for the first bell**.

The Day of Your Assignment



👩 🏫 Substitute Teacher Expectations

Arrival

Arrive at least 15 minutes prior to the scheduled class start time.

- Report to the main office
- Sign in
- Receive classroom key, sub folder and any additional materials
- Check the absent teacher's mailbox for lesson plans or instructional materials
- Any yard/bus duty assignments
- Other relevant information

Be patient: morning time is often busy in the office

What Happens If My Assignment Changes?

Sometimes things change at the last minute, such as the teacher is no longer going to be out or there is a greater need for you in another classroom.

If your assignment changes upon arrival, it is your decision to accept or deny the new assignment.

Should you choose to accept it, you will have a relieved school leader and hopefully help keep cohesion and support student learning.

Should you choose to decline, please know that you will not be paid for a full-day assignment.

In the Classroom

As you enter the classroom, note the location of the telephone, red Emergency Backpack, a sign with the teacher's name on it, and the climate control thermostat (if the classroom has one). The backpack and sign will be important in the event of an emergency. More about classroom emergencies is located in the appendices.

How to Make It a Great Day

- Get to school early
- Meet with the school team member who supports substitutes
- Review lessons in advance
- Locate materials/resources needed
- Review emergency procedures and specific student management plans
- Welcome students when they enter

The Lesson Plan

There are four different ways you can receive a lesson plan: Via your PVUSD email, through 'Text Instructions' on the 'Active' assignments page of Subfinder, by hand from the Office Manager, or it can be left in the classroom by the teacher.

Note that a teacher may have two or more places where a lesson plan can be left. Many teachers have more than one desk; one where they sit and grade papers and one where they stand while addressing the class. Check both places.

If you still don't see a lesson plan, check other places, like the white board. In high schools and in some middle school classrooms an entire lesson plan can be written out on the board or posted in Google Classroom.

(As a general rule, the younger the students, the longer the lesson plan. This is because in elementary schools, you are responsible for students covering lessons in many different areas, but in middle and high schools, teachers usually cover only one or two subjects and often more than once.)

Elementary lesson plans are also longer, because younger students require direction about process; the passing out of materials and supplies, forming lines to be dismissed for lunch, being walked to lunch, and following specific classroom procedures/processes.

If you are assigned to an elementary school classroom, you will be there for the entire day. It is a good idea to summarize the lesson plan as an agenda on the whiteboard. (Many teachers will have done this for you.) You will go over this agenda after roll call.

Read the lesson plan carefully. If the plan refers to teaching material like worksheets, locate and read them. Note when the assignments are due, and remember to collect the material if the due date is at the end of the work period. If the plan involves a detailed lesson, look at the work the students are going to do and see if you are familiar with it. See teaching strategies if you are not familiar with the content, or any other part of the lesson.

If you can't find the lesson plan

As soon as you have exhausted all the possibilities as to where the lesson plan can be located, immediately call the main office. While the main office staff is working on the problem, decide what you will do if the plan is not located before students arrive. If you feel it's necessary, you can request that an administrator come to the classroom to assist you. Be patient. With the administration working on the problem of the missing lesson plan, a solution will be forthcoming.

This is a time you may be using one of your 'purposeful time filler' activities, which is available in the **appendices**.

Implement the Lesson Plan

As the certificated employee who is responsible for the students in the classroom, a substitute teacher is responsible for delivering the instructional lesson plan created by the classroom teacher. Moving around the classroom helps to monitor student progress and classroom control. We also remind you to establish professional boundaries. Avoid any inappropriate language and do not use your personal devices during classroom instruction.

The roll sheet

It is so important to review your roll sheet or sheets. Underline each name and confirm you know how to pronounce it. If any name is unfamiliar, consult the <u>name pronunciation guide in the</u> <u>appendices</u>. If any first name is repeated, underline the first name and circle the last name as a reminder to call both first and last names of all students with that first name.

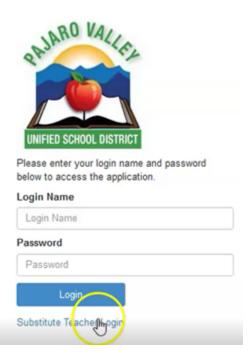
Taking Roll

Make sure you know what to do with the roll sheet once you finish it. At some schools you send it to the office with a student; at others you keep it until the end of the day. (Note: many elementary classrooms have an appointed 'messenger.' Always call on that student to take the roll to the office.) Some schools will also ask for a 'hot lunch count.' If so, be prepared to add this number to the roll sheet and label it.

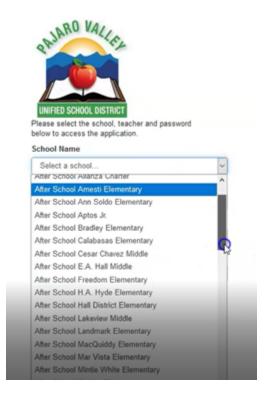
Using SYNERGY for taking roll (the preferred/recommended method)

Substitute Teacher Login

- 1. Obtain the substitute teacher login password from office staff.
- 2. Go to the PVUSD Synergy website. https://ca-pvusd.edupoint.com/
- 3. Click on the "Substitute Teacher Login" link below the blue "Login" button.



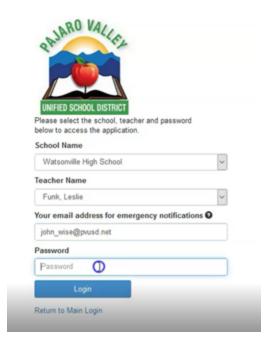
4. Select the school that you are substituting for from the drop down menu.



5. Select the teacher that you are substituting for from the drop down menu.



6. Enter your email address for emergency notifications.



7. Enter the substitute teacher login password given to you by the office staff and click the blue "Login" button.

Click below to access the PVUSD video to guide you through the above process.

■ Logging in as Substitute Teacher (Public)

The first 15 minutes of class

The last five minutes before the final bell and the next ten minutes after the bell rings will be the most important minutes of the day, if you are at an elementary school, or of the class period in middle and high schools.

During the five minutes before the bell rings, open and stand by the door. Be ready to greet the students with a smile and a 'good morning' as they arrive. This is very important, as it establishes that you are an open, friendly person who wishes the students well, and that you intend that you, and they have a pleasant, productive day. Don't be offended if the students don't respond or respond with a bit of silliness..

The class officially begins when the final bell rings. At that point, greet the students, introduce yourself, and ask the class to remain quiet until you call their name. Ask them to be sure you see or hear them, and apologize in advance if you mispronounce a name and ask for a correction. If any student begins to talk or otherwise disrupt or distract the class, stop calling roll and ask the student to be quiet or pause and give them 'the look.' Once the roll has been completed, follow the instructions for transmitting the attendance information to the attendance clerk.

Then ask the students to listen carefully as you explain the classroom teacher's expectations for the class period if you are in a middle or high school, or go over the agenda if you are in an elementary school.

Finally, pass out any materials the students need to complete the assignment. Once again, if there is a student or students who have this as a duty, have them do it. It is now time for the students to get to work.

Important: THE STUDENTS NEED YOU

While the students are working, you still have responsibility for classroom management. Think of yourself as a lifeguard. It is not a lifeguard's job to rescue people; a lifeguard's job is to prevent people from needing rescue.

Similarly, your primary job in the classroom is to keep the students safe and on-task. You do this by maintaining a low-key but constant level of awareness. If a student asks to take a bathroom break, you have to monitor that they return promptly. If students are neglecting their work, it is your job to get them to resume working.

If you suspect that a disciplinary incident may be occurring or brewing, try these measures:

- Use <u>affective language</u> and reasonable requests before it escalates.
- Move toward trouble. (Slowly walk in the area where the students you are worried about are sitting. Do this very casually.)
- Move to a corner of the room. (You can keep much more of the classroom under observation from a corner than you can if you are front and center.)
- Verbally refer to what you suspect is happening or about to happen, as in "If any of you are thinking about...I suggest you don't."

Monitoring students while they work can become mentally tiring. One good way to alleviate this is to seek out struggling students. If you are familiar with the concept being taught, you can survey the room for students who appear to not grasp the material and offer to help. If you notice that several students are having trouble with the same problem or concept and you understand it, feel free to gain the attention of the students and work through it with them. Remember, constant monitoring of the classroom environment is the best way to maintain order.

Near the end of the period or before a transition, make a judgement call about how much time the class will need to turn in any work due that day and reset the classroom for the incoming class. In elementary school classrooms, allow enough time for the students to make the room look like their teacher would want to see it.

A note on noise: The amount of noise teachers tolerate ranges from absolute silence to a loud roar. You may select and enforce the noise level in your classroom, but remember, both silence and extreme volume make many students uncomfortable. Allowing students to talk quietly as long as they are working productively is a good, non-confrontational option.

REMEMBER that Students Must Always Be with a Certificated Adult in a Classroom:

Students can not be left in the classroom unattended. Additionally, do not send out students for disciplinary purposes. Most classroom issues can be resolved with a calm voice. Avoid raising your voice. Contact the office if you need support.

End of Day Procedures

Plan on spending an additional 15 minutes in the classroom after the final bell. This serves two purposes; it enables you to avoid the traffic jams that inevitably form outside schools at dismissal time, and it gives you time to compose a short report to the classroom teacher. This report can be written longhand and left on the teacher's desk or sent as an email to the teacher's PVUSD.NET account.

What to include in your report:

- A general summary of the day
- Disposition of assigned work (what you collected and what you left with students)
- Deviations from the lesson plan
- Aspects of any lesson that caused students exceptional trouble
- Any students who were exceptionally helpful
- Any behavioral problems and how they were resolved. (See note on major discipline issues in the <u>Appendices</u>.)
- Your name and subfinder ID number.

A concise, well-written end-of-day report is the best way to assure you will be invited back to that classroom, and even to that school. News about competent substitute teachers spreads very quickly.

Sample end-of-day report: middle and high schools

"All classes went as planned, except as noted, and I had only one behavior issue.
I collected the first worksheet, and they are on your desk. I did not collect the second worksheet, because not enough students had finished it in the time allowed.

Several students struggled with this worksheet, and I suggest they will need additional instruction.

Molly B. in period 1 and Juan M in period 4 were very helpful passing out materials. Johnny N. in 3rd period overstayed a bathroom break. I talked to him about it and emphasized that he had to return to class promptly. Otherwise, general behavior was very good.

[Sub's name] [Subfinder ID]

Sample end-of-day report: elementary schools

"The day went as planned, except as noted, and I had only one behavior issue.
I collected the math and ELA worksheets, and they are on your desk. I did not collect the artwork because not enough students had finished it in the time allowed.
Several students struggled with question 3 of the math worksheet, and I suggest they will need additional instruction.

Molly B. and Juan M were very helpful passing out materials.

Johnny N. had trouble with excessive talking. I discussed this with him and emphasized that he had to remain silent while the teacher was talking. Otherwise, general behavior was very good.

[Sub's name] [Subfinder ID]

Remember to **return the sub notebook and keys.** It is very important that the office team gets the key back. You never know if you might win the lottery the next day and not return.

Note: In the section on <u>discipline issues</u>, you will be instructed to only mention the incident in your end-of-day report. You should not include details other than the name of the student or students involved. Refer the classroom teacher to the administration for further information.

Enrichment Activities

Some teacher lessons will take the entire class time, and sometimes it will not, which leaves students with idle time. Tune into the classroom behavior if students have too much free time. In some classes, students will use the time to study or socialize. It can also be a time that needs some redirection. In the appendices, there are several purposeful time filling activities to help keep students engaged. Click here to access the **Using Time Wisely Activities**.

Classroom Culture

Classroom Management

As mentioned previously, the vast majority of discipline issues can be avoided by maintaining a relaxed but vigilant manner in the classroom. Discipline issues will arise, and how calmly and firmly you deal with them will greatly influence how enjoyable you find being in a classroom.

Here are the rules that govern reaction to an incident that requires intervention:

- Be certain of the facts. False accusations lead to trouble, not away from it.
- React quickly. The longer a behavior is allowed to continue, the more disruptive it will be.
- Remain calm. A quiet, relaxed demeanor is essential.
- Isolate the struggling student. Take the struggling student to the classroom door, where you can converse quietly.
- Clearly state your expectations going forward, and have the student agree to meet them.
- Allow the student to resume working.

Here are some things to avoid:

- Do not state an action you will take unless you intend to carry out that action. (For example, if you say you will call the office if a certain behavior continues, then you must follow through and call the office.)
- Unless a situation is actively dangerous, do not raise your voice.
- Avoid an adversarial relationship. Discipline is not a win-lose situation.
- Do not allow a student to 'walk back' bad behavior. If a student follows an expectation after you have called the office for assistance, move forward with the office referral.
- If the student you are talking to implicates or blames another student, talk to each student individually. Make sure the first student understands your ideas about correct behavior before you talk to the second student.

Students want a safe, predictable, and nurturing environment—one that is consistent. Students like well-managed classes because no one yells at them, and learning takes place. Effective teachers... (empower) students to be in control of their own actions in a consistent classroom environment.

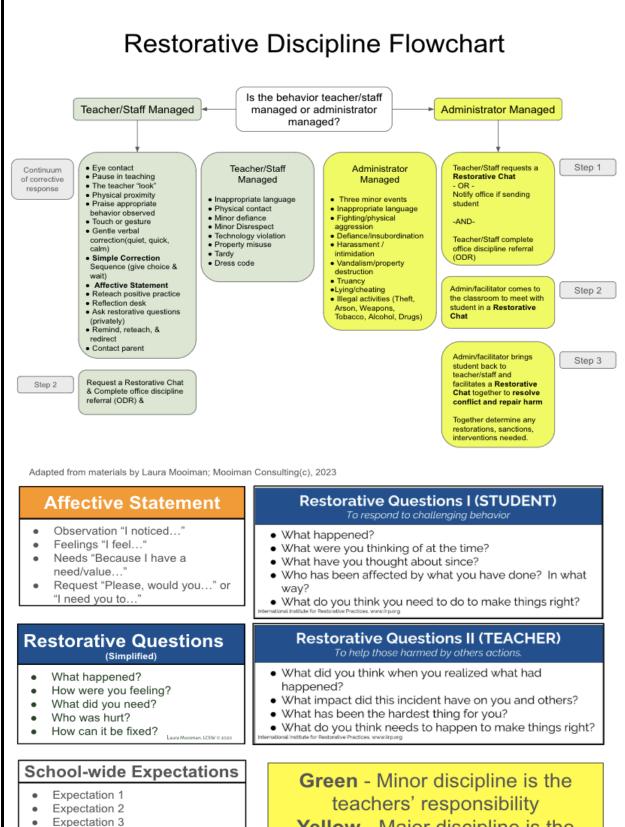
H. Wong

Discipline & PBIS

Each school has a system in place that operates through a PBIS framework. Most of our schools have a discipline flow chart.

Inappropriate behaviors can fall into two categories: minor or major. There is a minor list (what a teacher can address) and a major list (when an administrator or campus supervisor should intervene.) Additional charts are available in the appendices, including an example from a PVUSD elementary school, middle school, and high school.

Please use the chart below to identify what is minor and what is major. Most schools will also provide contact information or a PBIS chart to support you if students engage in these behaviors.



Yellow - Major discipline is the admin's responsibility

Classroom Climate

High Expectations

Teachers with high expectations believe ALL their students will grow exceptionally, not just make "average" progress. Teachers need to have high expectations and stretch goals for all students regardless of their prior ability, race/ethnicity, disability status, social class, or gender identity.

Sense of Belonging (effect size: 0.46)

Students learn more when they feel that they belong in their classroom and school. When educators feel they belong to the school, they perform better and students learn more. There are several dimensions of belonging that can be fostered in schools.

Teacher as Warm Demander (effect size: 0.62)

When students see their teachers as supportive, they learn more. Teachers who are Warm Demanders expect students to treat the teacher and their peers respectfully and that they participate in the academic tasks assigned to them. Warm Demanders approach students, including those with problematic behavior, with unconditional positive regard, a genuine caring despite what the student might do or say. High impact teachers balance relationships and support, are warm demanders, and implement invitational teaching.

Visit this QR code to dive deeper into Classroom Climate.

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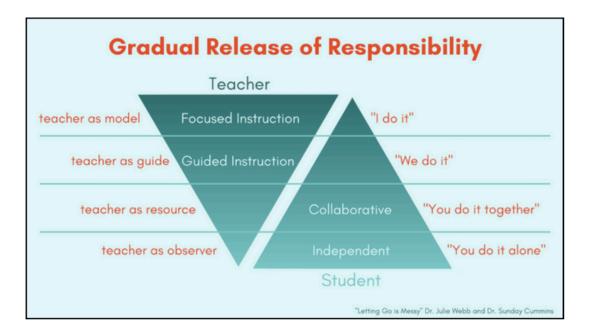
- Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good natured teasing.
- Shows personal regard for students by inquiring about important people and events in their lives.
- Earns the right to demand engagement and effort.
- Very competent with the technical side of instruction.
- Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.
- Encourages productive struggle.
- Viewed by students as caring because of personal regard and "tough love" stance.

Teaching with Intent

Gradual Release of Responsibility

Intentional, systematic, and targeted teaching suggests that tools, techniques, and instructional strategies fit into four major phases, including:

- Focused Instruction
- Guided Instruction
- · Collaborative Learning
- · Independent Learning



There is not a prescribed order to these phases of learning, but each of them is important to close the learning loop for students. Teachers can cycle through these phases several times on one lesson, returning to different phases through the lesson.

Visit this QR code to learn the "look-fors" in each phase of the instructional model.



Teacher Clarity

Teacher Clarity is an umbrella term that describes the crucial dimensions of teaching effectiveness, each with an effect size about the average. Teacher Clarity is both a method and a mindset. When educators are clear, students can better plan, predict, set goals, and judge their own progress. Teacher Clarity consists of the following dimensions.

Learning Intentions

Learning Intentions answer the question "What am I learning today?" Learning Intentions describe what students are expected to learn. Learning experiences describe the tasks that are designed to ensure that students learn. Learning Intentions focuses more critically in what students will learn from those activities.

Relevance of Learning

The second question to focus on is "Why am I learning this?" Students who find their learning relevant are more likely to engage in learning tasks and regulate their behavior. Relevance occurs across a continuum, and all of these can be used to invite students into learning.

Personal Association



Personal Usefulness



Personal Identification

Success Criteria

The final question is "How will I know that I learned it?" Learning is invisible in our heads and Success Criteria help make the learning visible. Success Criteria are designed to show students the destination and provide a road map to get there. They focus on what students will say, do, make, or write to indicate that they are making progress toward the learning intention.

Visit this QR code to learn how to develop Learning Intentions and Success Criteria.



Appendices

Emergency Procedures

As a substitute teacher, it is important to remember that every school may have its own specific safety protocols, including designated locations for fire drills and procedures for other emergency situations. A map with evacuation routes and safety information should be posted in each classroom. Be sure to locate it when you enter the class. If you have any questions or need clarification, see an administrator or a member of the front office team. In the event of any drill or actual emergency, whether it is a fire, lockdown, shelter-in-place, or earthquake, it is every teacher's responsibility to follow the established protocols to ensure the safety of all students. We advise having a paper roster if you need to track attendance in a drill or emergency evacuation.





Substitute User Guide – SmartFind Express Mobile App

Get Started

Access the App

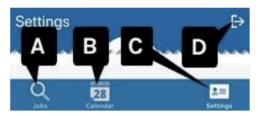
Each district will provide you instructions and a district unlock code. Open the app and enter the code.



After unlocking, select the district. Enter your login credentials for the selected district.



Main Navigation



- A. Jobs Find and accept jobs available to you and manage jobs you have accepted in a list view.
- B. **Calendar** Find and accept jobs available to you and manage jobs you have accepted in a calendar view.
- C. Settings Set your availability and notification preferences.
- D. Logout

NOTE: The mobile app has multi-lingual support. It translates to the selected language of your device.

Manage Jobs - List View

Find & Accept Available Jobs

- 1. Select Jobs from the main navigation.
- 2. From the **Available** jobs list, select a job to access its details page.
- 3. To take a job assignment, tap Accept.
 - -OR-

To hide a job from the list, tap **Decline**. A confirmation will appear asking you to select a reason.

Review & Cancel Active Jobs

- 1. Select Jobs from the main menu.
- 2. From the Active jobs list, select a job.
- 3. Review the job dates, schedule, and location information.
- 4. You may have one or more of the following options:
 - **Cancel Assignment** Only available if you can cancel the job. A confirmation will appear asking you to select a reason.
 - Play Only available if there are audio instructions.
 - View Only available if there are text instructions.
 - Attachments Only available if there are instruction files.

Acknowledge Canceled Jobs

If you have been canceled from an assignment by someone else, you should acknowledge the cancellation.

- 1. Select Jobs from the main menu.
- 2. From the Canceled jobs list, select a job flagged as Action Required.

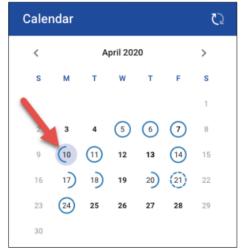


- 3. Review the job dates, schedule, and location information.
- 4. Tap Acknowledge Cancellation.

Manage Jobs - Calendar View

Jobs available to you and your assigned jobs are displayed together in the calendar.

- 1. Select Calendar from the main navigation.
- 2. Select a date with a job icon to view jobs for that day.



3. Select a job from the list to review its details.

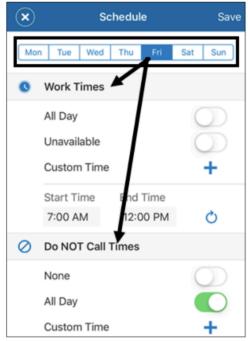
Job icons:



Manage Availability

Manage Schedule

- 1. Select Settings from the main menu.
- 2. From the Availability tab, select Schedule.
- 3. For each day of the week, select your **Work Times** and **Do NOT Call Times** preferences.



4. Tap **Save**.

Set Unavailable Dates

- 1. Select Settings from the main menu.
- 2. From the Availability tab, select Unavailability.
- 3. Tap Add.
- 4. Enter the unavailability details.
- 5. Tap **Save**.

To remove an unavailability entry:

- For iOS, press from the list and slide left, then tap **Delete**.
- For Android, press from the list and hold, then tap **Delete**.

Manage Notifications

- 1. Select Settings from the main menu.
- 2. From the General tab, select Notifications.
- 3. Turn notifications on or off for both push (in-app) and SMS (text) delivery.
- 4. If you elect to receive SMS notifications, tap **Enter Mobile Phone Number** to update your preferred mobile number and provider.

Manage Classifications

- 1. Select Settings from the main menu.
- 2. From the General tab, select Classifications.
- 3. Tap Edit.
- 4. Select appropriate classifications and groups from each tab.
- 5. Tap Save.

Manage Locations

- 1. Select Settings from the main menu.
- 2. From the General tab, select Locations.
- 3. Tap Edit.
- 4. Select appropriate locations and groups from each tab.
- 5. Tap Save.

Manage Auto Accept

- 1. Select Settings from the main menu.
- 2. From the General tab, select Auto Accept Setup.
- 3. Select your minimum acceptance window. This will apply to all locations.
- 4. Turn Auto Accept on or off for each location.
- 5. Tap Classifications Setup for each location to choose corresponding classifications.

Manage Profile Settings

- 1. Select Settings from the main menu.
- 2. Select the Personal tab.
- 3. Select an option to update your email address, password, contact information (for calls), or physical address.

NOTE: Password is not the same as your PIN. You must log in to the web application to change your PIN.

Advanced Teaching Strategies

Here are some recommendations for a teacher who is teaching an unfamiliar subject, incorporating AVID strategies and culturally responsive pedagogy.

Acknowledge Your Role and Build Trust

- **Be Transparent and Honest:** Begin by openly and honestly acknowledging that you are a substitute and that this subject is not your primary area of expertise. This builds trust and lowers the pressure on both you and the students. A simple, "I'm a learner with you today," can be very effective.
- **Establish a Collaborative Environment:** Frame the day as a shared learning experience. Encourage students to be your "experts" and help guide the lesson. This shifts the power dynamic from a teacher-centered model to a student-centered one, where students are empowered to use their prior knowledge.

Utilize AVID Strategies for Engagement and Structure

AVID (Advancement Via Individual Determination) strategies are excellent for keeping students engaged and on task, especially when the subject matter is new to both the teacher and the students.

- **Cornell Notes:** If the lesson plan involves reading a text or watching a video, introduce or model Cornell Notes. This is a powerful AVID tool that helps students process information actively. They can take notes in the main column and then use the left-hand column to write questions, summarize, or make connections. This structure helps them focus and retain information.
- WICOR (Writing, Inquiry, Collaboration, Organization, Reading): Even if you're not an expert in the subject, you can still focus on these core academic skills.
 - **Writing:** Have students do a quick write or a "one-pager" to summarize the key concepts of the lesson.
 - **Inquiry:** Encourage them to ask questions about the material. Use a "Parking Lot" (a poster or whiteboard) to collect questions you can't answer, promising to share them with the regular teacher.
 - Collaboration: Break students into small groups to discuss the topic or work on problems. This allows them to learn from each other and leverage their collective knowledge.
 - Organization: Teach or reinforce organizational habits by having students label their work clearly and put it in the correct folder or binder.
 - **Reading:** Guide students to actively read the provided materials, perhaps by asking them to highlight key terms or turn headings into questions.
- Levels of Questioning: Use Costa's Levels of Thinking or Bloom's Taxonomy to ask questions that move beyond simple recall. For example, instead of just "What happened?", you can ask, "Why do you think that happened?" or "How does this connect to something else we've learned?"

Implement Culturally Responsive Pedagogy

Culturally responsive pedagogy (CRP) helps you connect the lesson to students' lives and backgrounds, making the content more relevant and meaningful.

Tap into Prior Knowledge: Start the lesson with a question that allows students to connect the new topic to their own experiences, families, or communities. For example, if the lesson is about ecosystems, you can ask, "How do different plants and animals interact in your neighborhood or a place you've visited?"

Validate and Use Cultural Capital: Acknowledge and affirm the diverse knowledge and experiences that students bring to the classroom. If a student mentions a relevant cultural event or personal story, use it as an example to help the class understand a concept. This shows that their identity is a valuable part of the learning process.

Create a Safe Space for Diverse Perspectives: Be mindful of the classroom environment. Encourage respectful dialogue and create clear norms for discussion, especially when sensitive topics arise. Let students know it's okay to have different opinions and that the goal is to understand one another, not to agree on everything.

Examine the Curriculum: If possible, look for ways to make the content more diverse. For example, if you're teaching about a historical event, you can ask students to consider the different perspectives of various groups who were involved.

Practical Classroom Management Tips

- **Don't Be Afraid to Say "I Don't Know":** Be a model of a lifelong learner. If a student asks a question you can't answer, be honest. You can say, "That's a great question! I'm not sure of the answer, but let's write it down for your regular teacher."
- Have a Go-To Activity: Always have a backup, low-prep activity in your "sub survival kit." This could be a creative writing prompt, a riddle, or a brain teaser that can be adapted to the subject and fills any unexpected downtime. (There are also suggested activities later in the appendices.)
- Communicate with the Regular Teacher: Leave a detailed note about the day. Note what you covered, what went well, what the students struggled with, and any questions that were raised. This helps the regular teacher pick up right where you left off.

"Using Time Wisely" Activities

The following ideas came from swingeducation.com.

Elementary:

• <u>Communal Story</u>

Using concepts from the class, start a story for the class and have each student add a line.

Card Making

Make a card to someone special at home or school, an author whose story you read, or a list of characters/things from something being studied (eg, caterpillars or butterflies).

Describe a Story

Using a photo or art print related to class or a topic that is age appropriate, have students describe the image with sensory words and adjectives. Then, have them write their own story or description.

• "Would You Rather"

Play "Would You Rather" with silly questions: would you rather be a giant puppy dog or a miniature cat? Would you rather have pizza or tacos for breakfast every day for a year?

• Computer-Based Educational Game

Play a computer-based educational game, such as Kahoot or something from Clever, PBS, or Fun Brain.

Story Time

Read Together: you can't go wrong with story time.

• Strike a Pose

Play some music and have students freeze in a pose each time you stop the music.

• Play Scarecrow or Snowman

Play Scarecrow or Snowman (like Hangman): think of a word, write out the number of lines in the word (such as snowman _ _ _ _) and then students guess the letters. For every wrong guess, you draw part of the snowman. The circular base, the middle snowball, and the head, then the eyes, nose and mouth...

• Exercise Together

Touch toes, do jumping jacks, run in place, make windmills.

• <u>Color</u>

We are never too old to color when we finish assignments or have a few moments to stay occupied.

Secondary:

• Play Telephone

A person whispers a message (that is school related or topic appropriate) and it gets repeated to the next person until the last person ultimately repeats it. Usually, the message changes along the way. It leads to good conversation about messages change as they get passed from one person to another.

• 20 Questions

Select one student who will be the "answering leader" who knows the word/concept. Usually, it is a person, place, or thing. It could be a number, equation, or term in math or a date, person or event in history. Students have 20 opportunities to discover the answer. The answering leader can only say yes or no. For example, in history, was it before World War II?

• <u>Communal Story</u>

Using concepts from the class, start a communal story. It can be done in a small or large group. It can also be written or spoken.

• Poetry/Song about the Subject

Write a poem or song about an upcoming event or concept

• Play the ABC game.

Divide the class into teams and name a topic, such as biology or sports. Have teams take turns naming things in that topic in alphabetical order: amino acid, biological, conservation... or archery, basketball, cross-country running...

Mindfulness

Take a moment for mindfulness. All students can use a moment to relax; try the Calm app or see if a student has it.

• Interview Each Other

Pair up students to discuss a class related or generic topic (pets? Hobby? After school activities?). They can report on their findings after one or several interviews.

Seek Advice

Teens love to be experts. Share a scenario or get a real issue. Students can do this when they complete their assignments, in small groups, or as a whole group: what is the best new music I should know? Best place to take a friend for their birthday? Best activity if a visiting relative who is a teenager comes to town? How to help a teenager get more sleep at night?

• Read

There is always something to read, whether it's a class book or an article about a content related topic.



Restorative, Trauma-Informed, and SEL-Aligned Practices for Elementary Substitute Teachers

Elementary Substitute Teacher Quick Guide

Restorative • Trauma-Informed • SEL-Aligned

Tip	Quick Prompt
1. Greet by Name	Builds safety & belonging from the start.
2. Keep Routines	Stick to posted schedule & norms.
3. Quiet Signals	Use nonverbal cues before verbal correction.
4. Choices w/ Structure	Offer small options to build autonomy.
5. Affective Statements	Share how behavior impacts the group.
6. Co-Regulate	Stay calm & model regulation.
7. Student Voice	Ask for input to solve problems.
8. Praise Effort	Name specific effort, not just results.
9. Breaks	Short movement or breathing breaks.
10. Repair & Reflect	Ask: What happened? Who's affected? How to fix?

1. Greet Students Warmly by Name

- Creates a sense of belonging and safety from the start of the day.
- Supports connection (Restorative), emotional regulation (SEL), and predictability (Trauma-Informed).

2. Use Calm, Predictable Routines

- Stick closely to the posted schedule and classroom norms.
- Predictability reduces anxiety for students with trauma histories and helps all students feel secure.

3. Implement Nonverbal Cues and Gentle Redirections

- Use visual or physical signals (like a quiet hand signal) before verbal redirection.
- This avoids escalation and respects students' emotional states (Trauma-Informed).

4. Offer Choices Within Structure

- Allowing small choices (e.g., where to sit during independent work) supports autonomy and reduces power struggles.
- Supports SEL by building self-awareness and decision-making skills.

5. Use "Affective Statements"

- Express how student behavior impacts you or the group: "When you shout out, it's hard for others to think."
- A restorative technique that fosters accountability and empathy.

6. Practice Co-Regulation, Not Control

- Stay calm and grounded during student dysregulation; offer a calm presence instead of immediate correction.
- Trauma-informed approach that helps students learn self-regulation (SEL).

7. Create Opportunities for Student Voice

- Ask for student input: "How do you think we can make this transition smoother?"
- Encourages collaboration and shared responsibility (Restorative).

8. Acknowledge Effort, Not Just Outcome

- Reinforce positive behavior with specific, effort-based praise: "I noticed you worked hard to stay focused—great job!"
- Builds self-confidence and internal motivation (SEL).

9. Allow Brain and Body Breaks

- Short, structured breaks (e.g., movement, breathing exercises) help students self-regulate.
- Especially important for trauma-affected and highly active students.

10. Encourage Repair and Reflection After Conflict

- Use questions like: "What happened?", "How were people affected?", "What needs to happen to make things right?"
- Core to Restorative Practices and supports SEL through reflection and empathy-building.

Restorative, Trauma-Informed, and SEL-Aligned Practices for Secondary Substitute Teachers

Purpose: These practices help substitute teachers build trust, maintain structure, and support student well-being—even during short-term classroom coverage.

Key Practices to Support Students

- 1. Begin with Respectful Introductions
 - → Introduce yourself and invite students to share their names or something light (e.g., favorite snack, hobby).

Builds rapport, respect, and safety.

- 2. Honor the Teacher's Routines
 - → Follow posted expectations and classroom norms closely. Maintains predictability and reduces anxiety.
- 3. Use a Calm and Respectful Tone
 - → Speak steadily and avoid sarcasm or power struggles. Model emotional regulation and safety.
- 4. Use Restorative Language
 - → Ask: "What happened?" / "How can we fix this?" Encourages reflection, accountability, and repair.
- 5. Offer Small Choices
 - → Let students choose between assignment options, seating, or order of tasks. Promotes autonomy and avoids power dynamics.
- 6. Respond with Curiosity, Not Control
 - → Try: "You seem off today—anything you need?" Helps uncover unmet needs without judgment.
- 7. Clearly State Expectations
 - → Outline the day's plan and goals at the start. Reduces uncertainty and increases focus.
- 8. Reinforce Positive Effort
 - → Acknowledge participation, effort, and kindness. Builds self-worth and classroom positivity.
- 9. Include Connection Moments
 - → Try a 1-minute check-in or light prompt during downtime.

Fosters a sense of belonging and community.

- **10. Provide Opportunities to Reset**
 - → Offer space for reflection or a break before consequences. Supports emotional regulation and dignity.

⊕ Keep In Mind:

- Be curious, not punitive.
- Consistency builds trust.
- Relationships matter—even for one day.

The 2-Minute Rule

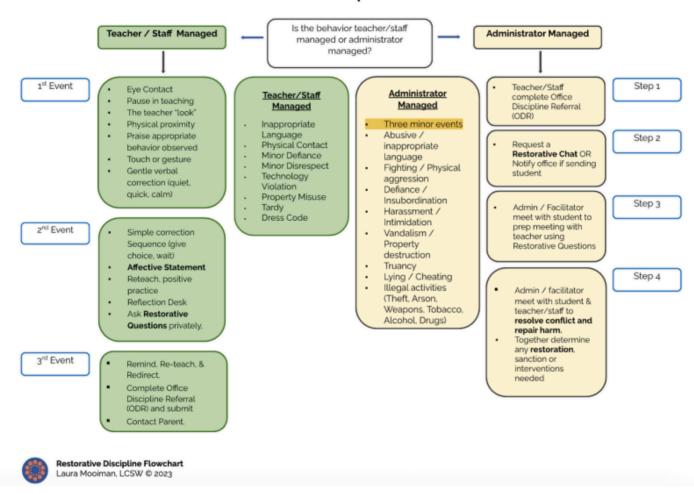
"If a student presents defiant, disrespectful, or non-compliant behavior in response to a reasonable and respectful correction or consequence, then the chances of that particular staff being able to successfully get the student back on track in a reasonable time without using threats or intimidation (never recommended) are probably slim to none."

- Dr. Jeffrey Sprague

Understanding Minor v. Major Discipline Issues

Below is the flowchart from Rolling Hills MS that identifies minor v major discipline issues.

Restorative Discipline Flowchart



Pajaro Valley Unified School District 2025-2026 STUDENT INSTRUCTIONAL CALENDAR **JANUARY** JULY CODE: 1/1: New Year's Day Holiday \times Legal Holiday 1/19: Martin Luther King Jr. Day 1/12: Prof. Development Student/Teacher Recess Teacher Work Day 1/13: Begin/End Qtr/Sem 13 Student Days Begin/End Qtr/Sem **Trimesters FEBRUARY** Prof. Development **AUGUST** Elem. Parent Conferences M W 2/9: Lincoln's Birthday Observed W 2/16: Washington's Birthday 8/8, 8/11: Prof. Development **≫** (13) 19 20 18 Student Days 8/12: Teacher Work Day 8/13: Begin/End Qtr/Sem 13 Student Days MARCH **SEPTEMBER** 3/6: Trimester Ends W 3/20-3/23: Beg/End QtrSem 9/1: Labor Day Holiday 23) 21 Student Days 22 Student Days **APRIL OCTOBER** M 4/6-4/10: Spring Recess 10/17-10/20: Beg/End Qtr/5 4/10: Cesar Chavez Holiday 17 Student Days 23 Student Days MAY 5/25: Memorial Day Holiday **NOVEMBER** 11/6: Trimester Ends 11/10: Student/Teacher Recess 11/11: Veterans Day Holiday 10. 11/17-11/21: Elem. Parent Conferences 20 Student Days 11/24-11/26: Student/Teacher Recess JUNE 11/27-11/28: Thanksgiving Holidays 13 Student Days 6/5: End Qtr/Semester **DECEMBER** 6/5: Trimester Ends M 12/19: Begin/End Qtr/Sem 6/5: Minimum Day / All Schools 12/22-1/9: Winter Break 6/19: Juneteenth Holiday 12/24 & 12/25: Christmas Holidays 5 Student Days <u>23</u> <u>30</u> 12/26: Classified Floater Holiday 12/31: New Year's Eve Holiday 15 Student Days 180 Instructional Days 1st Semester: 85 Student Days 2nd Semester: 95 Student Days REV: 11/14/23 Board First Reading: 12/06/23 Board Action/Approval: 01/24/24 PVFT Ratified

School Site List with Address, Contacts, and Times

- Each school should provide a map when you check-in
- Contact the School for Parking/Access information

School	Address	Phone	Admin	Sub Point	Start	End	Half
				Person (OM)	Time	Time	Day
Alianza Charter	115 Casserly Rd.,						
(K-8)	Watsonville	728-6333	Aguilar, Veronica	Jimenez, Juanita	8:30	3:30	2:00
Amesti	25 Amesti Rd.,						
Elementary	Watsonville	728-6250	Moran, Carlos	Jimenez, AnaLila	8:00	2:30	12:30
Ann Soldo	1140 Menasco Dr.,		Monroe,				
Elementary	Watsonville	786-1310	Stephanie	Lopez, Karina	7:35	2:00	12:00
Aptos High School	100 Mariner Way, Aptos	728-7832	Lis, Dominic	Reyes, Retley-Mei	8:30	3:45	1:30
Aptos Junior High	1001 Huntington Dr.,						
School	Aptos	728-7834	Ettinger, Elizabeth	Najera, DeAnn	8:45	3:05	1:15
Bradley	321 Corralitos Rd.,		Crocker-Donnelly,				
Elementary	Watsonville	728-6366	Andrew	Pulido, Raquel	7:35	2:00	12:00
Calabasas	202 Calabasas Rd.,						
Elementary	Watsonville	728-6368	Westfall, Todd	Sandoval, Lizette	7:35	2:00	11:55
Cesar E. Chavez	440 Arthur Rd.,						
Middle School	Watsonville	761-7699	Rooney, Jason	Chavez, Nancy	8:45	3:15	1:15
Diamond							
Technology	112 Diamond Dr.,						
Institute	Watsonville	728-6225	Keller, Marci	Mendoza, Emilce	8:30	3:30	2:00
					9/	12/	
Duncan Holbert					12:45	3:45	11:00
E. A. Hall Middle	201 Brewington Ave.,						
School	Watsonville	728-6270	Kriscunas, Katie	Alcantar, Adilene	8:45	3:00	1:45
Freedom							
Elementary	25 Holly Dr., Freedom	728-6260	Bright, Angelique	Molina, Patricia	7:58	2:30	12:45
H. A. Hyde	125 Alta Vista,						
Elementary	Watsonville	728-6243	Legorreta, Erin	Lashley, Ashley	8:20	2:50	12:50
Hall District			Velasquez,				
Elementary	300 Sill Rd., Watsonville	728-6371	Carmen	Cowans, Rosa	7:30	2:00	12:10
Lakeview Middle	2350 East Lake Ave.,						
School	Watsonville	728-6455	Woods, Judith	Lopez, Lorena	8:45	3:15	1:30
Landmark	235 Ohlone Pkwy.,						
Elementary	Watsonville	761-7940	Fahey, Roisin	Galvan, Lupita	8:00	2:30	12:30
Linscott Charter							
School (K-8)	220 Elm St., Watsonville	728-6301	Doolittle, Alicia	Martinez, Patricia	8:30	3:00	
MacQuiddy	330 Martinelli St.,						
Elementary	Watsonville	728-6315	Pearman, Sara	Argueta, Karla	7:45	2:15	12:15
Mar Vista							
Elementary	6860 Soquel Dr., Aptos	761-6177	Platt, Ronnie	DiPuma, Barbara		2:15	12:15

Mintie White	515 Palm Ave.,						
Elementary	Watsonville	728-6321	Sanchez, Javier	Molina, Olga Leticia	8:00	2:30	12:00
New School							
Community Day	165 Harkins Slough Rd.,						
High School	Watsonville	761-6140	Graulty, Susan	Cornejo, Olga	8:30	3:18	1:12
Ohlone	21 Bay Farms Rd.,			Gutierrez,			
Elementary	Watsonville	728-6977	Elisalde, Gina	Roseanne	8:00	2:30	12:30
	294 Green Valley Rd.,						
PV Elevate	Watsonville	786-2180	Lovell, Steffen	Fernandez, Jessica			
Pajaro Middle	250 Salinas Rd.,						
School	Watsonville	728-6238	Marsh, Nicole	Galvan, Angelica	8:45	3:15	1:30
Pajaro Valley High	500 Harkins Slough Rd.,						
School	Watsonville	728-8102	Wilson, Todd	Moore, Sandra	8:30	3:45	1:45
Radcliff	550 Rodriguez St.,			Sabla Chavarria,			
Elementary	Watsonville	728-6469	Bailey, Heather	Arefa	8:25	2:55	12:55
Renaissance High	11 Spring Valley Rd.,						
School	La Selva Beach	728-6344	Smith, Joseph	Garcia, Adriana	9:00	2:05	12:05
Rio Del Mar							
Elementary	819 Pinehurst Dr., Aptos	728-7838	Green, Meghan	Valdez, Cynthia	7:50	2:15	12:15
Rolling Hills	130 Herman Ave.,		Munoz Casas,				
Middle School	Watsonville	728-6341	Selene	Gutierrez, Joana	8:45	3:15	1:29
Starlight	225 Hammer Ln.,						
Elementary	Watsonville	728-6979	Medina, Jaclynne	Perez, Marisol	8:30	3:00	1:00
Valencia	250 Aptos School Rd.,						
Elementary	Aptos	728-7836	Lynch, Patrick	Bartlett, Dana	7:50	2:15	12:15
Watsonville							
Charter School of	75 Whiting Rd.,		Legorreta,				
the Arts (K-8)	Watsonville	728-8123	Samantha	Ancira, Jazmine	8:30	3:10	12:10
Watsonville High	250 East Beach St.,						
School	Watsonville	728-6390	Gregorio, Joseph	Martinez, Mairelin	8:30	3:45	1:45

A Pronunciation Name Guide for Educators

Creating an inclusive and respectful classroom environment begins with the simple act of addressing students by their correct names. This guide is designed to help educators confidently pronounce a variety of names, fostering a sense of belonging for all students.

General Principles

- Ask and Listen: The most important rule is to ask students how they pronounce their names. When they tell you, repeat it back to them to confirm you've heard it correctly.
- Practice: If a name is difficult, practice it privately. Write out a phonetic spelling if that helps you remember.
- Apologize and Correct: If you mispronounce a name, apologize sincerely and immediately correct yourself. Students appreciate the effort.

Pronouncing Names from Diverse Backgrounds

Spanish Names

Spanish names often follow clear phonetic rules. Here's a quick guide to some common sounds:

- 'II': This letter combination is typically pronounced like the 'y' in "yes."
 - o Example: Guillermo -> gee-YEHR-moh
- 'j': In Spanish, 'j' is a guttural sound, similar to the 'h' in "hello."
 - o Example: José -> hoh-SEH
- Vowels: Vowels in Spanish are generally short and crisp.
 - o 'a' is like the 'a' in "father"
 - o 'e' is like the 'e' in "bet"
 - o 'i' is like the 'ee' in "feet"
 - o 'o' is like the 'o' in "go"
 - o 'u' is like the 'oo' in "moon"
- Accents: An accent mark over a vowel indicates which syllable should be stressed.
 - Example: Ramón -> rah-MOHN (stress on the 'o')

French Last Names

French names can have silent letters and unique vowel sounds.

- Silent 's', 't', 'd', 'z': These letters are often silent at the end of a word.
 - Example: Dubois -> doo-BWAH

- Example: Richelieu -> REE-shuh-lyoo
- 'en'/'an': These combinations create a nasal 'ahn' sound
 - Example: Laurent -> loh-RAHN
- 'ou': This is pronounced like the 'oo' in "moon"
 - Example: Boucher -> boo-SHAY

More Challenging Names (General)

Some names don't fit neatly into a single language's rules.

- Phonetic Breakdown: When encountering a difficult name, break it down into syllables.
 - Example: Siobhan (Irish) -> shi-VAWN
 - Example: Nguyễn (Vietnamese) -> n(g)win (the 'n' is a soft sound)
- "What's the trick?": You can politely ask the student, "What's the trick to pronouncing your name correctly?" This shows you're taking the time to learn.

Understanding Dead Names and Pronouns

Dead Names

A "dead name" is the birth name of a transgender or non-binary person who has changed their name. Using a dead name, even by accident, can be deeply hurtful and invalidating.

- Respect the New Name: Always use a student's chosen name, even if it's different from the name on your official roster.
- Be a Role Model: Show other students that you respect a person's new name by consistently using it yourself. If you hear a student use a dead name, gently correct them.

Pronouns

Pronouns are the words we use to refer to people instead of their names (e.g., he, him, his; she, her, hers). A student's gender identity is not always visible.

- Ask for Pronouns: When first meeting a student, especially in a new class, you can
 ask for their pronouns. A simple way to do this is to introduce yourself with your
 pronouns and then invite them to share theirs.
 - Example: "Hello, I'm Mrs. Davis, and I use she/her pronouns. I'd love to go around the room and have everyone share their name and pronouns."
- Using "They/Them": For students who are non-binary or whose pronouns you don't know, "they/them" is a common and grammatically correct singular pronoun.
 - Example: "Sam is an excellent student. They always turn in their homework on time."

- Correcting Yourself and Others: If you use the wrong pronoun for a student, apologize and correct yourself quickly.
 - Example: "And then he—I'm sorry, they—said that they..."

By dedicating time and care to learning and using students' correct names and pronouns, you build a classroom where every student feels seen, respected, and ready to learn.

-created with the support of Gemini

Resources for School Office Teams & Administrators

Our School's substitute teacher preparation checklist to ensure a smooth day for substitute teachers and students, the school office should prepare the following:

Pre-arrival	preparation
	<u> </u>

Establish a welcome process: Provide clear instructions on where to go when
arriving at school and who to report to.
Compile a substitute folder: Create a folder for each individual substitute containing
all necessary information.
Secure keys: Have the classroom key and any other necessary keys readily available
for each teacher's classroom.
Gather teacher materials: Collect lesson plans, activities, and any other relevant
materials the teacher left for the day.
Provide emergency procedures, a map, and a schedule.

Substitute folder contents

Class schedule: detailed schedule of the day, including class times, special area
classes (e.g., Music, Art, P.E.), and any additional duties (e.g., lunch, recess, bus duty).
Lesson plans: lesson plans for each class period or subject
Class roster: a current class roster, including preferred student nicknames
Student information: students with accommodations (e.g., IEPs, BIPs, 504s but do
not put specific details to protect privacy; health concerns like allergies or asthma).
Classroom map and school map:a map of the classroom and the school building,
highlighting important locations like emergency exits and restrooms
Emergency contact list: a list of important contacts, including the school office,
nurse, and administrators
Classroom procedures: notes on classroom management, rules, expectations, and
how attendance and lunch counts are handled
Important daily changes: any special events or changes to the regular schedule,
such as assemblies, field trips, or standardized testing

Day of assignment

- Meet and greet:
 - Greet the substitute teacher and go over the substitute folder and any special instructions
- Answer questions:
 - o Address any questions or concerns the substitute may have
- Sign-in and out:
 - o Ensure the substitute signs in upon arrival and out at the end of the day.
- Offer support:
 - Remind the substitute that they can contact the office or nearby teachers if they need help

BEST PRACTICES for Schools

- Welcome Our Subs
 - Our substitute teachers have many choices, including neighboring districts.
 Remember to take a moment to greet them and thank them.
- Two Point People
 - o Assign one office team member and one admin to be the point people
- Assign Back-Up People
 - Assign your back-up team for the rare moments that your main point people are out; remember to give them a heads up.
- Review the SFE assignments
 - Review SFE the night before and early in the morning to prepare for any unfilled jobs and prepare your back-up plans
- Red folder
 - Use a red folder to include a list of students with accommodations, including BIP, 504, and IEP. However, DO NOT put the BIP, 504, or IEP specifically on the list, as it may not be confidentially protected. Just identify them with having accommodations.
- Create one location for your subs to report
 - While we know it may shift on occasion, try to have one location where substitute teachers can check in and check out.
- Print out anything out of the ordinary
 - If the day has a unique schedule (assemblies, speakers, testing, etc), tell your substitute teachers and print out the updated schedule for their folders.
- Tech Support
 - Let our subs know how to access different tech tools in their classrooms (passwords, login codes, reliable devices)

IMPORTANT REMINDER FOR OUR SUBSTITUTES

Students ARE NOT TO BE EXCUSED UNTIL THE BELL RINGS for any reason) at the end of the period unless they have an OFF-CAMPUS PASS or a CALL SLIP to leave early.

OFFICE EXTENSIONS TO CALL IN CASE YOU HAVE AN EMERGENCY/DISCIPLINE ISSUE OR NEED HELP

Dr. Principal	Principal	Ext. ####
Ms. Wegotthis	Assistant Principal	Ext. ####
Mr. Igotyourback	Assistant Principal	Ext. ####
Ms. HowcanIhelpu	Admin Secretary	Ext. ####
Ms. Staycalm	Student Services	Ext. ####
Mr. Rockstar	Registrar	Ext. ####
Ms. Takeabreath	Wellness Center	Ext. ####
Ms. ALWAYSHELPFUL	Health Clerk	Ext. ####
Mr. Keepmehealthy	School Nurse	Ext. ####

ATTENDANCE/COMPUTER ISSUES

Tech Guruman	Computer Technician	Ext. ####
Ms. Synergy	Student Information	Ext. ####
Ms. Attendance	Attendance	Ext. ####

Example of the Sub Sheet for Teachers to Leave with lesson plans

Substitute Plan Template Date

General Instructions	Location Notes/Contact Information	
Classroom Rules	Be respectful, participate, don't distract your classmates. There is a seating chart for all my classes on the clipboard. Cell phones are never allowed out. It must be in the cell phone pocket. If it is out, tell them to put it in the cell phone wall pocket (please make a note of which pockets are empty)	
Classroom Procedures	Come in, check the screen or board for instructions	
Hall/Restroom Passes	They must sign out and use the hall pass. I keep the hall pass on my desk. Do not let more than one go at a time.	
Electronic Policy	Cell phones are not allowed at any time. Students should put their cell phones away at the beginning of class (you will need to remind them multiple times). Chromebooks should be used for classwork, not games.	
Student Misbehavior	Warning, then write up a minor incident report (you can find in the white binder on my front desk	
Referral/Discipline Passes	Also in the white binder on my front desk	
Emergency Response Procedures	Red backpack on top of the filing cabinets, binder with info in the top drawer of the left filing cabinet, orange bucket by the supply closed	
Office Assistance	Main Office ext. ### (or just press "0" on the phone)	
Collegial Support Room 123, next door: Ms. Helpful Also, department chair Mr. Superman, x456		

Period	Class	Most Helpful Students	Notes
Tutorial			Show the announcements video
1	World History Ethnic Studies	Salvador & Baz	Generally good class.
2	U.S. History	Anthonia	Generally pretty good. A little chatty sometimes but usually in a productive way
3	prep		
4	U.S. History	Solomon	*L.B. has a medical condition. She is allowed to be late and leave a few minutes early. Class can be chatty; AB and CD can be separated if necessary and they know this
5	World History Ethnic Studies	Ariel	They can be very chatty. You might need to redirect a few times. Mr. H often assists
6	collab		
7	World History Ethnic Studies	Amore & Adonis	They are pretty good for the most part but there are a few students in the middle that have a tendency to get off task, especially at the end of class

Please read the directions / expectations to the students at the beginning of class.

World History Ethnic Studies (1/5/7):

Do not let them self seat (particularly 5th and 7th). <u>Please write down the names of any students</u> who attempt to do so.

Tell the students to put their cell phones in the cell phone pockets. Please write down the numbers of any empty pockets.

Pass out the Comparison: Mexican and Russian Revolutions assignments in the folder. Using the articles attached on google classroom, have them write down details that answer the three questions for each revolution and write down details on how the revolutions are similar and different for each question. This is supposed to be collaborative so tell them they should be discussing with their table groups. When they are done, give them a stamp.

About 15 minutes before class ends, pass out the Exit Ticket one per group. Have them work together to come up with two thesis statements and reasoning for each. Make sure all group members' names are on it and have them turn it into the basket at the end of class.

Tutorial:

Please do not give out any tutorial passes. If a student asks to go to another tutorial AND has a pass, you can sign it but please have them sign out first (they know where). Tell them to watch Making Waves.

(Thanks to Anne Olson for sharing her example; thanks to Katie Kriscunas for creating the form.)