



Our Children, Our Schools,
Our Future!

Substitute Teacher Handbook 2015/2016



JURUPA UNIFIED SCHOOL DISTRICT
Personnel Services

Jurupa Unified School District

Personnel Services Office
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Jurupa Valley, CA 92509

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INTRODUCTION

Welcome to the Jurupa Unified School District!

This publication is designed to assist you as a substitute teacher in the Jurupa Unified School District. We are proud of our educational system and are pleased to have you share in this important endeavor.

Your role as a substitute teacher is essential to the success of the educational program of the Jurupa Unified School District, for only through the service of you and your fellow substitutes can educational growth continue for those pupils whose regular teachers are not on duty.

The position of the substitute teacher is unique in many respects – one that will call for resourcefulness and poise as you meet many and various situations. Your interest in the students and ability to inspire their confidence and respect will help you find satisfaction in the classroom. You should, as much as possible, maintain the prescribed program of the regular teacher, but should be able to plan creatively so that your classes will have appropriate and worthwhile instruction.

Should you have any questions or need any assistance, please feel free to call the Personnel Office at (951) 360-4124.

PERSONNEL/PAYROLL INFORMATION

Substitute Teacher Orientation

After completing an orientation and submitting the necessary paperwork for a credential/permit along with payroll paperwork, your name will be submitted to our Board of Education. Once approved, you will be placed on the active substitute list.

Fingerprint Clearance

Prior to working as a substitute teacher for the Jurupa Unified School District, all substitute teacher applicants must be fingerprinted and cleared through the Department of Justice.

Tuberculosis Clearance

As a substitute teacher, you are required to provide verification that you are free from active tuberculosis. This can be either an X-ray, Mantoux skin test or complete a “symptom screen” (no older than 60 days for new hires). Board policy states that the report must be prior to the first working day and every four years thereafter. Should a negative report not be submitted to Personnel prior to the due date, the substitute will be removed from the substitute list until this requirement has been met.

An applicant who was previously employed in another school district or private or parochial school shall be deemed to have fulfilled the tuberculosis testing requirement if he/she produces a certificate showing that he/she was found to be free of infectious tuberculosis within 60 days of initial hire or if his/her previous employer verifies that it has a certificate on file showing that the applicant is free from infectious tuberculosis. (Education Code 49406)

For further information, please refer to the attached Administrative Regulation 4112.4, 4212.4 and 4312.4.

Credential/Permits

It is the responsibility of the substitute teacher to renew his/her credential/permit in a timely manner. Within 60 days of your credential/permit or TB expiration date, you will be notified via email by the Aesop System to remind you of the upcoming expiration. Credentials/permits may be renewed up to one year in advance. Fully credentialed employees and 30-day substitute permit holders are able to renew your credential/permit through logging on to www.ctc.ca.gov website and selecting the ‘online services for educators’ option. All others must contact the Personnel Office for renewal options. For any questions regarding your credential/permit or TB expiration dates, please contact our office at (951) 360-4124.

Please Note: Once you have renewed your documents (i.e., TB or credential/permit) please notify the Personnel Office so that your records can be updated.

Change of Personnel Records

Your current address and telephone number should be on file in the Personnel Office, at all times. Please contact the Personnel Office if you need to change your records. Overlooking this responsibility may cause payroll warrants, income tax statements (W-2’s), and reasonable assurance letters to be delayed.

Per Diem Rate / Long-Term Assignments

As a substitute teacher, you will be paid the current rate of \$120 per day on a day-to-day basis. A full day assignment consists of seven and one-half (7 ½) hours including a 30 minute lunch. Half-day assignments will be paid at the rate of \$60 per half day. Half-day assignments consist of three and three-quarter hours (3 ¾) or less.

If you work in one assignment for fifteen (15) consecutive days, for the same teacher, your rate of pay will increase on the sixteenth day to \$125 per day for the duration of that particular assignment as long as there is no break in said assignment.

Payroll Information

Pay warrants are mailed once a month (please see the 2015-2016 Time Card and Payday Schedule for pay day). If you so desire, you may sign up for direct deposit with the Payroll Department.

Time Cards

At the first school in which you substitute, pick up a salmon-colored substitute teacher time card from the Principal's secretary. Write your name on the card and sign it. In addition, the Principal or his/her designee should sign the card before you leave the school for the day. Carry the card to each assignment throughout the month. When you are ready to submit your timecard to payroll, please write in your social security number.

To ensure accuracy of payment, we recommend that you keep your own record of dates, times, and assignments. Give your time card to the school secretary or bring it to the Payroll Office no later than the date indicated on the payday schedule provided to you. If you choose to mail the card, it must arrive in the Payroll Office by the date indicated on the payday schedule.

IMPORTANT: Your timecard must be legible – please print in all required areas with the exception of the signature line. Make sure to use your legal name – as stated on your social security card (no nick names).

If your timecard is late, you **will not be paid until the following payroll date**. It is very important that the time card be in the Payroll Office on the due date indicated. These deadlines are imposed by the Riverside County Office of Education. Pay schedules are included in this handbook.

State Teachers' Retirement System (STRS)

You will automatically become a member of STRS on the 100th day that you teach anywhere in the state of California in any one fiscal year (July 1 through June 30). Once you meet this membership requirement, all service is subject to employee contributions, which are automatically deducted by the Payroll Office at the current rate of 9.20% for members 60 years of age and younger or 8.56% for members 62 years of age and older.

Membership in STRS provides certain benefits to teachers. If you choose, you may become a member of the system immediately, without regard to the 100-day minimum, by completing the required STRS form located in the Personnel Office. For more information about STRS, please visit the CalSTRS website at www.calstrs.com.

Healthy Workplaces, Healthy Families Act of 2014 (Assembly Bill 1522)

Substitute employees who work for 30 or more days within a year from the commencement of employment with the District shall receive 24 hours of sick leave per fiscal year, which shall be

available for use beginning on the 90th day of employment. Employees shall receive the full amount of sick leave at the start of each fiscal year. Any unused amount of sick leave shall not carry over to the following fiscal year. Pay for sick leave used under this section shall be the same as the pay the employee would have received had the employee served during the day.

For further information, please refer to the attached Board Policy 4161.1, 4261.1, 4361.1

Retired Personnel

Personnel retired from school employment receiving STRS retirement benefits may be employed as substitute teachers. As per the Education Code, personnel receiving STRS retirement benefits may earn the maximum amount as determined by STRS for the current year. Please notify the Personnel Office if you are receiving retirement benefits through CalSTRS. You will be given information about the maximum earnings allowed by CalSTRS.

Resignation Notification

If a substitute teacher wishes to resign during the course of the school year, written notification must be submitted to the Personnel Department. Adherence to this request enables the Personnel Department to maintain accurate records of starting and ending dates of employment for verifying experience, withdrawing of retirement contributions, etc.

Substitute Teacher Evaluations & Removal From Active Substitute List

Paramount to student achievement is the academic continuity for all students whether the regular teacher is present or absent for the day. To ensure academic continuity for students, substitute teachers will need to carry-out the lesson plans of the regular teacher in a professional consistent manner.

All substitute teachers will be evaluated by the regular teacher and/or site administrator. Negative evaluations will have an impact on future assignments for the teacher, school site and/or District. **Substitute teachers are at-will employees and may be released from employment at anytime without a reason given.** Per EC44953 *“Governing boards of school districts may dismiss substitute employees at any time at the pleasure of the board.”*

Reasonable Assurance Notification

In April of each school year, Reasonable Assurance letters are sent to all qualified substitute employees. This notification is an essential requirement for you to remain on the substitute teaching list for the upcoming school year. This notification will require you to notify the District your intention of returning/declining substitute employment for the upcoming year. Additionally, you will be required to return your current badge/ID to the Personnel Office and obtain a new badge/ID, within the deadline dates given on the notification.

2015-2016 TIME CARD & PAYDAY SCHEDULE

PAYROLL ITEMS MUST BE RECEIVED IN PAYROLL BY **4:00 PM** ON THE DUE DATE.

REGULAR DISTRICT EMPLOYEES

Attendance Reports & Extra Duty Time Card Deadlines

ATTENDANCE PERIOD	PR#	DUE DATE	PAY DAY	DISTRIBUTION METHOD
06/11 - 07/10	1M	07/10/15	07/31/15	DISTRIBUTED @ WORK SITE
07/11 - 08/10	2M	08/10/15	08/31/15	DISTRIBUTED @ WORK SITE
08/11 - 09/10	3M	09/10/15	09/30/15	DISTRIBUTED @ WORK SITE
09/11 - 10/10	4M	10/09/15	10/30/15	DISTRIBUTED @ WORK SITE
10/11 - 11/10	5M	* 11/06/15 *	11/30/15	DISTRIBUTED @ WORK SITE
11/11 - 12/10	6M	* 12/07/15 *	12/29/15	Classified DISTRIBUTED @ ED. CENTER
11/11 - 12/10	6S	* 12/07/15 *	01/04/16	Certificated DISTRIBUTED @ ED. CENTER
12/11 - 01/10	7M	* 01/11/16 *	01/29/16	DISTRIBUTED @ WORK SITE
01/11 - 02/10	8M	* 02/05/16 *	02/29/16	DISTRIBUTED @ WORK SITE
02/11 - 03/10	9M	03/10/16	03/31/16	DISTRIBUTED @ ED. CENTER
03/11 - 04/10	10M	04/08/16	04/29/16	DISTRIBUTED @ WORK SITE
04/11 - 05/10	11M	05/10/16	05/31/16	DISTRIBUTED @ WORK SITE
05/11 - 06/10	12M	06/10/16	06/30/16	DISTRIBUTED @ WORK SITE

(Pay Period is the 1st - 31st of each month)

CLASSIFIED PAID MONTHS: WORK YEAR A, B, C, D = 12 MONTH PAY = JULY THRU JUNE

CLASSIFIED PAID MONTHS: WORK YEAR E1, E2, F, F1 = 11 MONTH PAY = AUGUST THRU JUNE

CLASSIFIED PAID MONTHS: WORK YEAR G = 10 MONTH PAY = AUGUST THRU MAY

Categorically-funded time cards are due in the Categorical Projects Office for approval 2 days in advance of due dates listed above.

Additional work is recorded on an Extra Duty Time Card which follows the Attendance Period. Submit only **AFTER** time is worked.

DO NOT HOLD TIME CARDS - THE DISTRICT IS ASSESSED PENALTIES & INTEREST FOR LATE PAYROLL REPORTING TO RETIREMENT.

NOTE: LATE TIME CARDS WILL BE PAID ON THE EMPLOYEE'S NEXT AVAILABLE PAYROLL CYCLE.

Each time card must be completed in BLUE OR BLACK INK, signed by the employee, & approved by a supervisor.

Please ensure the mailing address printed on your paystub is accurate.

CERTIFICATED & CLASSIFIED SUBSTITUTE EMPLOYEES

Includes: Substitute, Temporary, and Short-term

WORK PERIOD	PR#	DUE DATE	PAY DAY	DISTRIBUTION METHOD
06/01 - 06/30	1A	06/30/15	07/20/15	CHECKS WILL BE MAILED
07/01 - 07/31	2A	07/31/15	08/20/15	CHECKS WILL BE MAILED
08/01 - 08/31	3A	08/31/15	09/18/15	CHECKS WILL BE MAILED
09/01 - 09/30	4A	09/30/15	10/20/15	CHECKS WILL BE MAILED
10/01 - 10/31	5A	10/30/15	11/20/15	CHECKS WILL BE MAILED
11/01 - 11/30	6A	11/30/15	12/18/15	CHECKS WILL BE MAILED
12/01 - 12/31	7A	12/18/15	01/20/16	CHECKS WILL BE MAILED
01/01 - 01/31	8A	01/29/16	02/19/16	CHECKS WILL BE MAILED
02/01 - 02/29	9A	02/29/16	03/18/16	CHECKS WILL BE MAILED
03/01 - 03/31	10A	* 03/25/2016 *	04/20/16	CHECKS WILL BE MAILED
04/01 - 04/30	11A	04/29/16	05/20/16	CHECKS WILL BE MAILED
05/01 - 05/31	12A	05/31/16	06/20/16	CHECKS WILL BE MAILED
06/01 - 06/30	1A	06/30/16	07/20/16	CHECKS WILL BE MAILED

NOTE: LATE TIME CARDS WILL BE PAID ON THE EMPLOYEE'S NEXT AVAILABLE PAYROLL CYCLE.

DO NOT HOLD TIME CARDS - THE DISTRICT IS ASSESSED PENALTIES & INTEREST FOR LATE PAYROLL REPORTING TO RETIREMENT.

Each time card must be completed in BLUE OR BLACK INK, signed by the employee, & approved by a supervisor.

Please ensure the mailing address printed on your paystub is accurate.

*** Note: Time Cards are due early this pay period. Please email attendance changes to Payroll daily. ***

RESPONSIBILITIES OF THE SUBSTITUTE TEACHER

IMPORTANT INFORMATION

- Please make sure **all** substitute assignments are handled through the Aesop Automated Sub Caller System. If a teacher or other person(s) sets up an assignment with you; make sure the school site secretary is aware of it.
- You should arrive at school no later than the time indicated on Aesop. If you receive a late call, report to the assignment as soon as possible. Contact the school site secretary and let him/her know when you will arrive to your assignment. Failure to do this may result in another substitute teacher being called.
- Please maintain a professional attitude at all times.
 - Respect the individuality of the teacher at all times. Please make every effort to continue the lessons of the regular teacher and to maintain the existing schedule.
 - You should attempt to maintain the regular routine of the classroom and to carry out all duties normally expected of the regular teacher.
- Refrain from using language that may be degrading or demeaning to students and staff.
- All student and school records are to be kept confidential at all times and are to be treated in a professional manner. Always keep school business matters confidential.
- Do not leave any money or valuables in the desk or classroom. The District is not responsible for lost/stolen property while at the work site.
- Telephones at the school site are to be used for official school business only. **Please refrain from using your personal cell phone during student academic time.**
- Xerox machines are for official school business use only. If you need to copy materials for the classroom, please request permission from the school site secretary.
- Day-to-day substitute teachers will not have computer access. Attendance will be given to you in paper form. Please **DO NOT** bring your personal computer to the classroom. Attending to the academic needs of students should be your main priority.
- For secondary assignments – please report to the school site secretary during the scheduled prep time for further directions. Your services may be required in another classroom during this time.
- If the school is scheduled for late start or testing – please report to the school during the normal school schedule. For example, if your scheduled time to be at the school is 7:00 a.m. but the school is on a ‘late-start’ schedule you must still report to the school at 7:00 a.m. (unless directed otherwise by the school site administration).

- Please maintain a professional appearance. Use good judgment and set the example for the students.

PROCEDURES FOR REPORTING TO SCHOOL

The substitute teacher is responsible for the full schedule of the regular teacher. This includes correction of papers, study halls, yard duty, bus duty and any other special duties performed by the regular teacher. Assignments may vary by school, however, the following procedures should be observed:

1. If you are going to be late to the school site – please call the school site secretary to let him/her know when you will be reporting to your assignment.
2. When arriving at the designated school assignment, report to the school site secretary. You will be given your room assignment, daily schedule, and other instructions. Check the regular teacher’s mailbox for any bulletins or information pertaining to students. **Please leave all personally addressed mail to regular teacher in the mailbox.**
3. Familiarize yourself with the emergency drills of the school.
4. Follow the attendance procedures. If you have any questions, ask the school site secretary.
5. Look for a seating chart in the teacher’s desk. The seating chart will be helpful in learning the students’ names. You should use the seating chart as arranged and not attempt to change the seating.
6. Check with the school site secretary for the teacher’s lesson plans. It is very important that you follow the lesson plans as scheduled.
7. Bell schedules should be followed. **Never dismiss class early unless you have been instructed otherwise by school administration.**
8. If possible, classrooms should be locked whenever teachers and children are out of the classroom.
9. Report to the school office before leaving campus. The school site secretary will instruct you as to whether or not you will return the following day.

Regular Teacher Preparations:

To minimize problems and help maintain the best possible atmosphere for learning, each regular teacher will generally have made the following preparations for your arrival:

- Provision should be made for the substitute to obtain keys to classroom, desks, and storage cabinets.
- Monitors, class officers, and class helpers should be instructed in regard to assisting a substitute. A record should be available to the substitute indicating who these pupils are.
- A list of dependable students, students with special problems (such as hearing, etc.), or troublesome students should be noted in the teacher's lesson plans.
- A list of times and students involved in pull-out programs (such as Speech, RSP, etc.), should be posted.
- The regular teacher should be willing to give necessary information by phone or personal conferences, unless the regular teacher is unavailable to do so. In such cases, school site administration will assist the substitute teacher with these matters.
- The location of necessary books and supplies and the procedure for obtaining them should be available.

Classroom Tips:

- You should be at the door or designated place to greet students as they arrive. Be sure they enter the room quietly and in an orderly manner. This can set the tone for the day.
- Your name should be placed on the board and you should introduce yourself to the students. Tell the class you are their teacher for the day.
- Be friendly, but firm. For example, students should not address you by your first name. This will help maintain the formality that is needed for good classroom control.
- Try to maintain established routines, such as beginning the day by saluting the flag, etc. Pay attention to morning announcements, if any, and require students to do the same.

- All teaching materials should be organized and ready before school begins. For example, put assignments on the board to avoid confusing the students. Duplicate materials, if needed, before students arrive.

General Rules and Regulations:

- No student should be permitted in the classroom unless the teacher is present. Do not be alone with a single student with the door closed.
- Elementary school students are prohibited from using certain equipment such as the paper cutter. You should be concerned about good safety practices at all times.
- Baseball bats and balls are to be used on the playground, under the close supervision of the classroom teacher or yard supervisor.
- All visitors must report to the school office before visiting on the school grounds or in the classes. Visitors should wear the school's "visitor" pass.
- No student may leave the room without your permission.
- No student is to leave the school without the permission of the principal. Do not release a student to any adult. Permission and authorization must be given only through the school office. You are not expected to know all parents. These necessary safeguards are for the protection of the students, yourself, and the school.
- You are directly responsible for informing the principal of any problems regarding pupils, the instructional program, or parent contacts.
- If a student becomes ill, send the student to the office or the school nurse with a written pass. It is also a good practice to inform the office that a student is being sent from the class.
- You are responsible to see that students are supervised at all times in the classroom, library, computer lab, and on the playground during physical education.
- If playground or supervisory duties (i.e., bus duty, etc.) have been assigned, it is your responsibility to be on duty promptly at the appointed time. You can personally be held responsible for injuries sustained by students under your assigned supervision if you are negligent.
- School records are confidential and are to be treated in a professional manner. Individual students, other teachers, and school situations should not be discussed outside the school. Cumulative records are not to be removed from the office. Consult the school secretary for assistance with student records.

- The teacher and the principal are asked to evaluate your performance as a substitute teacher. These reports are often used to determine whether you will receive additional assignments and/or reasonable assurance the following school year.

Discipline

- Please review the District's policies on student discipline, as well as, the classroom rules which are usually posted in the classroom. Please follow these guidelines to ensure consistency for the students.
- The substitute teacher is responsible for the conduct in the classroom. If you are unsure about a situation, or if special circumstances arise, please ask for assistance from the school site administration office.
- Student discipline is always of concern to substitute teachers. In order to avoid discipline problems, it is important that you take charge of the class immediately. Do not expect the regular teacher to take disciplinary action upon their return to school. Discipline cases of a severe nature should be referred to the principal. **DO NOT USE CORPORAL PUNISHMENT OF ANY KIND.**
- **Never resort to any kind of physical altercation with a student** – contact the school site administrator immediately if a situation should arise.

Before leaving the room for the day:

- Check, in some form, all written work you have assigned before you leave.
- Stack papers neat and orderly for the returning teacher.
- Erase the board.
- Put chairs, tables, desks, etc. where they belong.
- See that nothing is on the floor that does not belong there.
- Place notes that have been given to you from parents to the regular teacher in a conspicuous place.

- Any notices from the office are placed where they will be easily seen.
- Return supplies and equipment to their proper storage areas. Re-lock cabinets which were locked when you arrived.
- **It is essential to leave a message for the regular teacher** of the day's activities. Include what was done academically. The note that you leave for the teacher should include the following:
 1. A brief report of lessons covered.
 2. All regular work assigned by you, corrected if possible.
 3. A summary of work accomplished by each class.
 4. Any unfinished exercises which should be completed.
 5. A report of student behavior.
- Close windows, blinds and turn off the lights.
- Lock the classroom door.
- Return any keys issued to you along with the "Substitute Teacher's Report" to the principal's secretary. Under no circumstances should keys be given to students or taken out of the school.
- Before leaving, check with the secretary to see if you will be needed for the following day.

PERSONNEL

SUBJECT: Tuberculosis Examination

No applicant shall be initially employed by the district, or employed under contract, in a classified or certificated position unless he/she has submitted to a tuberculosis risk assessment within the past 60 days and, if tuberculosis risk factors are identified, has submitted to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, the applicant shall obtain an x-ray of the lungs. At his/her discretion, an applicant may choose to submit to the examination instead of the risk assessment. (Education Code 49406).

Prior to employment by the district, an applicant shall submit a certificate from an authorized health provider stating that the applicant was assessed and/or examined and found to be free of infectious tuberculosis. (Education Code 49406)

An applicant who was previously employed in another school district or private or parochial school shall be deemed to have fulfilled the tuberculosis testing requirement if he/she produces a certificate showing that he/she was found to be free of infectious tuberculosis within 60 days of initial hire or if his/her previous employer verifies that it has a certificate on file showing that the applicant is free from infectious tuberculosis. (Education Code 49406)

Thereafter, each district employee who was found free of infectious tuberculosis shall undergo a tuberculosis risk assessment, and an examination whenever risk factors are identified, at least once every four years or more often when required by the Governing Board upon recommendation of the county health officer. However, once an employee has a documented positive test for tuberculosis infection followed by an x-ray, he/she shall no longer be required to submit to the tuberculosis risk assessment but shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care (Education Code 49406). After the examination for an initial positive test, the employee shall undergo a symptom screen every four years and produce a certificate to the district verifying that he/she was examined and show no signs of infectious tuberculosis.

The cost of the pre-employment tuberculosis risk assessment and/or examination shall be paid by the applicant. (Education Code 49406)

Whenever the district contracts for the transportation of students, the contract shall require that all drivers who will be transporting students complete the tuberculosis risk assessment and, if indicated, the examination for infectious tuberculosis within 60 days of initial hire. (Education Code 49406)

The following applicants or employees shall be exempted from the requirement to submit to a tuberculosis risk assessment and/or examination: (Education Code 49406)

1. An applicant/employee who files an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge and belief, he/she is free from infectious tuberculosis

Such an exemption shall be allowed only if the Board determines by resolution, after a hearing, that the health of students would not be jeopardized. If at any time there is probable cause to believe that the applicant/employee is afflicted with infectious tuberculosis, he/she may be excluded from service until the Board is satisfied that he/she is not afflicted.

2. A pregnant employee who has positive results on a tuberculosis skin test, in which case she shall be exempted from the requirement to follow up with an x-ray of the lungs for a period not to exceed 60 days after the end of the pregnancy.

Legal Reference:

EDUCATION CODE

44839 Medical certificate; periodic medical examination

44839.5 Requirements for employment of retirant

44932 Grounds for dismissal of permanent employee

44942 Suspension or transfer of certificated employee on ground of mental illness

45122 Physical examinations

49406 Examination for tuberculosis

BUSINESS AND PROFESSIONS CODE

2700-2838 Nurses

3500-3546 Physician assistants

HEALTH AND SAFETY CODE

121525 Private and parochial school employees, examination for tuberculosis

CODE OF REGULATIONS, TITLE 5

5502 Filing of notice of physical examination for employment of retired persons

5503 Physical examination for employment of retired persons

5504 Medical certification procedures

COURT DECISIONS

Doe v. Lincoln Unified School District, (2010) 188 Cal.App.4th 758

Leonel v. American Airlines, Inc., (2005) 400 F.3d. 702

Raven v. Oakland Unified School District, (1989) 213 Cal.App.3d 1347

Management Resources:

Adopted: 5-18-15

"SPONGE ACTIVITIES"

"Sponge Activities" is a term used for worthwhile, high interest activities that can be completed by students within a short period of time.

A substitute teacher may be entering a classroom under a variety of circumstances including little or no forewarning or finding no prepared lesson plans to follow. Being able to immediately give students something to do while the teacher rapidly absorbs prepared lesson plans or formulates them, can make the difference between a successful and unsuccessful day. They can also serve as a valuable source of help throughout the day such as when a lesson takes a shorter than anticipated time, before a recess, lunch break or unexpected "dead time."

PRIMARY BEGINNING SPONGES

Be ready to tell one playground rule.

Be ready to tell me the names of the children in our class which begin with J or M, etc.

Be ready to tell a good health habit.

Have a color word on the board. Have children draw something that color.

Flash fingers - children tell how many fingers.

Say numbers, days of the week, months - have children tell what comes next.

"I went to the sporting goods store and I bought..." -each child names an item.

What number comes between these two numbers? 31-33, 45-47, etc?

What number comes before/after 46, 52, 13, etc?

Have a word written on the board. Children list word with the same long or short vowel sound.

Have a word written on the board. Children make a list of words that rhyme.

Put spelling words in alphabetical order.

Count to 100 by 2's, 5's, 10's, etc. -either oral or written.

Think of animals that live on a farm, in the jungle, in water, etc.

Give names of fruits, vegetables, meats, etc.

Play Hangman using the names of the children in the class or colors or numbers.

Play Simon Says

List things you can touch, things you can smell, big things, small things, etc.

List the colors you are wearing.

Play clapping games.

PRIMARY DISMISSAL SPONGES

"I Spy" - who can find something in the room that starts with M, P, etc?

Who can find something in the room that has the sound of short a, long a, etc?

Number rows or tables - teacher signals number of table with fingers; children leave accordingly.

Those children who have all crayons put away may leave now, etc.

Count in order or by 2's, 5's, etc.

Say the days of the week, the months of the year.

What day is it, what month is it, what is the date, what is the year, how many months in a year, how many days in a week, etc.

Reward activity: "We have had a good day! Who helped it to be a good day for all of us? Betty, you brought flowers to brighten our room. You may leave. John, you remembered to rinse your hands. Good for you. You may leave. Ellen showed us that she could be quiet coming into the room today. Ellen, you may leave. Bob remembered his library book all by himself. Dawn walked all the way to the playground; she remembered our safety rules. Lori brought things to share with us. Tom surprised us with a perfect spelling paper; he must have practiced, etc., etc." Some students can be grouped together for good deeds to speed things up. Teacher can finish, "You're all learning to be very thoughtful. I'm very proud of all of you, and you should be very proud of yourselves."

Use flash cards. A first correct answer earns a dismissal.

To review the four basic shapes, each child names an object in the room either in the shape of a triangle, circle, square, etc.

Say a word that begins or ends with certain consonants, blends, etc.

Dismiss by color of eyes, color of clothing, type or color of shoes, month of birthday, season of birthday, beginning letter of first name, beginning letter of last name, etc.

Name an object that begins with B, C, etc. Pretend you are this object as you leave.

What will we remember for tomorrow?

UPPER GRADE SPONGES

List the continents of the world.

Make up three names for rock groups.

Name as many kinds of wind storms as you can.

Take a number. Write it. Now make a face out of it.

Name as many teachers in this school as you can.

List as many states as you can.

Write an abbreviation, a Roman numeral, a trademark, a proper name (biographical), a proper name (geographical).

How many countries and their capitals can you name?

How many baseball teams can you name?

Write down as many cartoon characters as you can.

List as many kinds of flowers as you can.

Turn to your neighbor. One of you tell the other about an interesting experience you had. The listener must be prepared to retell the story to the class.

List all the things in your living room.

Write what you would do if you saw an elephant in your backyard.

Name as many kinds of ice cream as you can.

List five parts of the body above the neck that have three letters.

List one manufactured item for each letter of the alphabet.

List as many nouns in the room as you can.

List the mountain ranges in the United States.

Write the twelve months of the year correctly. Stand up as soon as you've finished.

Make a list of five things you do after school.

List one proper noun for each letter of the alphabet.

Name as many holidays as you can.

How far can you count and write down by 6's?

Name as many balls as you can that are used in sports games.

List as many United States presidents as you can.

List all the work tools you can think of.

List as many models of cars as you can.

Name all the colors you know.

How many parts of an auto can you list?

How many animals can you list that begin with vowels?

List as many kinds of trees as you can.

How many different kinds of languages can you name?

Write as many homonyms as you can. Example: past -passed.

You have five children. Make up their five names.

Name as many things as you can that are made of cloth.

Name as many things as you can that you can wear on your head.

Name as many movie stars as you can (not TV).

List all the musical instruments that begin with "t".

Name as many TV game shows as you can.

Name as many politicians as you can.

Name as many breeds of dogs as you can.
Write the days of the week correctly in order. Stand up when finished.
Scramble five spelling words, trade with someone, and unscramble them.
List as many things as you can that make people the same.
List as many kinds of soups as you can.
List all the places where you find sand.
List as many breakfast cereals as you can.
List the birth dates of the members of your family.
Make a list of the ten largest things you know.
Name as many planets as you can.
Name as many fruits as you can.
Name as many Disney characters as you can.
Name as many milk products as you can.
List all the foods you can that have sugar in them.
List all the foods you can that have milk in them.
List as many famous explorers as you can.

SECONDARY SPONGES

List as many states as you can.
Write: an abbreviation, a Roman numeral, a trademark, a proper name (biographical), a proper name (geographical).
How many countries and their capitals can you name?
How many baseball teams can you name?
Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
List all the things in your living room.
Name as many kinds of ice cream as you can.
List five parts of the body above the neck that have three letters.
List one manufactured item for each letter of the alphabet.
List one proper noun for each letter of the alphabet.
Name as many holidays as you can.
Write one kind of food beginning with each letter of the alphabet.
List as many United States presidents as you can.
List as many models of cars as you can.
How many parts of an auto can you list?
Name as many countries of the world as you can.
List as many personal pronouns as you can.
List as many kinds of transportation as you can.
Write as many homonyms as you can. Example: past -passed.
Name as many movie stars as you can (not TV).
Name as many politicians as you can.
List all the places where you find sand.
List as many breakfast cereals as you can.
Make a list of the ten largest things you know.
Name as many planets as you can.
List all the sports you can think of.
List all the foods you can that have sugar in them.
List all the foods you can that have milk in them.
Name as many rock groups as you can that begin with the letters A through F.
Name as many teachers at this school as you can.
Name all of the parts of speech and give an example of each.
Why were these dates important: 1492, 1606, 1776, 1812?
Find these rivers on your map: Mississippi, Rio Grande, Hudson, Colorado.
Which TV series can you name that have high school-aged characters as regulars?
Name as many airlines as you can.
Name the different sections of the newspaper.
Name as many islands as you can.
Name all the types of musical instruments you can think of.
Name all the foods you can think of that contain protein.
Name as many kinds of fish as you can.

Name all the countries that have the letter "E" in them.

Name as many animals as you can which cause harm to man, either directly or indirectly.

Name five books you've read recently that you really enjoyed.

Name a movie you saw recently that you did not enjoy and tell why.

Name as many places as you can remember where you and your family have spent vacations.

List things you would buy if someone gave you \$500.

GAMES

Grade Level: 1-3

Subject Area: Math

MATERIALS NEEDED:

Paper
Pencils
Crayons
Ruler

ACTIVITY PROCEDURE: Unit Measurement

1. Pose question to class: "How long is your desk?"
2. "How can we measure if we don't have a ruler?"
3. "Let's try using our hands."
4. Starting at one end of the desk alternate hands (one next to the other) and count the number of hands used.
5. Record in ledger.
6. Measure other things.
7. Compare hands to relate different sizes.
8. Tell them all hands are different sizes so we use a ruler. Have them compare their hand to the ruler.

Grade Level: 2

Subject Area: Language – Compound

Words

MATERIALS NEEDED: Flash cards of basic words that will be combined into various compound words. Example: share, some, time, how, what, day, one.

ACTIVITY PROCEDURE:

1. Place word cards on chalk tray.
2. Have the first child pick up one card, face the class holding the card in front of him/her, verbalize the word.
3. Have the second child pick up one card, face the class holding the card in front of him/her, verbalize the word.
4. Have the class verbalize the word.
5. Have the first child put the card back and sit down. Have the third child make a compound word with the second child.

*Use basic modalities -seeing, hearing, body movements.

*Will need a rather large number of basic word cards.

Grade Level: 1

Subject Area: Reading

MATERIALS NEEDED:

A 9" x 12" manila sheet of paper for each child

A 3" x 12" lined writing paper for each child

Stapler or glue

ACTIVITY PROCEDURE:

1. Read a story to the children.
2. Pass out manila and lined papers.
3. Staple or glue lined paper to manila paper (at bottom).
4. The children dictate a story and the teacher writes it on the board.
5. Draw a picture to go with the story.

Added plus -creative, imaginative, idea to send home. No ditto masters needed.

Grade Level: K-6
Concept

Subject Area: Improving Self-

MATERIALS NEEDED:

Ball of yarn or string

ACTIVITY PROCEDURE: The Web -for a rainy day

1. Have the students stand in a circle.
2. One person starts by holding the end of the string or yarn, naming another student and giving him/her a compliment.
3. He/She then gently tosses the ball of string or yarn to the child who received the compliment.
4. This child holds the string, names another child, gives him/her a compliment and gently tosses the ball to that child.
5. Continue until all children have been reached with both a compliment and the string of yarn.

Grade Level: 4

Subject Area: Spelling

MATERIALS NEEDED:

Word/Spelling List

ACTIVITY PROCEDURE:

1. Divide the class into two teams.
2. One team is "at bat" while the other team is in the outfield (1st, 2nd, 3rd, catcher, outfielders, pitcher).
3. The pitcher has the word list; the teacher usually stands beside the pitcher.
4. The pitcher says the word.
5. Batter spells the word. If it is spelled correctly, he/she goes to first base.
6. If it is spelled incorrectly, the pitcher selects a person on his/her team to spell the word. If that person spells it correctly, the batter is out.
7. If one of the pitcher's team is unable to spell the word correctly, the batter gets one strike. The teacher then spells the word correctly.
8. The batter is given a different word to spell. When a third word is misspelled, the batter is out and the next batter is up.

NOTES:

1. 3 strikes -misspelled words - the batter is out.
2. Runners advance as in regular baseball game - by spelling correctly.
3. Point (run) is scored when the student reaches home.
4. The pitcher must pick different team members to spell words. No one can be used twice until everyone has been used to spell.
5. Two or more levels of words can be used by using different lists, according to the batter's ability.

Grade Level: 5

Subject Area: Language-Parts of Speech

MATERIALS NEEDED:

8 boxes each labeled with a part of speech and containing word cards of that part of speech.

1 box with blank cards to be used as wild cards.

ACTIVITY PROCEDURE:

1. Each student picks one card from each box.
 2. The student will construct a sentence using as many words pulled from boxes as possible.
 3. The student will write the sentence on the board.
 4. Discuss the sentence and make any corrections.
 5. All students copy the sentences onto paper.
-

Grade Level: 3-5

Subject Area: Language

MATERIALS NEEDED:

A book containing the poem "Casey Jones" (At the Edge of the World).

ACTIVITY PROCEDURE: Explore a Poem: "Casey Jones."

1. Read the poem to the children.
2. The class reads the poem in unison.
3. Discuss the story.
4. Have the students write what they would do if they were Casey.
5. Draw a picture to illustrate the writing.

Grade Level: 4-6

Subject Area: Science -P.E.

MATERIALS NEEDED:

Chalk and chalkboard
List of vocabulary on the bones in the body

ACTIVITY PROCEDURE:

1. List the vocabulary on the board.
2. Show the children where the bones are located.
3. Play "Simon Says" with the teacher acting as "Simon."
4. Start out saying something like "Simon says wiggle your phalanges."
5. Simon can trick the group also.
6. Later, a child can take over as "Simon." (Teacher can whisper suggestions if they get stuck.)

Vocabulary:

phalanges (finger, toes)
cranium (back of skull)
carpals (wrist)
metacarpals (hand)
(back of foot)
metatarsals (foot)

humerus (arm)
femur (thigh)
radius (lower arm)
tibia (shinbone) tarsals
scapula (shoulder blade)

Grade Level: 4

Subject Area: Reading

MATERIALS NEEDED:

Paper
Pencil, crayons
Reading book

ACTIVITY PROCEDURE:

The teacher, or students, read the story. The students draw pictures of the important part of the story. Have the students share their pictures, or explain the story in their own words.

Grade Level: 4

Subject Area: Math

MATERIALS NEEDED:

None, or flash cards

ACTIVITY PROCEDURE:

1. Use beginning division or multiplication facts.
 2. Select one person as the leader to start. Have her/him select a partner by putting his hand on another person's desk. The teacher states the fact (2×2) or shows the flash card.
 3. The first of the two students to answer correctly, selects another partner, and a new problem is given.
-

Grade Level: 4-8

Subject Area: Language-Dictionary Usage
(Effective in small group work)

MATERIALS NEEDED:

Dictionaries
Paper
Pencils

ACTIVITY PROCEDURES: Names are not written on the papers.

1. One child chooses a word from the dictionary; preferably one he/she knows.
2. The child reads and spells the word for the group.
3. Each child writes the best definition he/she can.
4. The person choosing the word writes the correct definition.
5. All paper is collected and shuffled.
6. The person choosing the word reads all the definitions.
7. The children vote on the definition they believe is correct during the second reading of the

definitions.

8. If no one chooses the correct definition, the person who chose the word is awarded 10 points.
9. Each wrong definition that gets a vote receives 5 points for each vote.
10. The dictionary is given to the next child.

Grade Level: 6-12

Subject Area: English-Organizing an Essay

MATERIALS NEEDED:

Theme Paper
Pencil and pen

ACTIVITY PROCEDURE:

Cluster:

1. Put a circle on the board with the subject in the center.
2. Write word or phrases around the circle as fast as they occur to the students. (Give example first).
3. Organize words and phrases into three main ideas.

Outline:

1. Introductory paragraph must contain subject and three main ideas.
2. Write three paragraphs explaining each main idea.
3. Conclusion paragraph restates main ideas and a general closing sentence.

Grade Level: Secondary

Subject Area: English

MATERIALS NEEDED:

A poem or passage from a novel (not very long).

ACTIVITY PROCEDURE:

1. Run off copies of the passage ahead of time on the school copier.

2. Then write five to seven questions about the poem or passage. The questions should include:

a. Grammar questions

- (1) What is the subject, verb, in the first sentence?
- (2) Is there a pronoun? What word in the passage is it taking the place of?

b. Thinking questions

- (1) Interpret the meaning of the passage, lines, and words.
- (2) Elaborate on answers given by the students.

Grade Level: 7-12
(Haiku)

Subject Area: Language Arts Poetry

MATERIALS NEEDED: Chalkboard and chalk

The poem on the board:

In the cupped hands
of the stone madonna
a nest full of finches

by Elizabeth MacGavin
Published by Modern Haiku

ACTIVITY PROCEDURE: Question and Answer Technique

A haiku is a short form poem, which originally came from Japan. Ask questions:

1. Is this poem long or short?
2. How many lines does it have?
3. How many syllables does it have?
4. Is this poem titled?
5. What season is it in the poem?
6. A haiku can be described as "a moment of beauty" or "a snapshot in words." Does this haiku fit that description?
7. Most haiku are about 17 syllables, five in the first line, seven in the second, and five in the third line. Does this one fit the pattern perfectly? Count the syllables in each line and then the total number.

Grade Level: 10-12

Subject Area: Social Science

MATERIALS NEEDED: Textbooks

ACTIVITY PROCEDURE:

1. Divide the class into small groups.
2. Assign each group a previous chapter that they have studied. Have them write five or more important questions pertaining to that chapter.
3. Each group selects a spokesperson who will ask the class the five questions. The class answers the questions to the best of their ability.
4. The process continues until each group has participated. The spokesperson then reads the correct answers and each student grades his/her own paper.

Grade Level: 10-12

Subject Area: English-Social Studies

MATERIALS NEEDED:

Copies of a journalistic report -article from the Los Angeles Times or essay from a news magazine.

ACTIVITY PROCEDURE:

The students listen while the teacher reads the article. Then the students are divided into small groups of approximately five students to answer at least three questions about the article.

They are to discuss, "What does the article say?" "Do I agree or disagree with the points made in the study?" "What possible impact (meaning) could the findings have for the students?"

One student from each group reports the group's answers briefly.

The students are then asked to select one point from the article to write about. They write a well-developed paragraph on the subject of agreement or disagreement with the article. They are asked to use specific quotes from the article to support their opinion.

Grade Level: 10-12

Subject: Social Science/History

MATERIALS NEEDED:

Textbooks

ACTIVITY PROCEDURE:

For a government or history class, the teacher could divide the class into small groups of four to five students each. The teacher selects four or five topics of important documents such as the Bill of Rights, Preamble to the Constitution, Equal Rights Amendment, or important quotations which illustrate the central philosophies or ideas of famous historical figures such as Abraham Lincoln, Franklin D. Roosevelt, Winston Churchill, Martin Luther King, Jr., etc.

The teacher assigns each group to rewrite, in their own words, the document, quotation, passage, etc.

Each group, after rewriting the document, or what they have rewritten, selects one presenter who reads the group product to the class. The rest of the class decides the origin of the statement.

Grade Level: 8

Subject Area: Geography

MATERIALS NEEDED:

Geography Textbooks

ACTIVITY PROCEDURE:

1. The teacher lists 30 cities on the chalkboard.
 2. Divide the class into four or five groups.
 3. Without books, each group is asked to select the ten largest cities.
 4. Without books, each group selects the name of the country for each city which they selected.
 5. With books, each group checks the matching of the city and country.
 6. Report which cities are actually within the ten largest in size of population and population rank.
 7. During the last fifteen minutes of the class, discuss the findings.
-

Grade Level: K-3
4-6

Subject Area: Charades

7-8
9-12

MATERIALS NEEDED:

Teacher will have made up titles appropriate to the grade level of books, songs, movies, T.V. shows or videos.

ACTIVITY PROCEDURE: Charades

1. Selected student will begin by selecting card from teacher.
2. Student will act out title for whole class to guess based on overall theme or by each word of title.
3. Teacher will control flow of action.

Grade Level: 12
Geography

Subject Area: Social Science History &

MATERIALS NEEDED:

Maps
Magazines
Newspaper Travel Sections

Pencils
Paper

ACTIVITY PROCEDURE: Learning by Travel

1. Divide the class into groups of five each.
2. Illustrate with prepared model.
3. Give each group map a specific area, country or state.
4. Assign a specific vacation spot found on the map to the group.
5. The students are to report:
 - a. geographic location in relation to the closest major city
 - b. climate

c. major vacation attractions

(1) historic

(2) sports

(3) special events of area or whatever else is chosen

d. methods of local transportation, cost, etc.

e. hotel costs and other expenses to be expected if visiting the area

Grade Level: 9-12

Subject Area: Math

MATERIALS NEEDED:

Paper and pencil

Chalkboard and chalk

Newspapers

ACTIVITY PROCEDURE: Develop a budget for a single person.

1. Explain the purpose of a budget.
2. Explain assets and liabilities.
3. Give students a chart of income and necessary expenses.
4. Give each student a newspaper and he/she decides how to spend his/her income.
5. Have each student check his/her work to ensure that his expenses do not exceed his/her income.
6. Evaluate each group's budget.

Grade Level: 9-12

Subject Area: Drama

MATERIALS NEEDED:

Chairs and tables

ACTIVITY PROCEDURE:

1. Give the class various situations, such as or an interview for a job.
2. Pick groups of two, three or four students to improvise what they would say in the situation, with the class as an audience.
3. Give a key word or phrase and use it in the improvisation.
4. Give a key word and try to get the other person to say it in an improvisation.

Grade Level: 11-12

Subject Area: Daily Living Skills

MATERJALS NEEDED:

Green sheets
Community Free Ad sheets, etc.

ACTIVITY PROCEDURE:

1. Divide the class into four to five groups.
2. List apartment furnishing needs on the board; involve student ideas.
3. Establish a budget for each area of furnishings.
4. Classify furnishings into four to five areas.
5. Assign one area to each group.
6. Hand out ad sheets to each group.
7. Ask the groups to find the needed items and their cost in the ad sheet.

8. Use the last fifteen minutes of the period to discuss how much they were able to buy within their budgets.
-

Grade Level: 9-12

Subject Area: Business (Job Skills)

MATERIALS NEEDED:

Ditto copies of: job application, checking account, tax return

ACTIVITY PROCEDURE:

1. Discuss each of the forms, instructing the students how to fill out job applications, write checks and keep the account balanced, and filling out income tax forms.
2. Thoroughly go over each aspect of each form; i.e., previous experience, educational background, and previous jobs.

Grade Level: 9-12

Subject Area: Choral Music

MATERIALS NEEDED :

Pencils and Paper
Recordings, if possible

ACTIVITY PROCEDURE: The students will write their own song. Divide into several groups.

1. Each group is to think up one line of a song. The words of one line are contributed by each group, along with a melody line of their own choosing, either original or from a popular song.
2. Put the lines together in some sequence to try and create a song. Play the recording of a simple song, if possible, to illustrate the form.

3. Have the students fill out the forms emphasizing neatness, spelling, grammar and punctuation; as if they were going to actually submit them to a "would be" employer.

4. If time permits, go over some that are finished, pointing out positive things as well as areas for improvement and errors.
 5. Finally, give students practical tips on job interview techniques: dress neatly, clean cut, be polite, be confident, etc.
-

Grade Level: 7-8

Subject Area: Band or Orchestra

MATERIALS NEEDED:

Music and instruments

ACTIVITY PROCEDURE:

Talk about the families of instruments: woodwind, brass, percussion, and strings for orchestra.

Divide into small groups and have the best player (or a volunteer) from each selection play a piece he knows well. This player explains to the band or orchestra about his instrument -what family it belongs to (woodwind, brass, etc.), how it is played, basic fingering, how sound is produced, etc.

Grade Level: 7-12
shop)

Subject Area: Ind. Arts (wood & metal

MATERIALS NEEDED:

Not allowed to use machinery when a substitute is present.

ACTIVITY PROCEDURE:

1. If machinery is labeled, cover all labels, also tools.
2. Give an oral quiz on the machinery and tools for all classes.
3. Questions:
 - a. What is its name?

- b. What is its function?
- c. What safety procedure is involved?

4. Woodshop:

- a. Types of wood (oak, birch, pine, ash)
- b. Grades of wood (soft, hard)
- c. Grades of sandpaper (coarse, smooth)
- d. Stains, paints, lacquers (which are appropriate for which woods?)

5. Metal Shop:

- a. Types of metals used (brass, copper)
- b. Different types of welding (heliarc welding, gas welding, soldering)

Grade Level: 7-12

Subject Area: Ind. Arts (Graphic Arts/Drafting)

MATERIALS NEEDED: Graph paper Rulers
 T-square Pencils

ACTIVITY PROCEDURE:

1. Draw a birds-eye view of the school; identify each building, name, location -approximately to scale.
2. Design their own holiday card for next upcoming holiday.
3. Design your own home -measurements, scale, etc.
4. Leave time for students to share ideas.

PAT Password (All grades)

Author: John E. Allen, Jurupa Unified, California

Subject: Any

Objective: Vocabulary Review: Teams give clues to a hidden word as teammates try to guess the word.

Materials and Preparation:

- Vocabulary word list
- Two chairs
- Whiteboard and marker

Student Grouping: Two Teams

The Play:

1. Each team selects a member to sit in the front of the room with their back to the board, facing the team
2. A word is written on the board behind them.
3. The team can see the word, but the "guesser" can't.
4. Teams take turns giving a one-word clue (synonym, rhyming word, etc.-more difficult) or descriptive sentence (more easy) for the hidden word.
5. One team guesser tries to guess the word. If incorrect, the next team may give another clue, and their guesser may guess.

Scoring: A point is scored for the team guesser guessing correctly.

Further Play:

Options:

- Smaller teams with more guessers at the board
- Teams write and show clue
- Pull words from a limited word bank

Examples:

Password: evening

- Team A clue: dark
- Team B clue: nighttime
- Team A guess: black (wrong)
- Team B guess: evening (correct -point for Team B)

52-Card Multiplication (Grades 4-7)

Author: Pat Driscoll, California

Subject: Math (simple multiplication)

Objective: Review/Learn basic multiplication

Materials and Preparation:

A deck of playing cards for each group.

Student Grouping:

You can play this with pairs, triplets, quads ... whatever. There are all kinds of variations.

The Play:

- 1 Teacher shows the card at the bottom of the deck. Students multiply the number value of the card shown by 10-or whatever number you have designated for this round. I start with 10 since it's the easiest and the students can have success early.
- 2 All face cards are valued as 10 and Aces are valued as 1.
- 3 Get the student(s) all the way through the deck once.
- 4 Then: "Hey, not bad. How many do you think you can get in 30 seconds?" -and your off!

Comments or Variations:

I had lunch duty one day and kept 20 seventh graders huddled around me for most of lunch playing this game.

Try these variations:

- Give the face cards a higher value than 10 to challenge students (ex: Jacks=11, Queens=12, Kings=20).
- Have 2 teams or individuals play against each other. The first person to say the answer gets a point.
- With small groups, rotate "dealer" and "time keeper" responsibilities. See who in the group can get the fastest time for each multiplier, 1-12.

Add It (Grades 2-10)

Subject: Math

Objective: Quick addition review

Materials and Preparation:

Paper and pencils

Student Grouping:

Total class

The Play:

- 1 The teacher announces any number and an addend. For example: 7 and 4.
- 2 The students write and add the two numbers and continue to add the same addend to the new sum until the teacher calls stop at the end of one minute.
- 3 Class stands and a volunteer begins reading problems and answers aloud, slowly.
- 4 As students no longer have the answers, they are seated.
- 5 The student left standing is the winner.

Diagrams/Samples/Examples:

7 and 4

$7 + 4 = 11$	$+ 4 = 15$	$+ 4 = 19$	$+ 4 = 23$
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Comments or Variations:

This is an easy, quick game that the students love. The time period may be varied, and it may be used with subtraction.

Around the World (All Grades)

Subject: Any

Objective: Fast recall of important information or calculations

Materials and Preparation: A list of questions or problems for review.

Student Grouping: Total class

The Play:

1. The first student stands beside the seat of the second student.
2. The teacher asks a question and shows a flashcard to both of the students at once.
3. The first to answer correctly wins and gets to stand beside the seat of the next student in line.
4. The student who misses sits down.
5. The play continues as students rotate around the room.
6. At the end of the playing time, have the students count the number of seats they have moved during the game.
7. The two students who have moved the most stand and face each other for one last question or problem.

Comments or Variations:

Math Around the World: Flash cards or math facts such as multiplication, fractions, metrics and word problems may be used.

English Around the World: Questions concerning comprehension of recently assigned materials, parts of speech, authors, etc.

Science Around the World: Questions concerning classification, adaptations, bone identification, etc.

History Around the World: Quotations, famous people, great events, governmental structure, cause and effect, etc.

Foreign Language Around the World: Flashcards for vocabulary reinforcement showing nouns and verbs (dog, tree, apple, run, swim, talk).

Home Economics Around the World: Utensils and their uses, sewing machine parts, nutrition facts.

Boggle Rotation (All grades)

Author: Loreen Azevedo, Sonoma Country Day School, California

Subject: English, Spelling, Vocabulary

Objective: Work Creation

Materials and Preparation:

Letter Dice or Letter cards, paper and pencil.

Student Grouping:

Random Teams of 3-5

The Play:

1. Roll the dice (5 or 6 times) or deal out five or six letter cards.
2. Students have 2 minutes to find as many words as possible using those letters.
3. At the end of the round, rotate papers to the next group for correcting.

Scoring:

1 point per correct word

Diagrams/Samples/Examples: The letters: "a, j, b, m, r, e" might yield "mare," "jar,"

"are," "bar," "jamb," "jam," "ram" and so on.

Comments or Variations:

Each group has five or six dice (or letter cards). Each round is one minute and groups rotate to the next station of letters until all groups have been to all stations.

Caboose (Grades 4-9)

Subject: Any

Objective: To encourage vocabulary enrichment in a specific subject area while emphasizing spelling.

Materials and Preparation: None

Student Grouping:

Two or more teams

The Play:

1. The first student says a word in a particular category. For example, the category is animals. The word is dog.
2. The first student on the second team must give a noun beginning with the last letter of the previous word (dog). (i.e., goose)
3. Points are given for each correct word.
4. Think up words that have last letters that are difficult to use.
5. Words may not be used again.
6. The team with the most points wins.

Comments or Variations:

This game is great for science, foreign language, and history vocabulary development.

California Countdown (Grades 4-12)

Subject: Any

Objective: Test Review and Teamwork

Materials and Preparation:

Prepare two types of questions appropriate to the subject area, "Toss-Up" questions and "Bonus" questions. "Toss-Up" questions should require accuracy and speed. They may reflect your tests' true/false questions, fill-in, multiple choice and short answer. "Bonus" questions, since they may be answered by the total team, may require lengthy answers involving cause and effect and detailed explanations.

Student Grouping:

Two teams, each with a captain.

The Play:

- 1 Ask a "Toss-Up" question. The first hand up on either team is allowed to answer the question.
- 2 An incorrect answer costs the team 5 points, and a student from the other team gets a chance to answer the question.
- 3 If answered correctly, the team gets 10 points and a chance at a "Bonus" question.
- 4 A "Bonus" question may be answered by the team's captain after discussion with the team. A correct answer is worth 20 points. There is no penalty for an incorrect answer.

Scoring:

10 points for a correctly answered "Toss-Up" question

5 points penalty for incorrect answer to "Toss-Up" question

20 points for correctly answered "Bonus" question

Comments or Variations:

Student enthusiasm for this variant of College Bowl is unbelievable. After students become familiar with the appropriate types of questions, have each student write four good "TOSS-Up" and four "Bonus" questions with answers and reference page numbers if necessary.

Chalkboard Relays (Grades 4-12)

Subject: Any

Objective: Fast recall and categorizing in the subject area.

Materials and Preparation: Chalkboard space, chalk, categories

Student Grouping: Four equal teams

The Play:

- 1 Four different categories are written on the board (example: noun, verb, adjective, adverb).
- 2 The teams are lined up across from the chalkboard.
- 3 At a given signal, the first student in each line writes one word under the team's category title. He or she then hands the chalk to the next student in line and is seated.
- 4 The next student writes a word in the same manner and the race continues until a line is completely seated.
- 5 The scores are tallied and the teams rotate and line up in front of the category to their right.
- 6 The play continues until each team has a chance against each category. Words may not be repeated.

Scoring:

First team seated -100 points, Second team seated -90 points, Third team seated -80 points, Fourth team seated -70 points, Plus 10 points per correct word

Comments or Variations:

Math Relays: Students race to list multiples of a number.

Science Relays: Students race to list items of such categories as plants, minerals, insects, etc.

Social Science Relays: Students race to list items of such categories as famous places, rivers, mountains, cities, etc.

Reading Relays: Students race to list items of such categories as starting sounds, prefixes, suffixes, compound words, etc.

Circles and Stars (Grades 3-4)

Author: Marilyn Burns -from the book "Math by all Means -Multiplication"

Subject: Multiplication

Objective: To practice facts and to learn a strategy to finding the product.

Materials and Preparation:

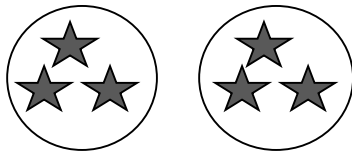
Paper, pencils, scissors, stapler, calculator, and 2 dice per group

Student Grouping:

4-6 students

The Play:

1. Students make game booklets.
2. First student rolls dice. On page 1 the student will draw circles for whatever he rolled with one dice and stars in each of the circles for whatever he rolled with the other dice. For example, if a student rolled a 2 and a 3 he would draw two circles and three stars in each circle.



Under the drawing the student will write -2 circles with 3 stars = 6 in all ($2 \times 3 = 6$)

3. Then the next child takes a turn. Once each child has gone six times he/she will add all six products to get their score and record it on the last page in their book.

Comments or Variations:

Students may use calculators to add products. I usually will not give the calculators out until the whole group is done with their book. You could make it competitive by having each group get a group total and compare it with other groups in the class. I later refer to Circles and Stars as a strategy for finding the product with my students.

Comprehension (Grades 3-12)

Subject: Any (except maybe math)

Objective: To increase comprehension and review important points of an assignment.

Materials and Preparation:

Paper and pencils

Student Grouping:

4 equal groups

The Play:

1. Each group writes 10 questions and answers about what they have read (assigned reading, chapter or unit).
2. A group member asks a question to the whole class. The first hand to go up from another group gets to answer the question.
3. If that person answers correctly, he or she gets a point for his or her team. If the answer is incorrect, the teacher chooses someone from another team to get a try at the question.
4. If no one can answer the question, the team who asked it gets a point, but they must be able to defend or prove their answer.
5. The play continues with each team taking turns asking questions.
6. The game is over when time is up or when all the questions have been asked.
7. The team with the highest score wins.

Comments or Variations:

When creating the questions, your students will review the material. During the game the students will also be reviewing important information. These two reviewing sessions add up to a lot of learning and fun. You'll be amazed at the tough questions your students will ask and answer.

Cut Throat (Grades 3-12)

Subject: Any

Objective: Review of specific information

Materials and Preparation:

Chalkboard space, chalk, prepared questions or problems

Student Grouping:

Divide the class into 4 equal teams and have teams count off.

The Play:

1. The teacher picks two members of each team to go to the board to write the answer to a specific question or to translate a passage as in a foreign language course.
2. Each pair of students at the board may collaborate with each other and with the seated team members. One of the students acts as writer, the other student as the runner.
3. Caution students not to get too loud or the other team may hear them.

Scoring:

First chalk in tray -2,000 points

Second chalk in tray -1,500 points

Third chalk in tray -1,000 points

Fourth chalk in tray -500 points

Further Play:

Now the class plays Cut Throat! Imagine a passage that each team has translated into French. Each team's translation is written on the board. The teacher takes each team's translation in turn and has the other teams critique it.

When an error is found, the teacher subtracts a given number of points from that team's score. Consequently, teams can hack away at each other's scores by finding errors -a fiendishly enjoyable activity. Teachers can assign different values to different kinds of errors as they see fit. As an option, teachers can also assess penalty points for an incorrect critique. This prevents students from guessing. Allowing team members to collaborate in the critique adds a strong element of cooperative learning.

Dictionary (Grades 4-12)

Subject: Language Arts and Vocabulary Development

Objective: To increase dictionary appreciation and vocabulary development.

Materials and Preparation: One dictionary per group, paper and pencils.

Student Grouping: Small groups of 5-8 students

The Play:

1. One student in each small group starts as "Dictionary Person."
2. One "Dictionary Person" finds a word in the dictionary that he/she feels the rest of the group doesn't know and announces the word to the group. If someone knows the word, the "Dictionary Person" keeps trying until he/she finds a word that is unknown to all.
3. Each person writes the word on the top of a piece of paper, creates a definition for it and signs his or her name.
4. The "Dictionary Person" writes the word and real definition on a piece of paper. The definition may be shortened and paraphrased.
5. All newly created definitions and the real definition are turned into the "Dictionary Person" to read over silently in order for them to become familiar with the wording of each definition.
6. The "Dictionary Person" numbers the definitions and reads them aloud to the group.
7. Each person writes the number of the definition they feel is the real definition on a scratch piece of paper.
8. The "Dictionary Person" calls for the votes and tallies each person's score. Peals of laughter may be heard when players discover whose definition they voted for.
9. The dictionary is now passed to the left and the play starts again. The game is over when every player has been "Dictionary Person."

Scoring:

- 1 A player may earn 2 points each time someone votes for his/her definition.
- 2 A player may earn 1 point if he/she votes for the "real" definition.
- 3 The "Dictionary Person," if no one votes for the real definition, gives 1 point to each person in the group.

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Dictionary Race (Grades 3-6)

Author: Pat Driscoll, California

Subject: Language Arts

Objective: Develop reference skills and increase vocabulary.

Materials and Preparation:

Dictionaries, all EXACTLY THE SAME, for each student; list of words you want to use.

Student Grouping:

Two teams

The Play:

- 1 Each student gets a dictionary.
- 2 On a white board write down one of the words from your list of entries.
- 3 Flip the board over and say, "First team to tell me the page number this word is on gets one point."
 - Caveat: After a few points students pick up on the strategy of guessing by yelling out consecutive page numbers that are in the general vicinity of the answer. Stop this by allowing each team only two guesses. Or better yet, give each student a mini-whiteboard and have them write down the page number.

Comments or Variations:

For ESL or less advanced classes, use only the guide words at the top of the page. Much easier to find and a useful skill to know as well.

By the way, I recommend Longman's Dictionary of American English. Very nicely set up for learning.

This is a game that kids really like -once they get past their initial resistance to anything to do with the dictionary. So this is a game to use after you have built up a little bit of trust with the kids.

Fingerprint (All Grades)

Subject: Any

Objective: Reinforce skills and information -fast recall

Materials and Preparation:

Write at random on the chalkboard answers to questions like those to be covered on the upcoming test.

Student Grouping: Two teams, equally balanced

The Play:

1. Have the two teams line up single file about 20 feet away from the chalkboard.
2. Announce the question. The first person in line for each team runs up to the board and touches the appropriate answer. A team player may only touch one answer.
3. The first person who touches the right answer earns a point for the team.
4. The winning team has the most points at the end of PAT.

Diagrams/Samples/Examples:

Multiplication

22	2	10	40
25	6	34	9
11	49	15	42
20	40	14	36
12	4	20	21
35	64	27	32
56	33	5	10
0	16	24	60

Oh, What a Story! (Grades 4-12)

Subject: English, Creative Writing

Objective: Experience in group creative writing

Materials and Preparation:

Paper and pencils

Student Grouping:

5 or 6 groups of equal size. As time passes, the size of the groups may shrink or expand for variety.

The Play:

1. Each student begins by writing a story for one minute on a topic of his or her choice.
2. When time is up, the teacher says, "Stop!"
3. Each story is passed to another member in the group who reads and continues the story until "Stop" is called.
4. Repeat this process until stories pass through the entire group, allowing more time as stories get longer.
5. The last person or the person who started can conclude the story.
6. Some or all of the stories may be read to the class by the students.

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Spelling Tic Tac Toe (All grades)

Author: Glenda Brammer, Berea Community School, Kentucky

Subject: Any

Objective: Spelling practice

Materials and Preparation:

Large poster board sectioned off like a tic-tac-toe gameboard, velcro dots in each space, 3x5 index cards with X's and O's, velcro dots on back of cards.

Student Grouping:

Large group -two teams

The Play:

- 1 First player from Team A gets first spelling word from the teacher.
- 2 If it is spelled correctly, the person gets to place an X wherever he chooses on the board.
- 3 If the word is misspelled, the same word goes to the first player on the other team.
- 4 Play goes back and forth until one team gets three in a row on the Tic Tac Toe board.

Scoring:

Count number of games won in allotted playing time.

Comments or Variations:

Could also be done with vocabulary definitions, review for science/social studies test, etc.

Can be played with chairs arranged in Tic Tac Toe formation -three rows of three chairs. When a student answers correctly, he/she sits in a chair.

Stump the Panel (Grades 3-12)

Subject: Any

Objective: Unit or chapter review

Materials and Preparation:

Students prepare questions from the unit or chapter.

Student Grouping:

Total class

The Play:

1. Select or ask for five volunteers to be on the panel.
2. The class tries to stump the panel by asking questions from the unit.
3. The panel member selected is given 30 seconds to answer the question.
4. If the panel member can correctly answer the question, they remain on the panel.
5. If the panel member is stumped, the person who asked the question may answer it and become the new panel member.

Variation:

The panel remains the same throughout the questioning. Each panel member takes turns answering a question, but must consult with panel members before answering. This gives the EL learners a chance to participate on equal ground with the others.

Tag Team (All grades)

Author: Annette Patterson , High School Science Teacher, New Mexico

Subject: Any

Objective: Memory and Review

Materials and Preparation:

- * A list of categories for play.
- * A watch or clock with a second hand.

Student Grouping: Two equal teams

The Play:

1. Have each team stand in a single file line on opposite sides of the classroom.
2. Teacher calls out a category (example: colors).
3. A relay race begins between the two teams to see which team can write the most correct examples of the category on the chalkboard within the specified time (example: 30 seconds).
4. The team with the most correct answers wins.

Team A	Team B
Red	Yellow
Blue	Red
Green	Dog
Score: 3	Score: 2

5. Move on to next category and begin another round.
6. Keep track of overall score.

Scoring: Team with most correct answers wins.

Comments or Variations:

This game combines large motor activity with memory and review to create a high level of excitement. The categories become more complex depending upon what the class has been studying.

Tag Team continued ...

- Primary elementary teachers call out "colors" and the students write as many colors as they can. Other categories could be "numbers" or "alphabet," and the students race to win.
- Upper elementary teachers use names of states, multiplication tables, spelling words, types of mammals, or planets as categories -whatever they want to review.
- Middle and high school classes can create categories for any subject area. Annette uses Tag Team with each of her classes from basic science to chemistry. The students may be called upon to make lists of the attributes that distinguish a bird from other animals, or to write the signs and names for chemical elements.

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Unscramble Me (Grades 2-12)

Subject: Any

Objective: To emphasize spelling across the curriculum

Materials and Preparation:

List of vocabulary or important words appropriate for curriculum area scrambled on ditto, chalkboard, overhead, or opaque projector.

Student Grouping: Individuals or pairs.

The Play:

1. The students are given or shown the list of important words scrambled and are challenged to unscramble them within a given time period. The students enjoy making up these lists themselves. Be sure they include the answer sheet.
2. A point is given for every word successfully unscrambled.

Diagrams/Samples/Examples:

Where in the world?	
Livbiao	Bolivia
Turie	Beirut
Salnep	

Math	
Cainfrot	Fraction
Repnect	Percent
Cuerde	

The Third Letter Game (All grades)

Author: David Hopkins, Maryland

Subject: Any

Objective: Students will demonstrate word knowledge and spelling, as well as quick thinking and social poise.

Materials and Preparation:

- Board space for writing words and keeping a running score
- Markers (or chalk) and eraser

The 3rd Letter Game can be set up quickly. Establish a "batting" order ensuring that all students will get a chance to play. Students earn additional time allotted for the game during class time prior to playing.

Student Grouping:

Individuals, small groups or two large groups

The Play:

The basic idea is to write a word that begins with the 3rd letter of the preceding word. Students get a point for each letter of their correctly spelled words (i.e. the longer, the better). The teacher writes the first word on the board to get it started. Afterwards, the teacher becomes referee, score-and timekeeper. In order, students come to the board to write their words under the previous word (beginning with its 3rd letter). The action should be fast -requiring quick thinking. Misspelled words are erased and no points are earned.

Scoring:

Students get 1 point for each letter of correctly spelled words. Proper nouns and variations of previously written words are not allowed.

Examples:

resume (earns 6 pts), specialties (11 pts), eceonomic (8 pts), original (misspelled-erased-0 pts), orderly (7 pts)

Tic Tac Dough (Grades 4-12)

Subject: Any

Objective: Test review and teamwork

Materials and Preparation:

1. Numbers 1-9 are assigned to all students.
2. Each student writes four questions and answers on four separate slips of paper with the student's "number" on the back. Therefore, all of the questions by the same student have the same number.
3. The questions are turned in and put into nine stacks according to their number.

Student Grouping:

Two equal teams

The Play:

1. The first student on Team A selects a number off the Tic Tac Dough board which is written on the chalkboard.
2. The teacher selects and asks a question out of the same number stack that the student has selected.
3. Anyone on Team A can give the person who selected the question the answer. However, the person who is "it" must say the answer.
4. If his/her answer is correct, an "X" or "O" is put in the numbered square that he/she selected. Then it's Team 8's turn.
5. If the answer is incorrect, Team A loses their turn, and Team 8 is up.
6. Once an "X" or "O" is placed in a particular square, questions from that numbered stack may not be used for the rest of that game.

Diagrams/Samples/Examples:

1	7	3
6	9	5
4	2	8

BOARD POLICIES AND PROCEDURES

HIV/AIDS & Hepatitis Information for School Employees
Sexual Harassment
Child Abuse Reporting
Tobacco-Free Schools
Use of Copyrighted Materials

HIV/AIDS & HEPATITIS INFORMATION FOR SCHOOL EMPLOYEES

HIV/AIDS

The term HIV stands for Human Immunodeficiency Virus Infection. The term AIDS stands for Acquired Immune Deficiency Syndrome. AIDS is the advanced stage of HIV. Basically HIV attacks the body's immune system leaving it vulnerable to live threatening infections and malignancies. The HIV virus may live in the human body for years and can be spread to others before symptoms appear.

HEPATITIS B

Hepatitis B is an infection of the liver caused by a virus present in the blood and other body fluids of infected persons. Less than 50 percent of the people who become infected show any symptoms of illness, and about 5-10 percent of those infected become long-term virus carriers.

SYMPTOMS

HIV/AIDS

People infected with HIV usually look and feel healthy and may not even know for many years that they are infected. When symptoms do appear, they can be like those of many common illnesses such as:

- *Swollen Glands
- *Coughing
- *Fever
- * Diarrhea

Because these symptoms vary from person to person, only a doctor and a blood test can determine if someone is infected with HIV and currently, there is no known cure.

HEPATITIS B

The symptoms of Hepatitis B include:

- *Fatigue
- *Mild Fever
- *Muscle Aches
- *Joint Aches
- *Nausea
- *Vomiting
- *Loss of Appetite
- * Abdominal Pain
- * Urine Turns Dark
- *Skin Becomes Yellowish (Jaundice)

Unlike HIV, there is a highly effective vaccine available to those who have been infected with Hepatitis B.

MODES OF TRANSMISSION

HIV/AIDS

The common modes of transmission for the HIV/AIDS virus are:

- *Unprotected sex with someone who is infected with HIV (vaginal or anal intercourse and oral sex without a condom and spermicide).
- * Sharing of drug needles or syringes with someone infected with HIV.
- *Transfer from an infected mother to baby during pregnancy or child birth.
- *Possibly through breast feeding.
- *Possible through infected blood and certain blood products.

The HIV/AIDS virus cannot be transmitted or spread by:

- *A cough or sneeze
- *Through the air or water

- *On surfaces such as phones, door knobs, office equipment, tools
- *By using drinking fountains, toilets, sinks
- *There is no documentation of transmission through kissing or biting

HEPATITIS B

Hepatitis B is always spread by an infected person. A small number of people are chronic carriers and carry the virus in their blood. The common modes of transmission for Hepatitis B are by:

- * Sexual activity involving semen, blood or vaginal secretions
- * Using infected, unsterile instruments for such things as tattooing, ear piercing and razors
- * Sharing IV needles and/or syringes with an infected person
- * Direct contact of infected blood with mucous membranes like the eye and mouth, direct contact of infected blood and broken skin (i.e. cuts) j accidental needle sticks with needles containing blood from virus carriers
- * Sharing toothbrushes
- * Being born to an infected mother

HIV/ AIDS and Hepatitis B are usually transmitted through specific behaviors like sharing intravenous equipment which is a major cause of infection. The only risk of the transmission of these viruses in the school setting is with direct exposure of:

- * Infected blood
- * Broken skin
- * Mucous membranes

UNIVERSAL PRECAUTIONS

Although unbroken skin is an extremely good barrier to these viruses, there are Universal Precautions that are strongly recommended. Universal Precautions are hygienic measures used to prevent the spread of all infectious diseases including HIV/AIDS and Hepatitis B.

In the school setting, the following universal precautions include:

- * Hand washing
- * The use of plastic gloves
- * The use of disinfectants
- * Trash disposal
- * The modification of cardiopulmonary resuscitation (CPR)

HAND WASHING

The facilities required for hand washing should include:

- * Sink with running water
- * Liquid soap dispenser
- * Disposable paper towels or automatic warm air hand drier
- * Waste receptacles with disposable plastic liners

Hands should always be washed:

- * Before eating
- * Before drinking or smoking
- * Before handling cooking utensils or implements
- * Before and after preparing food or assisting with feeding
- * Before and after assisting with toileting or diapering

- * After contact with body fluids such as respiratory secretions, blood (including menstrual flow), urine, feces, mucous, or drainage from wounds
- * After close personal contact with students, especially those with nose, mouth, eye or ear drainage
- * After removing disposable gloves (as gloves encourage a moist environment conducive to bacterial growth)
- * After using the toilet

DISPOSABLE PLASTIC GLOVES

A second universal precaution is the use of disposable plastic gloves:

- * Gloves should be immediately available in the work area
- * Gloves should be used only once and then discarded (in a waste receptacle with a disposable plastic liner)
- * Gloves should be used when handling blood or blood fluids
- * A new pair of gloves should be used whenever hand washing is indicated
- * Gloves should always be discarded into a waste receptacle with plastic liner

DISINFECTANTS

Another universal precaution is the use of disinfectants such as household chlorine bleach, which is effective against most disease causing organisms including HIV/AIDS and Hepatitis B.

- * The chlorine bleach should be in a 1:10 solution which is equivalent to 1/4 cup of bleach in 1 gallon of water. This solution should be mixed daily.

Other possible disinfectants include:

- * 50% Ethyl Alcohol
- * 35% Isopropyl Alcohol
- * 0.3% Hydrogen Peroxide
- * 0.5% Phenol
- * 0.5% Lysol

(These are EPA numbers and are examples only)

CORRECT TRASH DISPOSAL

Correct disposal of trash is another universal precaution:

- * Special containers to dispose of trash containing blood or bodily secretions that may contain blood are available
- * Containers are marked and lined with plastic

MODIFICATION OF CPR

The last universal precaution is the modification of cardiopulmonary resuscitation (CPR).

- * CPR should always be started as soon as possible; any delay could jeopardize a successful resuscitation.
- * The use of masks or shields to prevent the back flow of fluids from the mouth of a victim to that of a rescuator should be used. These masks and shields or other devices are accessible to any person likely to administer CPR in the school setting.

POLICIES & LAWS

The law provides for confidentiality and states that the information regarding HIV/AIDS may only be shared with specifically named persons.

- * While adults grant their own written permission to share their HIV/AIDS status, parents or guardians of children can grant written permission to share information on students under 18.
- * If information is shared improperly, the person may be subject to a civil penalty and a fine not to exceed \$5000.
- * Current state law does not require parents or physicians to inform school officials of a student's HIV/AIDS status. If disclosure by student or parent is made, it must be kept confidential unless written permission is given.
- * In the legalities of testing, it is a misdemeanor to disclose blood test results of HIV/AIDS positives, except by written authorization (H & S Code Chapter 1, 11 & 1.12 Sections 119.21, 199, 30, 1991.31 & 199.37).
- * Also, the policies for students with HIV/AIDS prohibit discrimination against such students.

PERSONNEL

SUBJECT: Sexual Harassment

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough, and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions (s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions.

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent .

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR4031 Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Legal Reference:

EDUCATION CODE 200 -262.4 Prohibition of discrimination on the basis of sex
GOVERNMENT CODE
12900-12996 Fair Employment and Housing Act, especially:
12940 Prohibited discrimination
12950. 1 Sexual harassment training

Legal Reference (cont.)

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4" 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct 2275

Burlington Industries v. Ellreth, (1998) 118 S. Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S. Ct. 1989

Oncale v. Sundowner Offshore Servo Inc., (1998) 118 S. Ct 998

Meritor Savings Bank, FSB V. Vinson et al., (1986) 447 U. S. 57

PERSONNEL

SUBJECT: Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal , visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when:

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/ her.
3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work performance; creating an intimidating, hostile, or offensive work environment; or adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of employment or career development.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits , services, honors , programs , or activities available at or through t he district .

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors.
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit e-mails; displaying sexually suggestive objects.
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements.

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

By January 1, 2006, and every two years thereafter, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment . All newly hired or promoted supervisory employees shall

receive training within six months of their assumption of the supervisory position.

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment and the remedies available to the victims of sexual harassment in employment. The training shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Notifications

A copy of the Board policy and this administrative regulation shall,

1. Be displayed in a prominent location in the main administrative building or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted.
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired.
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal laws
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

Adopted 3/19/07

CHILD ABUSE REPORTING

The Jurupa Unified School District Board of Education recognizes that the district has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. As such, all employees shall report known or suspected incidences of child abuse pursuant to the provision of the accompanying district regulation and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

To assist employees in carrying out this reporting responsibility, the Superintendent or designee shall provide training in the duties of child abuse identification and reporting for all certificated personnel. The Superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants and other classified employees. (Penal Code 11165.7)

As part of their training in child abuse identification and reporting, employees shall receive written notice of state child abuse reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE

33308.1

44690 - 44691

48906

PENAL CODE

273.a

11164-11174.3

11165-11165.15

11166-11170

11172

11174.3

WELFARE AND INSTITUTIONS CODE

600-601.2

15630-15637

STATUTES OTHER THAN CODE

Chapter 1102, Statutes of 1991, Section 6

Adopted 11/3/ 86

Revised/Readopted 6/25/90; 2/5/01

CHILD ABUSE REPORTING

Under California law, certain persons are mandated to report reasonable suspicion of child abuse and neglect. Information concerning child abuse may be received by school personnel from a variety of sources, including, but not limited to the victim, other students, parents teachers, administrators or concerned citizens .

Mandated Reporters

Mandated reporters working for the Jurupa Unified School District are:

- All administrative staff
- All certificated staff
- All classified staff

"Reasonable suspicion" is the standard used for reporting. Reasonable suspicion is defined as "it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse."

Criminal Liability for Mandated Reporters

A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, could be prosecuted for failure to report as required bylaw. If found guilty, a person could be punished with "confinement in a county jail for a term not to exceed six months , by a fine of not more than one thousand dollars (\$1, 000), or by both that imprisonment and fine." (Penal Code 11172, subd. e)

Legal Protection

Even though the California Legislature has provided immunity from liability to mandated reporters, that immunity does not eliminate the possibility that actions may be brought. No one is precluded from bringing suit against another.

However, the law protects a mandated reporter against a financial hardship faced by such legal action. A mandated reporter may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action upon a demurrer or motion for summary judgment made by that person. The maximum hourly rate for recovery of attorney's fees is that charged by the Attorney General at the time of the award and the maximum recovery is \$50,000.

Civil Negligence for Mandated Reporters

Under the law of civil negligence, violation of a statutory duty, such as mandatory reporting of suspected child abuse and neglect cases, is negligence per se, "in itself." That means that if it can be proven that a person willfully or negligently failed to report known or suspected child abuse or neglect, he/she can be sued for the injuries that occurred after the time when the report should have been made.

CHILD ABUSE REPORTING

Access

Any mandated reporter who receives a request from a child protective agency to provide access to the victim of a known suspected instance of child abuse shall not incur civil or criminal liability as a result of permitting that access.

Non-mandated Reporters

A non-mandated reporter is not liable criminally or civilly unless it can be proven that a false report was made and the person knew that the report was false. It is a misdemeanor to make a false report.

How to Make a Report

California law has made provisions for schools to have internal procedures for reporting suspected child abuse cases. Whenever school personnel receive information concerning suspected child abuse, the person receiving the information shall comply with these procedures.

Reporting duties are individual. No supervisor or administrator may impede or inhibit reporting duties and no person who makes a report can be subject to any sanction for making a report.

Procedures to Follow:

1. Make an immediate telephone report to a child protective agency (Child Protective Services (CPS), county probation department, or sheriff's department). CPS is the preferred first call. The telephone report must include:
 - a. Name of the reporter (which is confidential with limited exceptions) ;
 - b. Name of the child;
 - c. Present location of the child;
 - d. Nature and extent of the injury; and
 - e. Any other information, including that which led the person to suspect child abuse, requested by the child protective agency. (Penal Code 11167, subd. a)
2. Note in writing on the written report the name of the person to whom the telephone report was made .
3. When a principal or other school official releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises , the school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer; and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, as defined in Section 11165 of the Penal Code, or pursuant to Section 305 of the Welfare and Institutions Code. In those cases, the school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian. The peace officer shall take immediate steps to notify the parent, guardian, or responsible relative of the minor is in custody and the place where he or she is being held.
(Education Code 48906)

CHILD ABUSE REPORTING

Before releasing a child who is suspected of being abused by a parent or guardian to a peace officer or agent, the school should obtain the officer's/agent's name, badge number and telephone number for the parents or guardians inquiring about their child's removal.

4. Within 36 hours, a written report must be filed. There is a special form developed by the Department of Justice that must be used. The form confirms the nature of the information provided in the telephone report. These forms are available in each school office, from law enforcement agencies and from child protective services.
5. When two or more persons are required to report and they jointly have knowledge of a suspected instance of child abuse, a telephone report may be made by a member of the team selected by mutual agreement. A single written report may be made and signed by the selected member of the reporting team. If the other member of the team later determines that the report was not made, it becomes the member's responsibility to make the report.
6. Report injuries factually and objectively
7. Avoid allegations regarding a suspected offender, other than allegations that are a part of the minor's explanation.
8. Record minor's explanation of injuries as nearly verbatim as possible.

Whenever a school employee is notified by a parent or legal guardian that the parent or legal guardian wishes to file a child abuse report in which a school employee is suspected of abusing a child under the jurisdiction of the school, the school employee shall forward that information immediately to the principal of the school and/or refer the parent or legal guardian to the principal of the school.

Whenever the principal of a school is advised by a parent or legal guardian that a school employee is suspected of child abuse, the parent will be provided with the appropriate Suspected Child Abuse Reporting forms currently available to school personnel for reporting child abuse. Whenever possible, this information should be provided in the parent's primary language.

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

Confidentiality

The identity of a reporter is confidential and can be disclosed only between child protective agencies, to the District Attorney's Office or the County Counsel when the party waives confidentiality in a formal disciplinary procedure, or by a court order.

CHILD ABUSE REPORTING

The legal mandate to report is not excused or barred by the professional privilege of confidentiality. Knowledge of child abuse acquired through communication with a patient or a client, whether the patient or client is a victim or the abuser, must be reported.

Adopted 11/3/86
Revised/Readopted 6/25/90
Technical Change 10/4/93
Revised/Readopted 2/5/01
Revised 11/5/01

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

SUBJECT: Tobacco-Free Schools

The Governing Board recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. As required by law, the district provides instructional programs designed to discourage students from using tobacco products. District employees are expected to serve as models for good health practices that are consistent with these instructional programs.

Therefore, in the best interests of students, employees and the general public, the Board prohibits the use of tobacco products at any time in district-owned or leased building, on district property and in district vehicles. This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.

Smoking or use of any tobacco-related products and disposal of any tobacco related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground.

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from non-vehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

LABOR CODE 6404. 5 Occupational safety and health : use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7111-7117 Safe and Drug Free Schools and Communities Act

PERB RULINGS

Eureka Teachers Assn v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v . Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Adopted 3/19/1984

Revised 5/21/1990, 8/1/1994, 3/19/2007

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

SUBJECT: Tobacco-Free Schools

The use of tobacco products is prohibited anywhere by anyone on school district property, district vehicles or at school sponsored events.

Notifications

The Superintendent or designee shall notify employees of the district's tobacco free schools policy. The notification shall inform them of:

1. Their need to abide by district policy as a condition of employment.
2. The dangers of tobacco use in the workplace, including the threat to the health and safety of employees, students and the public.
3. Available resources which may help employees stop using tobacco.
4. Possible disciplinary actions in accordance with Board policy, state law and applicable collective bargaining agreements.
5. Information about the district's tobacco-free schools policy and enforcement procedures shall be communicated clearly to employees, parents/guardians, students and the community. Students and parents will be informed of this policy in the registration packet and the Student Handbook. Initial notification to the community will be accomplished through the media.
6. Signs stating "Tobacco use is prohibited" shall be prominently displayed at all entrances to school property. The district's tobacco-free schools policy will also be announced at all school sponsored events.
7. At each entrance to a building or structure, the Superintendent or designee shall post a sign stating "No Smoking" or "Smoking is prohibited except in designated areas" as appropriate.

Enforcement/Discipline

Any employee or student who violates the district ' s tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate .

Any other person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

1. Direct the person to leave school property
2. Request local law enforcement assistance in removing the person from school premises
3. If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for a specified period of time.

Adopted 3/19/84
Revised 5/21/90, 8/1/94, 3/19/07

USE OF COPYRIGHTED MATERIALS

All district staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

Print materials, audio and videocassettes and computer software are valuable means of providing support to the instructional program. However, the ease with which they may be duplicated makes it necessary to establish regulations for the "fair use" of copyrighted materials and assure District compliance with U. S. copyright laws.

The principal of each school site is responsible for establishing practices which will enforce this policy and regulation at the school level.

Legal Reference:
EDUCATION CODE
35182
UNITED STATES CODE, TITLE 17

Adopted 11/19/84
Revised 6/10/85
Revised/Readopted 9/4/90
Revised/Readopted 10/6/97

USE OF COPYRIGHTED MATERIALS

Each employee making a reproduction shall first determine whether the copying is permitted by law based on the guidelines below. If the copying is not permitted according to these guidelines, the principal/designee may request permission to reproduce the material from its copyrighted holders.

Requests for permission to use copyrighted materials shall include the following information:

1. Title, author(s), editor(s) or publisher, producer(s) or distributor.
2. Edition, copyright and/or production year.
3. Exact amount of material to be used (i. e., lines pages, running time, etc.).
4. Nature of the use (i. e., how many times, when and with whom the material will be used).
5. Number of copies to be made.
6. How the material will be reproduced.
7. If an initial contact was made by phone, the request shall also include the name of the initial contact person.

The following guidelines differentiate between permitted and prohibited uses of printed material , sheet and recorded music , videotapes, films, filmstrips or slide programs , off-air taping (radio or television), and computer software .

PRINTED MATERIALS

Permitted Uses:

1. Single copies at the request of an individual teacher
 - a. A chapter of a book
 - b. An article from a magazine or newspaper
 - c. A short story, short essay or short poem, whether or not from a collective work.
 - d. A chart, graph, diagram, drawing, cartoon or a picture from a book, magazine or newspaper.
2. Multiple copies at the request of an individual teacher for classroom use, not to exceed one copy per student in a course;
 - a. A complete poem if less than 250 words and if printed on not more than two pages.
 - b. An excerpt from a longer poem, not to exceed 250 words.
 - c. A complete article, story or essay of less than 2,500 words.

- d. An excerpt from a larger prose work not to exceed ten percent of the whole or 1,000 words, whichever is less, but in any event a minimum of 500 words.
- e. One chart, graph, diagram, cartoon or picture per book or magazine issue.

All preceding copies must bear the copyright notice. They may be made only at the discretion of the individual teacher on occasions when a delay to request permission would preclude their most effective instructional use.

Prohibited Uses:

- 1. Copying more than one work or two excerpts from a single author during one class term.
- 2. Copying more than three works from a collective work or periodical volume during one class term
- 3. Copying materials for more than one course in the school where the copies are made.
- 4. More than nine sets of multiple copies for distribution to students in one class term.
- 5. Copying used to create, replace or substitute for anthologies or collective works.
- 6. Copying of "consumable" works such as workbooks, standardized tests, answer sheets, etc.
- 7. Copying that substitute for the purchase of books, publishers' reprints or periodicals.
- 8. Repeated copying of the same item by the same teacher from term to term.

The above prohibitions do not apply to current news magazines and newspapers.

SHEET AND RECORDED MUSIC

Permitted Uses

- 1. Emergency copies for an imminent performance are permitted, provided they are replacing purchased copies and replacement is planned.
- 2. Multiple copies (one per student) of excerpts not constituting an entire performable unit or more than ten percent of the total work may be made for academic purposes other than performances.
- 3. Purchased sheet music may be edited or simplified provided the character of the work is not distorted or lyrics added or altered.
- 4. A single copy of a recorded performance by students may be retained by the district or individual teacher for evaluation or rehearsal purposes.

5. A single copy of recordings of copyrighted music owned by the district or individual teacher may be made and retained for the purpose of constructing exercises or examinations.
6. A single copy of an excerpt that constitutes an entire performable unit (i.e., a movement or aria) may be made, provided it is either:
 - a. Confirmed by the copyright proprietor to be out of print, or
 - b. Unavailable except in a larger work . This may be done by or for a teacher only for scholarly research or in preparation for teaching a class.
7. A single copy of a portion of a sound recording may be made by or for a student, i.e., a song from a record, but not the entire recording. The copy may be used in the educational context in which it was made and may not be sold or performed for profit.

Prohibited Uses:

1. Copying to replace or substitute for anthologies or collections.
2. Copying from works intended to be "consumable."
3. Copying for purposes of performance except as noted in an emergency.
4. Copying to substitute for purchase of music.
5. Copying without inclusion of copyright notice on the copy.
6. Duplication of tapes, unless reproduction rights were given at time of purchase.
7. Reproduction of musical works or conversion to another format, e. g. record to tape.

VIDEOTAPES, FILMS, FILMSTRIPS OR SLIDE PROGRAMS

Section 110 (1) of the U. S. Copyright law clearly permits the showing of motion pictures and other audiovisual materials in the classroom of a nonprofit educational institution as long as the showing is part of "face-co-face" instruction and not presented for recreational or entertainment purposes.

Whether purchased or rented, video cassettes bearing the label "for home use only" come under this provision and may be used for planned, direct classroom instruction. They may not be used for entertainment, fund-raisers or time fillers unless such use was negotiated at the time of purchase or rental, usually in the form of a licensing agreement. When renting from a video store, the renter agrees to all stated or implied conditions of the rental agreement; renters may therefore wish to request a release statement from the rental agency specifically granting permission for instructional use of the rented cassette.

Permitted Uses

1. A single copy of a portion of a copyrighted film or filmstrip may be made by a student for educational purposes if the material is owned by the school which the student attends.

2. A single copy of a small portion of a film or filmstrip may be made by or for a teacher for scholarly or teaching purposes.
3. Selected slides may be reproduced from a series if reproduction does not exceed ten percent of the total or excerpt the essence of the work.
4. A slide or overhead transparency series may be created from multiple sources as long as creation does not exceed ten percent of photographs in one source (book, magazine, filmstrip, etc.). This may not be done when the source forbids photographic reproduction.
5. A single overhead transparency may be created from a single page of a "consumable" workbook.
6. Sections of a film may be excerpted for a local videotape (not to be shown over cable) if they do not exceed ten percent of the total or excerpt the essence of the work. Extreme care must be exercised in copying a small portion of a film or filmstrip; small portions may contain the very essence of the material in question.

Prohibited Uses

1. Reproduction of an audiovisual work in its entirety.
2. Conversion from one media format to another, e. g., film to videotape, unless permission is secured.
3. No one is permitted to copy any portion of a film or filmstrip sent to the school for preview or rented or owned by another school or institution without the express written permission of the copyright holder. The copyright of a film governs its performance (showing) as well as the copying of it. It is permissible to show a film to students using closed-circuit television if the system is confined to one building. Showing a film via closed-circuit television outside the building is not permitted.

RADIO OFF-AIR TAPING

Permitted Uses

1. A single copy of a small portion of a copyrighted radio program may be made by a student for educational purposes. Such a copy may not be sold or performed for profit.
2. Copies of broadcasts by national public radio may be made by district employees and retained for an indefinite period for educational purposes.

Prohibited Uses

1. Copying broadcasts on commercial radio, except for copyrighted musical selections (see Sheet and Recorded Music), is governed by the same copyright laws that apply to off-air taping of commercial television; however, there is no special provision allowing libraries to tape radio news programs.

TELEVISION OFF-AIR TAPING

Permitted Uses

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re transmission) and retained for a period not to exceed 45 days. All off-air recordings shall be erased or destroyed at the end of the retention period. Broadcast programs are television programs transmitted for reception by the general public without charge.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary. These recordings may be shown in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten consecutive school days in the 45 calendar-day retention period.
3. Off-air recordings may be made only at the request of individual teachers, for use by those teachers. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
5. After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes; i.e., to determine whether or not to include the broadcast program in the teaching curriculum; they may not be used for student exhibition or any other non evaluation purpose without authorization.
6. All copies of off-air recordings shall include the copyright notice on the broadcast programs as recorded.

Prohibited Uses

1. Off-air recording in anticipation of teacher requests.
2. Using the recording for instruction after the ten-day use period
3. Holding the recording for weeks or indefinitely because :
 - a. Units needing the program concepts are not taught within the ten-day use period.
 - b. An interruption or technical problems delayed its use.
 - c. Another teacher wishes to use it, or for any other supposedly "legitimate" educational reason.

4. On occasion, a special notice is provided with some materials specifically prohibiting reproduction of any kind. Permission to use any part of such works must be secured in writing from the author or producer in accordance with this regulation.
5. Off-air recordings need not be used in their entirety, but the content of recorded programs may not be altered. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

The copying or use of programs transmitted via subscription television cable services, such as HBO or Showtime, is illegal. Such programs are licensed for private/home use only and may not be used in public schools.

SOFTWARE COPYRIGHT

Permitted Uses

Copies of district-owned software may be made only when:

1. The copy is needed as an essential step in using the computer program with a particular machine . This copy is to be used in no other way.
2. The copy is used for archival or "backup" purposes. This copy may be held only as a file copy and must be destroyed when the program is no longer rightfully owned by the district unless the copyright owner authorizes its sale, lease or transfer as part of the sale, lease or transfer of the original program. (United States Code, Title 17, Section 117).

Prohibited Uses

1. Copies of copyrighted programs may not be made for any purpose other than the two permitted above.
2. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure software from copying.
3. Illegal copies of copyrighted programs shall not be made or used on school equipment.

Adopted: 10/6/97