



**San Antonio Independent School District**

**Substitute Handbook**  
**2022-2023**

*Human Capital Management*  
*514 W. Quincy St.*  
*San Antonio, Texas 78212*

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**Disclaimer Statement**

***This handbook is a general guide and the provisions of this handbook do not constitute an employment agreement or guarantee to continued employment.***

## Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included and those referenced have been summarized. However, as a substitute of SAISD, you are responsible for having reviewed and understood all SAISD policies in full whether included in this handbook or not. Suggestions for additions and improvements to this handbook are welcome and may be sent to Mr. Arnoldo Gutiérrez, Executive Director of Recruitment and Hiring.

This handbook is neither a contract or alternative for the official District Policy Manual it is not intended to alter the at-will status of non-contract employees in any way. Rather, it is a brief explanation guide to District policies. District policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, substitutes may refer to the policy manual available through the district website at [www.saisd.net](http://www.saisd.net), confer with your supervisor, or at the appropriate District office.

Substitutes in our District are considered viable and integral components of the teaching team. When a classroom teacher must be absent, it is most reassuring to have a qualified and capable substitute to continue the instructional program. The substitute's primary function is to assist in minimizing the interruption of the learning process and activities of the students occasioned by the absence of the regular teacher.

This handbook also serves as a guide to assist you in your responsibility in preparing for and successfully carrying out a day's work in school as well as the school's responsibility to you as a substitute. We hope you find your work rewarding and enjoyable.

**San Antonio Independent School District is an equal opportunity employer valuing cultural diversity among its students, staff, and community.**

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's board policies DIA, FFH, and FFI.

**El Distrito Escolar Independiente de San Antonio es un empleador que ofrece igualdad de oportunidades y que valora la diversidad cultural entre sus estudiantes, personal y comunidad.**

Es norma del distrito de San Antonio no discriminar por motivos de raza, color, religión, origen nacional, sexo, identidad de género, expresión de género, orientación sexual o discapacidad, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda, y las pólizas DIA, FFH, y FFI de la mesa directiva de SAISD.

## **Preface**

The following information is designed to provide relevant information for your use as a vital support person within the instructional program. The topics cover professional expectations, learning concepts, as well as strategies that will assist in equipping you for successful implementation of the District policies, programs, and procedures.

## **Orientation**

Before beginning substitute duties, all substitute employees of San Antonio ISD must complete an orientation session provided by The Office of Human Capital Management Substitute Department. The orientation includes information on the Substitute Absence Management system, basic information about the role of the substitute employee, and District Policies and Procedures, including Special Education information and Emergency Operations presentation.

## **Photo I.D. Badge**

Your picture will be taken for your employee ID upon successful completion of the substitute onboarding. Appropriate forms given by The Office of Human Capital Management will be provided and your picture must be taken at the San Antonio ISD central office with the SAISD Police Department. Substitutes must wear or display this badge at all times when on campus or attending a school-sponsored event. If you lose your badge, you will be required to pay for a replacement. If you should separate from the district the ID badge is property of SAISD and will need to be turned back into campus or district administration.

## **Required Minimum Days to Work**

The district encourages you to work as much as you are able to do so. The district expects substitutes to work a minimum of 4 days per month. We highly encourage you to work on Mondays and Fridays, if possible. We require you to work every month during the school year, with the exception of personal matters such as a medical or personal emergency that may prevent you from accepting assignments.

## **Letter of Intent**

Substitutes are “at-will” employees. At the end of each school year, a letter of intent will be sent out by email to all active substitutes. Any substitute intending to return must sign and submit the letter of Intent and Substitute Expectation Notice to the Office of Human Capital Management Substitute Department before the designated deadline. Failure to submit the required Letter of Intent will cause a substitute to be deactivated and you will be required to reapply if interested in returning as a substitute.

## **Resignations**

Substitutes may resign their position as substitutes at any time. A resignation should be submitted to the Substitute Office at [substitute@saisd.net](mailto:substitute@saisd.net) at the time the decision to resign is made. Substitutes are encouraged to include the reason for resigning but are not required to do so.

## **Concerns**

If you, have any concerns, please contact:

Jessica Valdillez – Talent Acquisition Manager at (210) 554-2240.

# About SAISD

## **Mission Statement**

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

## **Core Beliefs**

Core beliefs are the formal bedrock statements of the District's moral values and ethical code. The core beliefs of the District are:

- Every student can learn and achieve at high levels.
- The District is responsible for the education and safety of every student.
- The District is responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

## **Values**

The values of the District represent the core priorities in the organization's culture, including what drives the employees' priorities and how they perform within the organization.

The core values of the District are:

- Student-Centered Focus
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

## **Commitment Statements**

Commitment statements are those actions of the Board that ensures the fulfillment of the District's mission. The Board is committed to:

- Making all decisions based on attaining student achievement at or above grade level.
- Ensuring that all decisions, actions, and resource allocations are made in the best interest of students.
- Ensuring a safe learning and working environment for all students and employees.
- Ensuring fiscal responsibility to the taxpayers of the District.
- Leading by example.
- Maintaining a collaborative process for decision-making.

## **Substitute Assignments**

Accepting assignments must be for Teachers and Instructional Assistants as applicable (Special Ed and Head Start) ONLY. “Extra Duty Substitute” assignments are NOT allowed.

If a campus is requesting you for a different position assignment, requests must be submitted to the Substitute department by the campus for approval. The assignment must be approved by the Substitute department.

## **Duty Hours**

Start and end times for the substitute teacher are the same as the regular teacher who is absent. The typical workday is as follows: (Check with specific campus for hours)

- **Early Childhood Education Center Campuses – 7:30 a.m. to 2:30 p.m.**
- **Elementary/Academy & Pre-K/K-8 Campuses – 8:05 a.m. to 3:20 p.m.**
- **Middle School Campuses – 8:45 a.m. to 4:00 p.m.**
- **High School Campuses – 8:45 a.m. to 4:15 p.m.**

Teachers and Instructional Assistant’s reporting start time and end time will be visible in the Absence Management system. Please check in with the campus for specific reporting times.

- Substitute Teachers must report to the Main Office upon arriving at school for confirmation of assignment, duties for the day, or any other information desired. If a substitute's service is needed for more than one day, the substitute may be informed upon arrival or at the end of the day.

**REMINDER:** Upon arrival at the campus, substitutes are required to sign-in with their full name and employee ID number (EID). It is recommended that you keep track/record of all substitute job assignments and make sure they are entered in the Absence Management Substitute System.

- The substitute teacher is expected to perform the duties of the regular teacher whose absence requires the substitution.
- The workday for the Teacher and Instructional Assistant is the same as the employee requesting the substitute. For reporting time, check your confirmation number on the Absence Management System or you may contact the campus.
- There are times when the Absence Management system will request a substitute for a half-day assignment. If this occurs, the substitute is required to report to work for the reporting

times specified in the absence record. DO NOT accept two half-day assignments at two different schools for the same day. You will only be compensated for the Teacher/Instructional Assistant assignment time you accepted in the Absence Management System. You should not accept an assignment that is less than half a day (4 hours).

- The substitute scheduled for a full-day shall have a 30-minute duty-free lunch period. However, a conference period is not mandated for substitutes. The substitute teacher should report to the Main Office during the regular teacher's conference period to receive an assignment (i.e. cafeteria duty, hall monitor, clerical/library assistance, coverage for another classroom, etc.) during this time frame.
- All substitute assignments must be recorded on the Absence Management System for verification of assignment and payroll purposes. A confirmation number for all assignments is **required**.

## Pay Scale and Pay Periods

- Substitute teachers are paid on a bi-weekly schedule in accordance with the dates published in the [Payroll Manual](#).
- Days worked at a school campus are reported by each individual school campus to the Payroll Department.
- Substitutes who wish to participate in the School District's "Direct to Bank Program" (Direct Deposit) are encouraged to complete the required enrollment form. Payroll checks for substitutes approved under this program will have their payroll check deposited in the financial institution of their choice.
- Request for changes in payroll status such as "Degreed" or "Certified" will become effective upon receipt of the necessary documents to the Office of Human Capital Management at [substitute@saisd.net](mailto:substitute@saisd.net). There is no "backpay" for changes in compensation.
- **Overpayments** - Restitution is required to be made to SAISD for any overpayment that may occur. Failure to provide restitution can result in action being taken to recover overpayment amount(s) and may result in being removed from the District's authorized Substitute List. Restitution must be made in form of cash, cashier's check, or money order.

- **(Questions about payroll checks)** Refer to the payroll schedule. A day not paid may be part of the next pay period. If a day has not been paid, **please contact the Payroll Department at (210) 554-8552** to verify the number of days worked, then **contact the school** who will submit a correction to Payroll. Once the correction is made for any missed days, pay adjustments will be processed on the next pay date according to the payroll schedule. A confirmation number for all assignments is required for payroll verification.

## Keeping Vital Information Current

1. The Office of Human Capital Management should be advised of any name, telephone number, home address, or e-mail address changes in order to maintain current records and for payroll purposes. Forms to process a change in personal information can be obtained by the following link: <https://tinyurl.com/s6ckua>.
2. In order for the District's substitute roster to remain current, substitutes who become temporarily or permanently unavailable for work as a result of full-time employment with the District, another school district, any other organization, or for any other reason should advise the Office of Human Capital Management [substitute@saisd.net](mailto:substitute@saisd.net). Provide your full name and Employee ID number so you can be removed from the system, if necessary.

## Substitute Teacher Attendance Procedures

Substitute teachers will receive an attendance roster for each class. This will be given through the campus front office personnel. Procedures state, in part, that pupils **absent** at the time attendance roll is taken, during the daily period/time selected, are counted *absent for funding purposes for the entire day*. Students **present** at the time the attendance roll is taken, during the daily period/time selected, are counted *present for the entire day*. Students are either “absent”, “present”, or “tardy” to class, but present for official attendance. Post a capital "A" for absences or post a "T" for students tardy to class but present for official attendance. Only teachers can report a student absent. Attendance must be taken by the substitute teacher. **A student may not take attendance.** Elementary teachers may be issued another roster to note students leaving school after official attendance but before the end of the school day. Post “L” for leaving early for these students. The Attendance Roster is an auditable document. Use standard procedures for completing auditable documents:

- Do not use a pencil—use black ink.
- Do not erase data.
- Strikethrough errors—leave them legible and put your initials on the change.
- Do not use white out.

- Corrections must be initialed.
- Rosters must be signed and dated by the teacher or substitute.

### **Teacher Attendance Initiated**

The substitute teacher begins the attendance accounting process by taking attendance at the designated time. Funding based on Average Daily Attendance (ADA) is derived from the absences the teacher initially reports to the campus Data Clerk.

### **Student Attendance Accounting Handbook**

Attendance Accounting is strictly governed by the Texas Education Agency. Rules for attendance accounting can be found in the [Student Attendance Accounting Handbook](#). Because funding is directly derived from attendance, accounting documents used to collect attendance are auditable.

Each substitute teacher who records student attendance should sign the attendance document in black ink. This signature certifies that all such records are true and correct to the best of their knowledge and that they have been prepared in accordance with laws and regulations pertaining to Student Attendance Accounting. Signature stamps are *not* acceptable. The original attendance report prepared by the classroom teacher for the purpose of attendance accounting must be retained by the school clerk and must be available to support the central attendance record of each student.

### **Recording Absences**

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day during the second instructional hour at 10:00 a.m. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures list in the SAISD Parent Student Handbook (pg. 17).

### **Guidelines for Transporting Students** ([Administrative Procedure \(F24\)](#))

District staff **shall not** transport students during the school day for non-emergency reasons, i.e. getting a change of clothes for students to comply with the dress code, picking up lunch, taking the student home, etc. For “emergency purposes” consult the principal and/or assistant principal first.

## ***Professional Standards***

*Please refer to Administrative Procedures in the employee handbook for a description for each section.*

### **Special Education Assignments**

Supervise teacher assistant's duties, which may include feeding, hygiene, positioning, transferring to and from a wheelchair and/or using crisis intervention techniques and other behavior modification procedures

**Substitutes are not responsible for changing students or assisting students with toileting.**

### **Lesson Plans**

Lesson plans and other pertinent teaching materials are generally accessible to the substitute teacher from the teacher's desk or the main office. The teacher may also upload lesson plans from within the ASEOP system.

### **Student Accident or Illness**

- All accidents must be reported to the nurse and/or clinic, and/or front office.
- If a student becomes ill, the student should be sent to the school nurse accompanied by a reliable student to serve as a companion.
- Under No Circumstances should a substitute teacher administer medicine to a student.
- Substitutes should notify the campus office administration of all accidents or incidents, regardless of how "minor" the incident.

### **Emergencies**

*Policies [CKC](#)*

All employees should be familiar with the safety procedures for responding to a medical emergency and the evacuation diagrams posted in their work areas. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use. If there are questions, the substitute should check with the front office.

### **Electronic Media Use (Social Media, Email, Texting)**

*Policies (DH) ([CQ](#))*

This procedure focuses on employee use of social media, such as Facebook, Twitter, etc. as well as other forms of electronic media, as defined below. Guidelines for personal use and for use with students are included.

The District's electronic communications system and District-owned electronic equipment, including its network access to the Internet, is exclusively for administrative and instructional purposes. Electronic mail transmissions and other use of the electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use. Employees who are authorized to use the systems are required to abide by the provisions of Board policy, the District's acceptable use policy, and administrative procedures. Failure to do so may result in suspension or termination of privileges and may lead to disciplinary action up to and including termination of employment. Employees must follow all district policy and procedure governing the use of computers and electronic media, the publishing of student work, and employee conduct, including, without limitation, DH, DIA, CQ, D5, and F26. Employees with questions about electronic media use should contact Information Technology 210-244-2929.

### **Tobacco Use**

*Policies ([GKA](#))([FNCC](#))*

Policy GKA (LEGAL) states that "smoking is prohibited within any indoor facility used for kindergarten, elementary, or secondary education." In addition, Policy DH (LOCAL) states that "smoking and/or use of tobacco products shall be prohibited in all District buildings, vehicles, and grounds, on all school campuses, and at all school-sponsored events in District facilities." The principal/department head shall use appropriate disciplinary procedures when addressing an employee's violation of these policies.

### **Cell Phones**

In order to optimize instructional time and educational opportunities in the classroom, we require that a substitute's cell phone be turned on silent mode during instruction. Substitutes may utilize cell phones during non-instructional times such as before school, after school, during lunch, or breaks. In the case of an emergency, employees may request permission from the principal to use cell phones during instructional time.

# Aesop: Absence Management System

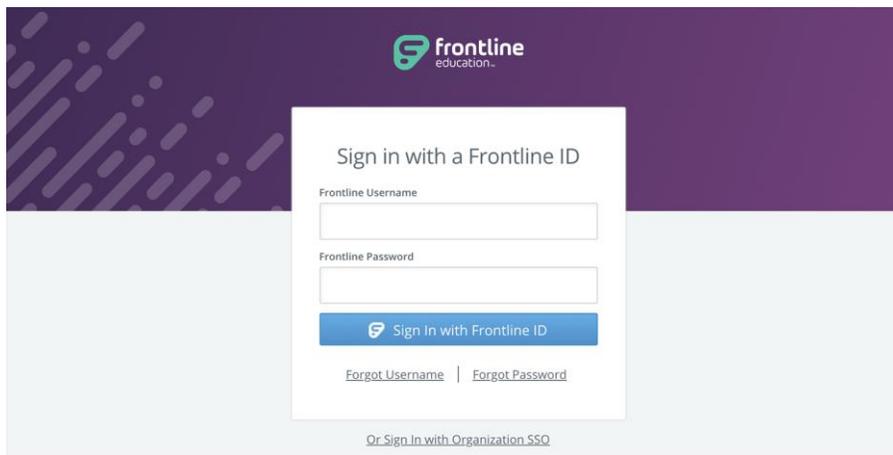
## Absence Management Instructions

Absence Management allows substitute teachers to view available job assignments and view job assignment history.

1. Go to <https://app.frontlineeducation.com/select/>

To access the Frontline web application **Absence Management**, enter the Frontline ID username and password you chose for your Frontline ID account.

- The username and password must each include at least one alphabet character.



**OPTIONAL:** Go to the Learning Center (HELP) for training.

### Can't remember your login info?

If you're having trouble logging in, click the **Login Problem** link next to the "Login" button for more information.

### Help and Training

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click the Help tab to go to the Aesop Learning Center to search.

### Accessing Aesop by Phone

To call Aesop, dial **1-800-942- 3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

## When calling Aesop, you can:

- Find available jobs – **Press 1**
- Review or cancel upcoming jobs - **Press 2**
- Review or cancel a specific job – **Press 3**
- Review or change your personal information – **Press 4**

## When Aesop Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, Aesop will automatically start calling substitutes, trying to fill the job. Keep in mind, when Aesop calls you, it will be calling about one job at a time, even if you're eligible for other jobs. You can always call into Aesop (see “**Accessing Aesop by Phone**” section above) to hear a list of all available jobs.

When you receive a call from Aesop, you can:

- Listen to available jobs – **Press 1**
- Prevent Aesop from calling again today – **Press 2**
- Prevent Aesop from ever calling again – **Press 9**

If you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). At this point, Aesop will list the job details, and you will have the opportunity to accept or reject the job.

**Note:** When Aesop calls you, be sure to say a loud and clear “**Hello**” after answering the call. This will ensure that the system knows you picked up the call.

## Finding Available Jobs

Aesop makes it easy to find available jobs right on the homepage. Jobs available for you to accept show in green on the calendar and in list form under the “**Available Jobs**” tab.

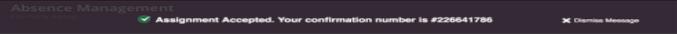
To accept a job, simply click the “**Accept**” button next to the absence. If you do not want to accept this job, click the “**Reject**” button, instead.

**Accepting a Job**

To accept a job, click the green **Accept** button on the right side of the job listing.



Once a job is accepted, you will see a confirmation number at the top of the page. (If there is a file attached to the absence, you will also see a link to view the attached file.) This pop-up will remain on your screen until you dismiss it. Click the “x” next to “Dismiss Message” to close the confirmation.



Looking to accept jobs as a multi-district sub? Reference this article to learn more!

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# Absence Management Mobile App



## Mobile App

Districts that purchase the Frontline Insights Platform also gain access to the Frontline Education mobile app! The app provides increased accessibility to job alerts and other job acceptance tools.

### REQUIREMENTS

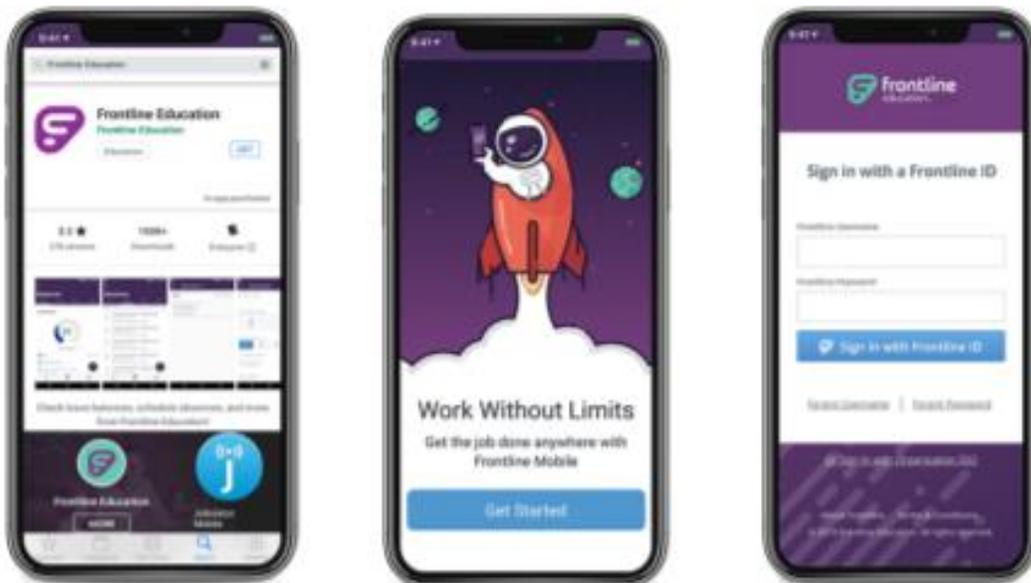
You must have the following qualifications to access the app:

- Your district must utilize the Frontline Insights Platform.

### GETTING STARTED

Access the app store on your mobile device and download the Frontline Education app. Once the download is complete, you will click **Get Started** to proceed to a sign in page. From there, enter your Frontline ID account and click **Sign In**.

\*Please note that once signed in, you may be prompted to select an organization.



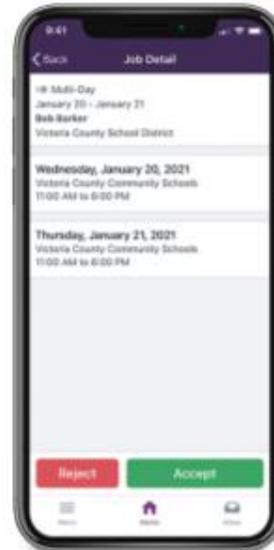
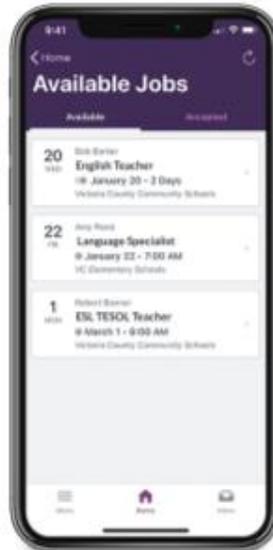
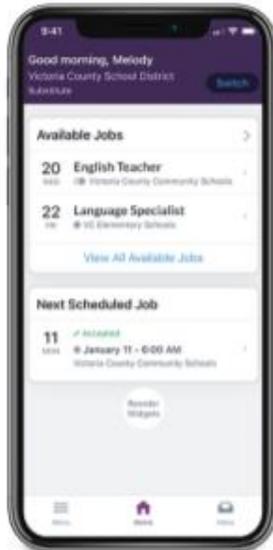
## HOMEPAGE

The homepage posts potential job assignment opportunities. From here, you can select the **View all Available Jobs** link to reference a comprehensive list of all potential jobs in your district. \*Once an available job is selected, you can then review the job's details and opt to accept the assignment.

## MENU/SIDE NAVIGATION

The "Menu" option opens a side navigation bar where you can access current tools and settings.

Available Jobs	Reference all available jobs within your view. (This section includes an "Accepted Jobs" tab where you can view upcoming assignments that you previously accepted.)
Calendar	View the dates for any previously worked assignments, as well as upcoming, accepted jobs. (These dates will be highlighted on Android and dotted on IOS). If you click on the highlighted/dotted dates, you can view the job details for that date.
Inbox	Review any received web alerts from your district.
Help Center	Access online help resources specific to your Frontline mobile app.
Settings	Review your current district details and user preferences, or log out.
Feedback	Please provide feature-related feedback or use this tab to contact Mobile Support with any questions/issues you may have regarding the app.



# Professionalism

## Duties and Responsibilities of the Substitute Teacher

- A substitute teacher has the same professional responsibilities, the same ethical codes and performs the same assigned duties as a regular teacher.
- A substitute teacher should foster a friendly, cooperative attitude towards school personnel and students, and respect the authority of those in administration.
- A substitute should be prompt and business-like in making and keeping agreements to work.
- A substitute should, under no circumstances, criticize any teacher, student, administrators, or other substitutes in the presence of other teachers or students.
- A substitute should be extra cautious in expressing personal reactions and opinions about what has occurred in the classrooms of other schools.
- The substitute should direct any complaints or questions to the principal.
- The substitute should be mindful that the school exists to meet the educational needs of the youth of the community. The substitute's first obligation, therefore, is to the student.
- The substitute should not engage in personal work of any kind during work hours.
- The substitute must follow the District's Ethics and Code of Conduct.
- A substitute supports the District's mission statement, core beliefs, values, and commitments.
- A substitute should never leave students alone & unattended without adult supervision.

## Tips & Tools for a Successful Day

### The Day Before

- Always have a notepad available to write down the appropriate information if you are called to substitute. Request the confirmation number for the assignment.
- If you are not familiar with the location of the school, call the school and ask for directions. It is best to access a [map](#) of the District's [schools](#) and keep it handy for times when you may not know the location of the school. Also have campus addresses, phone numbers, starting and ending times.
- Because you are a substitute, it is always best to answer your phone as much as possible for last minute assignments, especially in the mornings.
- Remember to dress appropriately.

### **Upon Arrival at the School**

- Arrive early to allow yourself enough time to find a parking space, **always** sign-in with your first and last name and your nine-digit employee ID number (substitute notebook), receive an assignment confirmation number, receive duties for the teacher conference time, and get pertinent information from the office before you embark upon your day.
- When you arrive at the office, introduce yourself to the administrative assistant and allow him/her to take you through the routine process necessary to begin your day.
- Ask about student passes and procedures.
- Ask where you should report during the assigned teacher's conference period.
- Find out how to refer a student to the office.
- Ask if any students have medical concerns. It may be a good idea to have a brief talk with the nurse.
- Find out how to report student attendance as well as students who are tardy.
- Find the location of the restrooms and the staff's lounge and/or workroom, cafeteria, library, gym, etc.
- Once you are in your room, try to meet with a grade-level teacher to obtain advice and information pertinent to your job for the day. You may also want to meet other teachers, especially those teachers in the rooms near/next to you.
- Make sure your classroom door locks.
- Ask about extra duties that may be applicable to the assignment.
- Ask about school-wide activities.
- Obtain appropriate keys.
- Ask for the names of the teachers on both sides of the room or in close proximity.

### **Before the Students Arrive**

- Write your name on the board.
- Review classroom rules and behavior standards posted in the room.
- Locate and review the lesson plans, and teaching materials necessary to guide the students through the learning process. Review all procedures that have been left by the teacher. If anything seems unfamiliar, solicit help from another teacher on that grade level, campus, or campus administrator.
- Locate a pen for marking attendance and for writing important notes. Locate books, paper, and other materials, etc.
- Locate the school evacuation map with emergency exits.
- Locate equipment needed to assist you in teaching. (computers, overhead projector, recorder, listening station, etc.).
- Have the student work prepared for students to begin immediately when they enter the room.

- Once the bell rings, stand at the door and be prepared to greet the students when they enter.
- Become familiar with the layout of the:
  - Hand-in assignments (location)
  - Pencil sharpener
  - Passes for the restroom, office, etc.
  - Posted classroom rules and consequences
  - Classroom library
  - Assigned centers
  - Seat arrangements
  - Classroom textbooks
  - Bell schedule
  - Duty assignment
  - Supply of extra paper, pencils, materials
  - Daily routine
  - Homework assignments

### **During the Instructional Day**

- Always follow the lesson plans thoroughly or any instructions the classroom teacher has left. Always share the learning expectations with the children.
- Textbooks, workbooks, and laptops should be issued only if directed by the principal/teacher.
- Only give out passes the teacher has designated.
- Review and implement the classroom discipline plan with students.
- Refer to the listing of things to do with students who have completed their work or utilize the resources you have developed and/or were provided to you.
- Check students' understanding by moving around the class.
- Always monitor and adjust instructional activities as needed.
- Report to duty station as appropriate at the assigned time (conference-before/after school, etc.) Report to the front office during the teacher's conference period for assignment duty. Remember conference periods are not mandated for substitute teachers.
- Praise and reinforce positive behavior and student effort.
- Be fair and carry out rewards and consequences.
- Be positive and respectful.

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

- Review the major learning concepts of the day with students.
- Remind students of homework assignments (if appropriate).

- Ensure students pick-up items and place them in their proper place and leave the room in an orderly fashion.
- Make sure to only release students to the authorized adult to pick-up student.
- **NEVER** leave students alone or unattended. Students that are not picked up should be taken to the main office and left with an adult from the campus.
- Leave comments for the classroom teacher detailing the work accomplished and any significant event or occurrences during the day. Provide factual information only.
- Do not sign-out prior to the end of the day. Leave materials provided by the regular teacher.
- When you are ready to leave for the day, make certain that the room is in order.
- Close and lock all windows that were opened and lock the door. If you do not have a key, it is best to inform the custodian of your departure so the room can be locked immediately.
- Turn in your substitute folder to the secretary, always sign out. Check to see if you will be needed for another assignment on the campus the following day. A confirmation number must be provided.
- Cordially thank the office staff for their hospitality and for the opportunity to substitute in the school. If you would like to return to the campus for future assignments, leave your phone number with the office and let them know you would like to return when an assignment is available.
- Leave a note that includes the positives and negatives of how the day went. Did the students understand the lesson? Did they complete their assignments? Provide factual information only.
- At the end of the day, the substitute should remain on duty until released by the principal and/or designee.

### **Tips to Ensure your Continued Return**

- Implement the campus/classroom management plan. Require little or no supervision for your assignment.
- Ensure the safety & security of students assigned to you.
- Become part of the campus team.
- Participate and volunteer for campus activities/duties.
- Know and support the campus goals and priorities.
- Interact positively and professionally with students and staff.
- Implement the assigned lesson plan as designed by the teacher ensuring continual student engagement.
- Always find something positive to say about any classroom you work in.
- Be professional - Be available - Be flexible - Be enthusiastic.
- Be prompt and be prepared to work with students.
- Be gracious - respectful and courteous toward administration - staff – parents - students.

## **Classroom Organization & Management**

The teacher is the first line of authority in the classroom. Maintaining a level of appropriate discipline in the classroom conducive to enhancing the learning process is expected of the substitute teacher. Fairness in dealing with students, coupled with firmness, will enable the substitute to cope successfully with most classroom concerns. A well-organized, skillfully conducted, & engaged class will have fewer discipline problems. A substitute teacher with a positive attitude can do much to win the respect of students.

### **A. Establish Classroom Organization**

- Establish a seating arrangement.
  - Use strategic seat changes when necessary.
    - To break up “cliques.”
    - To defuse discipline problems early on.
- Structure instructional activities.
- Develop student accountability.
- Ensure all students are within the sight of the substitute teacher at all times.

### **B. Substitute Teacher-Student Relationships**

- Welcome all students.
- Be courteous.
- Do not embarrass students. Speak to students in a professional manner at all times.
- Be fair and grade fairly. Refrain from favoritism.
- Praise the students appropriately. Recognize appearance, performance, friendly manners, etc.
- Value your students’ confidence.
- Maintain student supervision.
- Maintain eye contact.
- Stand and move around the classroom while you teach.
- If necessary, assign consequences according to campus/class policy.
- Be approachable, friendly, and willing to listen.
- Learn the names of students quickly. Use students’ names to give students an increased sense of well-being as well as a feeling of responsibility for his/her conduct and behavior.
- Develop a positive rapport of respect and trust.

### **C. Establish Behavior Expectations**

- Rules should be established through class discussion and accepted by students. Incorporate character building skills. When students and substitute teachers jointly formulate rules for behavior, peer acceptance is generally obtained.
- Keep the classroom rules short, simple, meaningful, and positive.

- Enforce rules consistently and fairly.
- Debrief with students about behaviors.
- Develop reminders, signals, and cues.
- Do not personalize student behaviors.

#### **D. Student Expectations**

- Inform students of what is required.
- Under no circumstances administer corporal punishment.
- Be firm, but fair.
- Avoid threats and set clear expectations.
- Speak to be heard and command attention.
- Reprimand the student privately, if possible.
- Recognize student behavioral problems beyond his/her control, (i.e., for the student who is uncontrollably disruptive; refer the student to the office in accordance with the particular school's policy on referrals).
- Never tell the students to "get out of the room." Never have them leave unsupervised.

#### **E. Establish Routines and Procedures**

- Attendance should be taken at the beginning of the period.
- Have some preliminary work on the board or worksheet. Pre-class work encourages students to settle down. It provides time to take roll or perform other essential routine duties.
- Begin class in a business-like manner. Stress that students are responsible for their assigned work.
- Discuss the day's work and answer questions raised by students.
- Always have work prepared for the entire period. Keep working until the end of the class period rather than stopping five minutes early.
- Establish a consistent order for distributing and collecting materials to avoid confusion.
- Organize supplies for classwork.
- Provide a routine checklist.

#### **F. Management classroom Transition**

- You should have transitional procedures for all classroom activities and daily routines.
- Use good judgement when issuing passes to students.
- Ensure students understand transitional procedures. Provide practice opportunities for ensuring student understanding.

#### **G. Classroom Monitoring**

- Develop the ability to always see or know what is going on in the classroom.
- Convey your alertness and attentiveness to the students.
- Dismiss students in an orderly fashion.
- **Never** leave students alone in the classroom.
- Make accommodations and adjustments as necessary.

#### **H. Student Engagement— Schedule a variety of activities**

- Design activities that allow students to positively interact.
- Vary activities to reduce boredom and enhance student interest, learning, and engagement in learning.
- Assign shortened learning projects.
- Allow extra time for assignment completion.
- Allow students to choose learning assignments, as applicable.
- Allow students to choose methods for grading assignments.
- Know students' learning styles.
- Have extra assignments or activities ready for students who finish early.

#### **I. Classroom Environment—Arrange the classroom attractively and efficiently.**

- The room should be free from clutter.
- Define places for materials, supplies, and equipment.
- Use bulletin board and displays effectively.
- Keep an orderly classroom environment.
- Set up student work areas.
- Promote an environment that is warm, accepting and interesting.

## **Behavioral Strategies**

### **BEHAVIORAL STRATEGIES THAT REALLY WORK!**

- Use of a timer helps students self-monitor themselves for on-task behavior.
- Use appropriate proximity control.
- Provide frequent positive feedback (verbal, and/or concrete reinforcement) for both the learning effort and the resulting product.
- Modify the instructional environment whenever appropriate

- Escort students to and from locations as appropriate.
- Utilize daily behavior reports for debriefing with students.
- Avoid ridicule and criticism—praise often— reward good behavior.
- Remove distractions.
- Work on social skills.
- Use “coaching” as a tool for assisting the student in redirecting his/her behavior.
- Assist students in developing personal strategies to maintain attention.
- Continuously monitor patterns of behavior and redirect behavior.
- Use positive feedback. Always focus on stating something positive.
- Demonstrate that you care for the student.
- Use consequences for both appropriate and inappropriate behavior.
- Utilize various approaches to build self-esteem and to encourage success.
- Use peer modeling/peer role models.
- Use verbal and tactile prompts/clues in redirecting behavior.
- Develop appropriate outlets or alternatives for the student.
- Encourage expression of ideas and feelings. Encourage the student to state his/her viewpoints.
- Avoid discussions of feelings about events outside the classroom during group instructional situations.
- Intervene before temper outbursts. Avoid “why” questions to the student. Instead, verbalize your hunch concerning what the student is feeling. For example, “I know you are angry, but I will assist you in solving the problem.”
- Confront the student when classroom rules are not being followed and remind students of rules and consequences for failure to comply. Offer choices to assist the student to “save face” whenever confrontation occurs.
- Use negotiation and offer choices. Avoid forcing a student to do a task. Come up with alternatives and choices for the student by discussion. The student knows he/she must do something. The teacher needs to be willing to compromise in the student’s best interest.
- Constantly recognize student achievement.
- Give clear and precise directions. Clarify as often as needed. Check for understanding.
- Be positive with affirmations when new situations for the student are presented.
- Frequently “check-in” with students to monitor behaviors/problems.

## **Instructional/ Behavioral Strategies**

### **Students Who Do Not Stay in Assigned Area:**

- Separate the student from their peer(s) who stimulates his/her inappropriate behavior in assigned areas.
- Identify a peer to act as a model for the student by staying in an assigned area for the specified time period.
- Reinforce those students in the classroom who stay in an assigned area for the specified time period.
- Gradually increase the length of time required for reinforcement as the student demonstrates success.

### **Students Who Make Inappropriate Comments/ Noises in the Classroom**

- Reinforce the student for making appropriate comments based on the length of time he/she can be successful. Gradually increase the length of time required for reinforcement as the student demonstrates success.
- Remove the student from the group or activity until he/she can demonstrate appropriate behavior and self-control.
- Write a contract with the student specifying what behavior is expected (e.g., making appropriate comments) and what reinforcement will be made available when the terms of the contract have been met.
- Provide the student with a predetermined signal if he/she begins to make inappropriate comments or unnecessary noises.
- Structure the environment in such a way as to limit opportunities for inappropriate behaviors (e.g., keep the student engaged in activities, have the student seated near the teacher, etc.)

### **Students Who Do Not Follow Directions**

- The teacher should be able to see the student and the student should be able to see the teacher, making eye contact possible at all times.
- Give the student preferred responsibilities.
- Maintain maximum supervision of the student and gradually decrease supervision as the student becomes successful at following directives.
- Have the student maintain a chart representing the amount of time spent

following teacher directives or rules, with reinforcement for increasing appropriate behavior.

- Be mobile in order to be frequently near students.

### **Students Who Do Not Resolve Conflict Appropriately**

- Identify a peer to act as a model for the student to imitate the ability to appropriately solve problems in conflict situations.
- Identify typical conflict situations for the student and discuss appropriate solutions to specific situations (e.g. peers taking things from him/her, peers hitting or grabbing, peers not following rules, etc.)
- Evaluate the student's problem-solving ability and limit his/her exposure to conflict situations to a level he/she can deal with appropriately.
- Model for the student or have the student role-play a variety of ways to solve problems in conflict situations (e.g. withdrawing, reasoning, apologizing, compromising, etc.)
- Provide the student with hypothetical conflict situations and require him/her to suggest appropriate solutions to the situation.

### **Students Who Engage in Temper Tantrums**

- Provide readings, videos, and lessons about temper tantrums and the implications associated with the behavior.
- Develop a plan of action that will be implemented the next time the tantrum occurs. The plan should have substitute teacher/student/administrator and parent involvement.
- Provide opportunities to self-manage with silent cues or prompts as indicators arise for tantrums. This assistance will help the student to begin to take control of the behavior. A behavioral improvement chart could be developed for scoring and for reinforcing self-management behavior.
- Use the listing technique to help the student identify his or her feelings (e.g., list ten things that make you angry).

### **Students Who Engage in Acting Out Behavior**

- Agree with the student upon certain times when this kind of acting out behavior may be acceptable.
- Anticipate and divert acting-out behavior with a question, a chore, or a command.
- Avoid responding with anger or sarcasm, which only reinforces the notion that the

method works.

- Exchange classes with another teacher for a period, a day, or longer, and then exchange observations and plan accordingly.
- Examine the seating arrangement. Try seating the student in a rear corner or by your desk as your assistant.
- Enlist the cooperation and support of the class when a student acts out.
- Consider denying certain privileges but offering alternatives; then be aware of opportunities to reinforce improved behavior.

### **Students Who Engage in Off Task Behavior**

- Alternate between active and quiet activities, between lecture, cooperative learning groups, and individual group seatwork.
- Give work breaks. This allows for movement during and between lessons. Do a few stretching exercises. Get the blood circulating again!
- Provide ample skill reinforcement work within an individualized student work folder.
- Deliver lessons in a style that maintains attention and interest. Use creative methods which engage the student.
- Use examples that have meaning to them.
- Break one large task/concept down into several components. Use a checklist of small steps. As each step is completed, the student checks it off the sheet.
- Limit the amount of work so it does not overwhelm students.

### **Substitute Deactivation**

The substitute teacher serves at the will and discretion of the District. Substitutes are expected to adhere to the standards and directions of the district, school, and the principal. A substitute's name may be deleted from the roster if:

- He/She does not work four (4) or more days a month.
- Receives complaints or concerns expressed by a principal.
- The substitute is consistently not available to accept work.
- The substitute accepts an assignment but fails to show up or fails to complete the assignment.
- Behavior, demeanor, dress, or communication skills are such that the substitute is not deemed to be an appropriate role model for students.
- The substitute has exhibited any misconduct or any inappropriate behavior.

### **Criminal History Checks for Employees and Volunteers**

*Policies ([GKG, D35](#))*

All applicants for employment must complete the entire on-line application form supplied by the Human Capital Management Department, including the Consent to Perform Criminal History Records Information [FORM D23-B] and the Fast Fingerprinting Pass as appropriate for the specific position. The Human Capital Management Department will obtain the criminal history information and fingerprinting clearance from the current criminal background check system which includes information from law enforcement or criminal justice agencies, including but not limited to, the “Criminal History Clearinghouse” established by the Department of Public Safety. Employment with the San Antonio ISD is contingent upon criminal history record and the fingerprinting requirement completion.

In accordance with Texas Education Code §22.083, the District shall obtain criminal history record information that relates to a person the District intends to employ or a person who has indicated in writing, an intention to serve as a volunteer with the District, as well as to a person currently employed or serving as a volunteer. In addition, the District has entered into partnerships with nonprofit organizations to oversee and support district schools, pursuant to Senate Bill 1882. The District must also conduct a criminal history review of certain employees of these organizations.

## **Professional Conduct**

Substitutes should never leave the classroom or students unattended. If the substitute needs to leave the room for a personal reason or emergency, a nearby teacher and administration should be notified so that the classroom will be supervised. At all times and in all matters related to substitute teaching, the substitutes should never hesitate to seek help when needed. Help is only a few steps or a call away to the office at any time. Most classrooms have an intercom system if you feel the need to contact the office for immediate assistance.

### *Policies ([D10](#))*

Principals are asked to notify the Office of Human Capital Management of any concerns or misconduct involving substitutes. In the event the principal requests that a substitute does not return to their campus, San Antonio ISD reserves the right to exclude them from working at that campus. If circumstances warrant, a substitute will be removed from the service to the District if it is believed to be in the best interest of the school and/or the District. Substitutes must adhere to the following:

- The Family Educational Rights and Privacy Act (FERPA) prohibits the substitute teacher from revealing confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

- Employees, visitors, substitutes, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school property or any grounds or building where a school-sponsored activity takes place.
- Cellular phones should be silent and out of sight during the school day. No personal calls should be made or received during the instructional day with the exception of personal calls made during lunch, before, or after school.
- Taking pictures and recording videos of students with any device is **not** permitted.
- Videos and social networking sites are not to be accessed or shown unless it is part of the teacher's lesson plan.
- District policy prohibits the use of tobacco products anywhere on school property, as well as school sponsored events.
- SAISD is a Drug-Free Workplace. Employees of the District are prohibited from using, possessing, manufacturing, dispensing, distributing, or being under the influence of alcoholic beverages, prohibited drugs, or narcotics.
- Personal questions/conversations of a sensitive or private nature not included in the teacher's lesson plans are to be avoided. These included questions about religious beliefs, sexuality, substance abuse, and family life.
- Substitutes, especially as it pertains to religion, should refrain from discussing their personal lives with students, especially as it pertains to religion, sexual preferences, and other aspects of their personal life of no relevance to the instructional content presented or reviewed.
- An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

## **Dress and Grooming**

Employee Standards of Conduct ([\*Local DH\*](#))

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent. San Antonio Independent School District considers all personnel to be professional in their respective areas and, as such, expects all employees to adhere to appropriate professional dress guidelines during regular school business hours.

These guidelines, as outlined below, are general in nature and accompanied by a few illustrative

examples of appropriate or inappropriate attire. The following items are meant to serve as examples and should not be considered all-inclusive:

**Appropriate clothing includes:**

Males

- Button-down dress shirt, pullovers, sport coats or sweaters
- Golf shirts, sports shirts, or polo-style collared shirts
- Slacks or khakis
- Dress shoes, boots, athletic shoes, and casual shoes

Females

- Blouse, dress, skirt (appropriate length)
- Sweater
- Slacks or khakis
- Dress shoes, casual shoes, dress sandals, boots, and athletic shoes

In accordance with the dress code guidelines, the following items are NOT ACCEPTABLE and shall not be worn:

- Jeans of any color (except on Fridays or designated “Spirit Day”; does not exclude other denim such as jackets and skirts)
- T-shirt defined as a collarless short-sleeved or sleeveless usually cotton undershirt; also, an outer shirt of similar design (except on Fridays or designated “Spirit Day” and other school-related theme days and/or field trips); acceptable t-shirts include those with a common school theme, logo or slogan and/or college/university shirts.
- Revealing, and/or provocative clothing (e.g. tank tops, halter tops, spaghetti straps, strapless tops/dresses, suggestive clothing, visible midriff/cleavage, tight-fitting/spandex)
- Flip-flops (e.g. beach shoes)
- Shorts (anything above the knee); Capri/cropped pants are not considered shorts.

## SAISD Substitute Pay 2022-2023 school year

Substitute Category	Daily Rate (Days 1-19) <i>Elementary</i>		Daily Rate (Day 20+) <i>Elementary</i>		Daily Rate (Days 1-19) <i>Secondary**</i>		Daily Rate (Day 20+) <i>Secondary**</i>	
Certified	T-W-Th	\$130	T-W-Th	\$140	T-W-Th	\$140	T-W-Th	\$150
	M-F	\$140	M-F	\$150	M-F	\$150	M-F	\$160
Degreed (Bachelors/ Masters) but not certified	T-W-Th	\$120	T-W-Th	\$130	T-W-Th	\$130	T-W-Th	\$140
	M-F	\$130	M-F	\$140	M-F	\$140	M-F	\$150
Non-Degreed	T-W-Th	\$110	T-W-Th	\$120	T-W-Th	\$120	T-W-Th	\$130
	M-F	\$120	M-F	\$130	M-F	\$130	M-F	\$140
Instructional Assistant – Non-SPED	\$95		\$105		\$95		\$105	
Instructional Assistant – SPED	\$100		\$110		\$100		\$110	
Non-Classroom Paraprofessional	\$95		\$105		\$95		\$105	

\*These rates are based on the credentials currently on file with our department (college transcripts) and are paid only for the job you are ASSIGNED to in the Absence Management System. If you need to submit your transcripts, please email them to [substitute@saisd.net](mailto:substitute@saisd.net). Pay will be effective as of the date the information is on file with the District, there is no retroactive pay.

\* Teacher substitutes at Cooper Academy, Sam Houston High School, Lanier High School, Davis Middle School, Rhodes Middle School and Tafolla Middle School earn an additional \$10 a day.

# 2022-2023 Instructional Calendar



## 2022-2023 INSTRUCTIONAL CALENDAR

San Antonio Independent School District  
514 W. Quincy St. | San Antonio, Texas 78212  
210-554-2200 (phone) | www.saisd.net  
f @SanAntonioISD @SAISD

'22 JULY	AUGUST	SEPTEMBER	LEGEND
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<ul style="list-style-type: none"> <li>Regular Instructional Day</li> <li>Holiday</li> <li>Inclement Weather Makeup Day</li> <li>Start of Grading Period   End of Grading Period</li> <li>Student Holiday   Staff Development   Teacher Pro. Time (Max 2 Hrs)</li> <li>Teacher Workday   Student Holiday</li> </ul>

OCTOBER	NOVEMBER	DECEMBER	'23 JANUARY
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

FEBRUARY	MARCH
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

APRIL	MAY
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

JUNE	JULY
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

### IMPORTANT DATES

**2022**

- July 4 - July 8 - District Closed; Holiday - Independence Day
- Aug. 9 | Aug. 10 | Aug. 11 - Staff Development | Teacher Pro. Time | (Max 2 Hrs)
- Aug. 12 | Aug. 15 - Teacher Workday
- August 16 - First Day of School | Start of 1st Grading Period | Start of 1st Semester
- September 5 - Holiday - Labor Day
- October 7 - End of 1st Grading Period
- October 10 - Holiday - Columbus Day | Indigenous Peoples' Day
- October 11 - Start of 2nd Grading Period
- Oct. 21 | Oct. 24 - Teacher Workday | Parent/Teacher Conferences | Student Holiday
- November 21 - 25 - Holiday - Thanksgiving Break
- December 16 - End of 2nd Grading Period | End of the 1st Semester
- December 19 - December 30 - Holiday - Winter Break

**2023**

- January 2 - Student Holiday | Staff Dev. | Teacher Pro. Time (Max 2 Hrs.)
- January 3 - Start of 3rd Grading Period | Start of the 2nd Semester
- January 16 - Holiday - Martin Luther King Jr. Day
- February 20 - Presidents Day | Inclement Weather Makeup Day
- March 10 - End of 3rd Grading Period
- March 13 - March 17 - Holiday - Spring Break
- March 20 - Student Holiday | Staff Dev. | Teacher Pro. Time (Max 2 Hrs.)
- March 21 - Start of 4th Grading Period
- April 4 - 6 - STAAR Testing
- April 7 - Holiday - Easter Break
- April 28 - Holiday - Battle of Flowers
- May 2 - 19 - STAAR Testing
- May 29 - Holiday - Memorial Day
- June 1 - Last Day of School | End of 4th Grading Period | End of the 2nd Semester
- June 2 - Staff Development | Teacher Pro. Time (Max 2 Hrs.) | Inclement Weather Makeup Day
- June 19 - Juneteenth National Independence Day
- June 20 - 30 - STAAR Testing
- July 3 - 7 - District Closed; Holiday - Independence Day



435 minutes per day  
Calendar includes at least 75,600 minutes.  
Total = 76,995 minutes (without the waiver)  
Grading Periods:  
1st = 36 days | 2nd=42 days | 3rd= 47 days | 4th= 50 days  
177 student days  
187 teacher days

## School Directory

Please visit [www.saisd.net](http://www.saisd.net)

- Schools
- View our Schools Directory

# **Substitute Payroll**

**[Payroll Office](#)**

**[2022-2023 Substitutes Reporting Schedules](#)**

Phone Number: 210-554-8552



**Associate Superintendent – Human Capital Management**

**Toni D. Thompson**

**Executive Director, Recruitment & Hiring**

**Arnoldo Gutiérrez**

**Talent Acquisition Manager**

**Jessica Valdillez**

**Staffing Assistant**

**Samantha Salazar**



**San Antonio Independent School District**

514 W Quincy St., San Antonio, TX 78212

Phone: (210) 554-8400

(option 1, then option 4 for Substitutes)



## **Board of Trustees**

Christina Martinez, President

Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary

Ed Garza, Member

Sarah Sorensen, Member

Patti Radle, Member

Leticia Ozuna, Member

**Dr. Jaime Aquino, Superintendent**

**Visit the District Website:**

[www.saisd.net](http://www.saisd.net)

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's board policies DIA, FFH, and FFI.