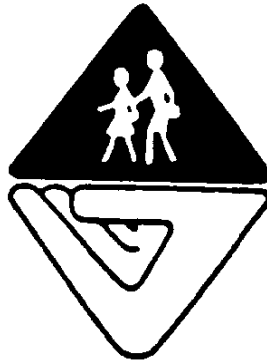


# San Ysidro School District

4350 Otay Mesa Road  
San Ysidro, CA 92173  
(619) 428-4476  
www.sysd.k12.ca.us

# Substitute Teacher Handbook



*“Provides an educational environment  
in which all students succeed”*

## Governing Board of Education

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# **San Ysidro School District Substitute Teacher Handbook**

## **Introduction**

The San Ysidro School District would like to take this opportunity to welcome you to the district. We are pleased that you have accepted a substitute teaching position with our district and we would like to assist you in making it a pleasant and rewarding educational experience for you and the children with whom you will be working. The school secretary, the principal and the staff members all stand ready to aid you in meeting your professional responsibilities.

Your service to our district is greatly appreciated and while you are serving as a staff member, we hope that you will enjoy our hospitality and make appropriate use of the facilities we have for serving the staff and children of our district.

Other information regarding eligibility for teaching credentials and related matters incidental to substitute service may be obtained by contacting the Human Resources Department at 428-4476 Ext. 3013.

Again, welcome to the San Ysidro School District!

Jennifer Brown de Valle,  
Assistant Superintendent of Human Resources  
Extension 3012

Rosa Castro,  
Personnel Technician  
Extension 3013

Irene Lopez,  
Confidential Administrative Clerk I  
Extension 3014

## **List of Required Substitute Duties**

### ***At Home:***

- Dress neatly, clean and appropriately for teaching assignment. Personal conduct and appearance will reflect upon you, your school or department, your district, and your work. Neat appearance, pleasant personality, and good character can be a real credit. Shoes must be worn at all times in the classroom and on campus.
- Arrive at the school at least 20 minutes prior to the beginning of class.

### ***Prior to entering the class:***

- Report to the main office.
- Ask about student passes, playground rules, bus duty and lunch procedures.
- Ask if there will be any special duties associated with the regular teacher's assignment.
- Substitutes are to work an entire day, including on minimum days.
- Ask about the discipline referral process.
- Ask if any children have medical problems.
- Collect room keys and class schedule.
- Pick up attendance rosters.
- Find out how to report students who are tardy or absent.
- Look for the fire alarm and know the proper drill directions.
- Know the locations of the restrooms and the teacher's lounge.
- Ask the names of the teachers on both sides of your classroom and if possible, introduce yourself to them.

### ***In the classroom:***

- REVIEW LESSON PLANS AND FOLLOW THEM AS CLOSELY AS POSSIBLE.
- Write your name and today's date on the board.
- Check seating chart.
- Record attendance and do a head count.
- Throughout the day write brief notes on lessons covered and student behavior.
- The substitute should never leave the students unattended. If a student runs out of the room or doesn't return to the classroom, the teacher should not chase the student. Contact the office immediately for assistance and handling of the situation. If the substitute needs to leave the classroom for personal reasons, he/she must contact the office immediately and seek assistance from a neighboring teacher, school security officer or administrator.

***During your assignment:***

- Wear the Employee Identification Card at all times.
- Do not discuss school matters outside your job and do not repeat confidential or personal information. Even if items are public matters, such information is given out by a specific office or person. Requests for personal information about students should be referred to an administrator.
- If you are injured, no matter how slightly, report the accident immediately to your supervisor who will make a written report and see that you receive the same prompt attention. Teachers may send an ill or injured student to the school Health Clerk. Any injury to a student or visitor should receive the same prompt attention.
- Supplies and equipment are for district business only. Good care and proper handling of expensive equipment will prolong its life.
- Incoming personal calls should be for emergencies or brief informational messages. Outgoing personal calls should be made on public phones so that no business lines are tied up with private calls. Computers are provided for school business use only. Such use is not subject to privacy protections.

***End of day:***

- Pass out and review the homework assignment.
- Have students clean their desks and the area around their desk. Leave the desks, books and class room in good order.
- Correct all student work.
- Leave teacher's materials and corrected student work neatly organized.
- Close windows, turn off lights and lock door.
- Return classroom keys and the Substitute Teacher's Report to the office.
- Ask in office if you will be needed the next day.

## Some Key District Employee Policies

(Located in Employee Handbook and District Website)

Certification	BP 4112.2	Teachers must have appropriate certificate for their position.
Child Abuse Reporting Procedures	BP 5141.4	School employees are mandated to report instances of suspected child abuse.
Dress and Grooming	BP 4119.22 4219.22 4319.22	Employees must dress and groom themselves appropriately for work.
Drug and Alcohol-Free Workplace	BP 4020	Employees are prohibited from using controlled substances and alcohol on school grounds.
Employee and Visitor Identification Identification Badges	BP 4115.1	Identification badges are to be worn at all times while at work.
Employee Safety	BP 4157 4257 4357	All equipment and working conditions must be kept safe by all employees.
Employee Use of Technology	BP 4040	Technology is used for work-related purposes only.
Exposure Control Plan for Bloodborne Pathogens	BP 4119.42 4219.42 4319.42	Employees exposed to bloodborne pathogens and other potentially infectious materials will be offered the hepatitis B vaccination.
Nondiscrimination/Harassment	BP 5145.3	District programs and activities must be free from discrimination.
Recruitment and Selection	BP 4111 4211 4311	Employees are hired based on the skills, knowledge and abilities necessary for each position.
Sexual Harassment	BP 4119.11 4219.11 4319.11	Sexual harassment of students, staff, and others is prohibited.
Tobacco-Free Schools	BP 3513.3	Employees are prohibited from using tobacco on school grounds.
Use of Copyrighted Materials	BP 6162.6	Copying of copyrighted materials is prohibited.
Volunteer Assistance	BP 1240	All volunteers and visitors must sign-in at the main office and wear an identification badge. All volunteers must be supervised by a certificated staff member at all times.

## **District and Employee Information**

**Schools:** The San Ysidro School District serves preschool through eighth grade students in the elementary and middle schools, including a comprehensive program for students with special needs.

### **Selection and Requirements**

**Credential:** Substitutes must have a valid California teaching credential registered with the credentials of the San Diego County Office of Education. If an emergency substitute credential is being sought, the Personnel Technician will assist you with information concerning this credential.

**Citizenship:** Citizenship is not a requirement of employment with the San Ysidro School District. However, the District may only hire individuals who have the legal right to work in the United States. When an offer of employment is made, the candidate must submit certain documents to the Human Resources Department to verify his/her lawful right to work in this country. This applies to all employees, citizens and non-citizens, including student aides and substitutes.

**Criminal Background Check/Fingerprinting:** The California State of Education Code requires all potential employees, including substitutes, to be fingerprinted before they can be hired. The cost of fingerprinting is borne by the individual and the District does not reimburse the cost.

**Tuberculin Test:** Verification of a skin test against tuberculosis taken within the last four years is required prior to employment and must be filed with the personnel department in the district office. Those who have a history of a positive skin test must present a certificate from a health provider stating that they are free of communicable diseases.

## **Assignment**

**Automated Substitute Caller System (AESOP):** The San Ysidro School District uses an automated service that will greatly simplify and streamline the process of notifying you when your services are needed in the district. This service, called AESOP (**A**utomated **E**ducational **S**ubstitute **O**perator), utilizes both the telephone and the Internet to assist you in locating jobs in the school district for which you work. The administrative office has selected the following hours as standard call times when the AESOP service may call for substitutes from 05:00 to 7:30 a.m. and from 3:00 to 10:00 p.m.

### **Things to note:**

- You may interact with the system either on the Internet at <http://www.aesoponline.com> or by way of a toll-free, automated voice instruction menu system at 1-800-942-3767.
- The AESOP system will call you within the call times specified above.

### **What to do when AESOP calls you:**

You may be prompted to enter either a PIN number and/or an Identification (ID) number.

1. Your ID number – Your phone number include your area code (followed by the # key)
2. Pin number – It is the last four digits of your Social Security Number (followed by the # key)

AESOP will provide you with the following details of the assignment:

- School name
- Date(s) of assignment
- Room or location where you need to report
- Start time
- Any further special instructions left by the absentee.

You will then be prompted to either accept or reject the assignment. You will also have the option to reject the assignment as well as all future calls for jobs on the day of the particular assignment. If you accept, AESOP will issue you a confirmation number that you might need in the event of a follow-up inquiry.

**Please remember that you have not accepted the job until you receive a confirmation number.**

*Please note: You may also contact AESOP to search for available jobs 24 hours a day, 7 days a week on the Internet at <http://www.aesonline.com> or on the phone at 1-800-942-3767.*

**How to contact AESOP via our website:**

You can also search for and accept available jobs, change personal settings, update your calendar, and personalize your available to call times by visiting AESOP at <http://www.AesopOnline.com>. You will be prompted to enter your ID and pin numbers as specified above. Should you experience difficulty using the system, please contact the central office at (619) 428-4476 or AESOP at [support@aesonline.com](mailto:support@aesonline.com). We are confident that you will find the AESOP experience beneficial and enjoyable.

**Should you have any questions or need training please contact us at (619)428-4476 ext 3013 or 3014.**

**Please contact the Human Resources Department *if you have a contract with another District, or no longer interested in substituting for the San Ysidro School District, please contact us at (619) 428-4476 ext 3013 or 3014, so that we can remove you from the substitute list.***

**Salary Information**

**Salary Rate:** The base pay for substitutes is \$120 per day. A long-term substitute will be paid \$135 per day on the 12<sup>th</sup> day in the same assignment.

**Method of Payment:** Checks will be delivered to school site administrators, where substitutes are assigned for that day. If there is no assignment the check can be picked up at the district office, 4350 Otay Mesa Road, San Ysidro, on the last day of the month from 11:30 a.m. to 4:00 p.m. Those checks not picked up will be mailed with the address on file that same afternoon.

**State Teacher's Retirement System:** Substitutes who have not withdrawn funds from STRS are still members and they will have retirement deductions taken from all earnings. In order to qualify for membership in the retirement system, teachers must render five full months of service (100 days). After completion of these days, retirement deductions will be taken from all

earnings. Months need not be consecutive. Substitutes are required by state law to join STRS.

**Retired Teacher Requirements:** State law provides that retired teachers may serve as substitutes, but the salary earned in any one fiscal year (July 1 to June 30) shall not exceed \$29,700. It is the responsibility of the individual retired teacher serving as a substitute not to exceed this amount in earned salary. No retirement deductions are made from the amount earned.

Retired teachers applying for substitute work pass a physical examination as prescribed by the state Department of Education. This health clearance must be secured each year and registered with the San Diego County Office of Education. Even though a retired teacher has a valid credential, he/she may work and be paid only within the dates of health clearance. It is the educator's responsibility to make sure the health clearance is secured prior to accepting an assignment.

### **E-time**

When you work as a substitute teacher, you must submit your hours worked to the District's system called "E-time." Each school site has a designated computer for this purpose.

1. Double-click the E-time icon on the desktop. the person you are subbing for from the list.
2. User: Guest
3. Password: (leave blank), click OK.
4. If you are substituting for an employee who is out for Professional Development, select "Substitute For Extra Help/Travel", click Execute and enter the Authorization Number (ask the school secretary if you are not sure).
5. For all other routine absences, select "Substitute for Employee Absence", click Execute, and select
6. Click Close on the message screen.
7. On the Time Screen, enter your SS# and press Enter.
8. Enter PIN and click Validate Pin.
9. Enter the date and number of days.
10. When finished, click Done.
11. Click Print Timesheet to print a copy of time record.
12. Click Exit to go back to Main Menu.
13. Click Cancel to return to entering time.

If you have any questions regarding E-time, please call Martha Castelo at 619 428-4476 ext. 3003.

## **Classroom Management and Organization**

Greet students with a **positive comment**, “*When I arrived today, your principal told me that you are a wonderful class and that we would have a great day together*”.

- Procedures for **taking roll and obtaining a lunch count** may differ from school to school and classroom to classroom. Follow their procedure if instructions have been provided. Otherwise, it is best to give the students some quiet seatwork assignment while you take roll and lunch count.
- It is important to continually **reinforce the behavior standards for the day**. Many teachers will have classroom rules posted, but in case you are unable to find any, be sure to have your own rules armed and ready. In order for them to be properly displayed, you can list them on chart paper or the blackboard. Some suggestions for rules are:
  - Classroom rules should be specific and operational, so the students can easily understand what they mean. Phrases such as “*be cooperative,*” “*respect others,*” “*be polite and helpful*” are too general and take too much time to explain.
  - “*Follow directions the first time*” is direct and covers a lot of territory. You can continually reinforce the students in a positive way each time they follow the directions by saying “*Thank you for following my directions the first time they were given*” or “*Thank you for raising your hand.*”
- Substitute teachers must be aware of health and safety precautions:
  - The substitute should never leave the students unattended. If a student runs out of the room or doesn’t return to the classroom, the substitute should contact the office immediately.

- Since every building and classroom is different, it is important for you to know how to evacuate the class in the event of a fire drill or other emergency.
- Know where the nearest exit is, having a class list available to grab when you evacuate the building.
- If you hear the fire alarm or a message over the intercom, instruct the students to quickly and quietly leave the room in single file, heading for the exit door.
- Each classroom has an emergency “backpack” hanging by the door to take with you when you evacuate.
- Each classroom has a flipbook of District Emergency and Disaster Preparedness information hanging near the emergency backpack. Please refer to this book for instructions on procedures for emergencies of all types.

### **Student Illness or Injury**

Sometimes, students become ill or injured. Teachers may send an ill or injured student to the school Health Clerk.

In the event of an accident, you might need to fill out a Student Accident Report (SAR) (see office). The purpose of the SAR is to monitor and prevent accidents. Generally, the SAR should be completed by the employee who witnessed the incident, was supervising the activity at the time of the incident, or became aware of the incident.

The SAR must be filled out completely. Employees should ask the supervising administrator (Principal, Director) for help in filling out the SAR, if necessary.

The SAR is a confidential, internal document which is not to be shared with anyone outside of the district.

## **Students with Exceptional Needs**

Listed below are descriptions of the various types of programs in Special Education and what these programs are striving to achieve. We hope this might help you when you are called in an emergency.

**Resource Specialist Program:** This program provides for students who are in need of special instruction so that they can make reasonable academic progress. These students are enrolled for the majority of their school day in a regular classroom and are assigned for an hour a day to 49 percent of their school day to the Resource Room for this extra assistance. The Resource Specialist Teacher (RSP) and his/her classroom teacher provide an individualized educational program to meet the unique needs of each child.

The Resource Specialist works with students on remediation of student deficiencies in readiness reading, language, math skills auditory and visual perception, and fine gross motor coordination. The student's regular classroom teacher and Resource Specialist Teachers coordinate their program in order to provide an academic program especially developed to meet the individual student's needs.

**Special Day Classes:** Students with a physical, social or emotional problem serious enough to cause a learning handicap that prevents them from successfully working in a regular classroom are provided Special Day Classes. Students deemed eligible for this program are provided for in these self contained classrooms. Class size is kept small.

### **Teaching Responsible Behavior**

#### **Using Positive Recognition to Motivate Students to Behave**

Once you've taught your students directions for all classroom activities, your goal is to help them be successful in following those directions.

**Positive recognition** is the most effective way to achieve this goal. We will give you a variety of techniques that you can use to motivate students to

choose appropriate behavior and then to continue that behavior. These techniques are:

### **Positive Repetition**

This technique will help encourage students to follow the many directions you give each day. Here's how positive repetition works:

1. Give a direction.
2. Immediately look for at least two students who are following the direction.
3. Say the students' names and restate the direction as they are following it.

Example:

- **Direction:** "Please take your places on the reading mat."
- **Positive Repetition:** "Jennifer and Danny are already on their places on the reading mat."

### **Scanning**

This technique is useful when you are working with a small group of students, or an individual student, and the rest of the class is working independently.

Here's how to use the scanning technique:

1. When you are working with a small group, look up every few minutes and scan the students who are working independently.
2. As you notice students who are working appropriately, take a moment to recognize their good behavior.
  - "Robert is working quietly on his math assignment. Thank you, Robert."
3. The student will appreciate the recognition and continue working independently. Other students will get the message that you are aware of what's going on in the room, and will be motivated to stay on task themselves.

### **Consistent Praise**

An effective way to encourage students to continue their appropriate behavior is to continually monitor the class and provide frequent praise and positive support to those students who are on task. Keep these guidelines in mind:

- **Effective praise is personal.** Always include the student's name.

- **Effective praise must be genuine.** To be convincing to students, to show that you really mean what you say, be genuinely appreciative of their appropriate behavior.
- **Effective praise is descriptive and specific.** When praising students, be specific. That way, students will know exactly what they did to deserve the praise and will be more likely to repeat those behaviors.
- For example:
  - *Descriptive Praise:* “Sue is lining up for recess. Thanks, Sue.”
  - *Vague Praise:* “Way to go, Sue.”

### **Circulating the Classroom**

While students are working independently, circulate the room and give positive recognition. One-on-one, you can let a student know that you recognize his or her appropriate behavior. This positive recognition is given quietly – a special message from the teacher to the student.

- “Mike, you are doing a great job on your science questions. You are going to finish the entire assignment!”
- Andrew, you’ve been very cooperative today. You are doing a great job getting along with everyone.”

There is no need to ever phase out this technique. Each time you circulate the classroom you have an opportunity to show your students you care, and that you notice their good efforts.

### **Teaching Responsible Behavior Redirecting Non-Disruptive Off-task Behavior**

By giving your students consistent positive recognition, you can eliminate the majority of problems before they even begin. However, there still will be students who behave inappropriately. This behavior can be:

#### **Disruptive Off-task Behaviors**

- Shouting out in class
- Throwing paper airplanes
- Running in the classroom

#### **Non-disruptive Off-task Behaviors**

- Looking out the window
- Reading instead of listening
- Doodling instead of working

Students often fall into non-disruptive off-task behavior. The teacher's responsibility is to guide the student back into learning.

**Here's what you *don't* want to do:**

1. **Ignore the behavior.** Ignoring the behavior doesn't get the student back on task, and therefore the student isn't participating or learning.
2. **Give an immediate consequence.** Giving a consequence in many cases is an overreaction to a simple lapse of attention.

**Here's what you *do* want to do:**

Gently, and with caring guidance, give the student an opportunity to get back on task by using these techniques:

**The "Look"**

Just giving a look that says, "I'm aware of and disapprove of your behavior" is an effective way of redirecting non-disruptive off-task behavior."

**Here's how this technique works:**

Instead of reading her book, Jessica sits rocking back and forth in her seat. When the teacher notices Jessica's off-task behavior, she makes direct eye contact with her and looks at her with a firm, calm look on her face. She maintains this eye contact until Jessica puts all four legs of her chair on the floor and begins reading her book.

**Physical Proximity**

Sometimes you don't even have to say a word to redirect a student back on task. Simply walk over and stand close by the student. The student will know why you've arrived at his or her side and will respond.

**Here's how this technique works:**

While reading a story to the class, the teacher notices that Danny puts his head down on his desk and has "tuned out." Continuing to read, the teacher walks back to Danny's desk and stands near his desk while she proceeds with the story. Danny notices her presence, lifts his head and starts paying attention.

**Mention the off-task student's name while teaching**

Just mentioning a student's name while you are teaching a lesson may be enough to redirect his or her attention back on task.

**Here's how this technique works:**

While at the board, the teacher notices that Rosa and Michael are off task and not paying attention. The teacher, in a matter-of-fact manner, continues the lesson saying, “I want all of you, including Rosa and Michael, to come up with the answer to this problem.” As soon as their names are mentioned, Rosa and Michael immediately begin paying attention.

### **Proximity Praise**

An effective way to redirect a non-disruptive off-task student back on task is to focus on the appropriate behavior of those students around him.

#### **Here’s how this technique works:**

The entire class, with the exception of Jason, is working independently on their assignments. Rather than doing his assignment, Jason is idly doodling pictures in his notebook. On either side of Jason, Colleen and Jeff are both doing their work. Wanting to get Jason on task, the teacher says, “Colleen and Jeff are doing an excellent job on their assignments.”

As she expects, Jason looks around him, notices what is going on and gets back to work.

This technique is doubly effective. Off-task students are motivated to get back on task, and students who are on task receive well-deserved praise.

### **Implementing Consequences**

Students need to learn that negative consequences are a natural outcome of misbehavior. When students disrupt and keep you from teaching, or other students from learning, you will have to follow through with consequences.

**Remember:** The key is not the consequences themselves, but the inevitability that they will occur each time a rule is broken or a direction is not followed. Not sometimes. Not every now and then, but every single time.

Students will not respect your praise unless it is backed up with firm limits and limits will be ineffective unless staying within those limits is backed up by praise.

Follow these guidelines to ensure that your use of disciplinary consequences will help students choose responsible behavior.

**Substitutes must never administer corporal punishment, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is prohibited.**

- **Provide consequences in a calm, matter-of-fact manner.**

You have to plan how to deal with misbehavior, so you can be able to give consequences calmly, without anger and with the assuredness that the consequence is both appropriate and fair.

- **Be consistent. Provide a consequence every time a student chooses to disrupt.**

It is the consistency of consequences that is the key to their effectiveness.

- **After a student receives a consequence, find the first opportunity you can to recognize positive behavior.**

After a consequence has been given, teachers often continue to focus on that student's negative behavior. This may be a natural response, but it does little to encourage a student to choose more appropriate behavior.

Don't look for negative behavior. Instead, take the first opportunity to recognize the student's appropriate behavior.

- **Provide an “escape mechanism” for students who are upset and want to talk about what happened.**

After receiving a consequence, students will often want you to stop what you are doing and listen to their side of the story.

The following “escape mechanisms” will let students diffuse their anger and “get something off their chest,” without disrupting the rest of the class:

- Have the student write you a note that you will discuss with him or her after class or when you have a break in the lesson.
- Use a notebook to record misbehavior that allows space for students to write their comments.
- Have students keep a daily journal or diary in which they can record any comments.

- **When a student continuously disrupts, “move in.”**

There may be times when a student will continue to disrupt even after he or she has been given a warning or a consequence. In these situations, a technique called “moving in” will often effectively stop disruptive behavior.

Keep in mind that by providing consequences calmly and consistently, you will effectively help most students choose responsible behavior, and stop most disruptive behavior in your classroom. In spite of these efforts, however, there are going to be some cases in which students will challenge your authority and confront you. When a student tries to manipulate you or argue with you, you must stay in charge and refocus the conversation.

### **“Moving In”**

Many times physical proximity is all that is needed to help calm down a student and stop the disruptive behavior.

1. **Move close to the student.** Walk over to the student. Get close. Show your concern and in a quiet, firm manner let the student know that his or her behavior is inappropriate.
2. **In a caring manner, remind the student of the consequences received so far, and what will happen next if the misbehavior continues.**

### **Refocusing an argumentative conversation**

When a student starts arguing with you, you must stay in charge. Do not get involved in an argument. Do not let the student pull you into a pointless exchange. Instead, stay in control, refocus the conversation and help get the student back on task.

#### **Here’s what to do:**

- Stay calm.
- State what you want: “I want you to sit down and do your assignment.”
- Preface your statement of want with understanding for the child.
- Repeat your statement of want a maximum of three times. If the student still argues, let him or her know that he or she may be choosing to receive a consequence.

## Suggested Consequences

- **Time Out – Removing a Student from the Group**

Removing a disruptive student from the group is not a new concept, but it is a very effective consequence for elementary-age students. Designate a chair or table as the “time-out” area. Depending upon the age of the student, a trip to the time-out area could last from five to ten minutes.

**Note:** It’s very important that students not be isolated from the rest of the class for long lengths of time. Keep your time within these limits.

- **Written Assignment in Behavior Journal (or Sheet Included)**

You want more from consequences than a student feeling contrite. You also want the student to learn from the experience. That’s critical if a student is to learn to choose responsible behavior. You want him or her to think about his or her behavior, and how he or she can choose to behave differently in the future.

When a student breaks a classroom rule, have him write a “Behavior Journal” account of his or her misbehavior during recess, after class or at home. This written account should include the following points:

- The rule that was broken.
- Why the student chose to break the rule or not follow the direction.
- What alternative action the student could have taken that would have been more appropriate.

The student signs and dates the Behavior Journal sheet. The sheet should be added to the student’s documentation records. Writing in a behavior journal helps students accept responsibility for their behavior. It also helps them think about choosing alternative behaviors in the future.

# Behavior Journal

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

This is the rule I broke: \_\_\_\_\_

\_\_\_\_\_

I chose to break this rule because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is what I could have done instead: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## **50 Opportunities to Say “You’re Terrific”**

### **Praise Students for:**

1. Entering the classroom quietly
2. Putting away coat and backpack
3. Cooperating while teacher takes attendance
4. Returning permission slips and school forms on time
5. Transitioning into an activity
6. Following directions
7. Saying “please,” and “thank you”
8. Listening attentively
9. Helping a classmate
10. Lining up
11. Handing in homework
12. Being a good audience at an assembly
13. Beginning work right away
14. Asking questions when unsure
15. Good behavior during a test
16. Participating in a class discussion
17. Walking appropriately in the halls
18. Working cooperatively with a partner
19. Good behavior during a field trip
20. Cleaning up
21. Good effort on an assignment
22. Assisting a new student
23. Sharing school experiences with parents
24. Making up missed assignments
25. Making a new friend
26. Good effort on a long-term project
27. Sharing
28. Being sensitive to others’ feelings
29. Learning a new skill
30. Appropriate use of school property
31. Returning borrowed books and materials
32. Showing enthusiasm
33. Being responsible for a classroom job
34. Offering help without being asked
35. Not wasting paper and supplies
36. Staying on task
37. Telling the truth
38. Accepting a new challenge
39. Behaving when a guest is in the room
40. Reading at home
41. Participating in school functions
42. Demonstrating a positive attitude
43. Giving one’s best effort
44. Returning from the yard quietly
45. Participating in a group activity
46. Remaining calm during a problem situation
47. Showing creativity
48. Keeping busy when work is finished
49. Taking turns
50. Working cooperatively with an aide or volunteer

## School Locations

### SAN YSIDRO SCHOOL DISTRICT

4350 Otay Mesa Road, San Ysidro, CA 92173  
Superintendent: Mr. Manuel Paul; mp@sysd.k12.ca.us  
(619) 428-4476 Fax (619) 428-1505

805-South to 905-East, exit to Right on Old Otay Mesa Rd., at stop sign continue straight about ½ mile down hill, a 2<sup>nd</sup> stop sign and the District is on the right hand side.

### BEYER ELEMENTARY

2312 East Beyer Way, San Ysidro, CA 92173  
Principal: Ana I. Gonzalez; anagnzlz@sysd.k12.ca.us  
(619) 428-1154 Fax (619) 428-6564

5-South to 905-East. Exit on Smythe Avenue, and turn right. Follow the road to Beyer Blvd. Make a left on Beyer Blvd. to Otay Mesa Rd. Turn right on Otay Mesa Rd. Beyer School is on the left hand side.

### LA MIRADA ELEMENTARY

222 Avenida De La Madrid, San Ysidro, CA 92173  
Principal: Mr. Manuel Bojorquez; mbojorquez@sysd.k12.ca.us  
(619) 428-4424 Fax (619) 428-0858

5-South to 905-East. Exit on Smythe Avenue, and turn right. Make a left on Avenida De La Madrid La Mirada School is on the left hand side

### SMYTHE ELEMENTARY

1880 Smythe Avenue; San Ysidro, CA 92173  
Principal: Manuela Colom-Ramirez; mcolom@sysd.k12.ca.us  
(619) 428-4447 Fax (619) 428-0041

5-South to 905-East  
Exit on Smythe Avenue, and turn right.  
Smythe School is to the right hand side.

### SUNSET ELEMENTARY

3825 Sunset Lane, San Ysidro, CA 92173  
Principal: Jason Romero; jromero@sysd.k2.ca.us  
(619) 428-1148 Fax 428-0065

5-South, exit on Dairy Mart Rd. Make a left on Dairy Mart Rd. Right on San Ysidro Blvd. Left on Sunset Lane. Sunset School is on the right hand side.

### SAN YSIDRO MIDDLE SCHOOL

4345 Otay Mesa Road, San Ysidro, CA 92173  
Principal: Mr. David Torres; dtorres@sysd.k12.ca.us  
Asst. Principal: Cornelio Egasani; cegasani@sysd.k12.ca.us  
Asst. Principal: Maria Elena De La Rosa; mdelarosa@sysd.k12.ca.us  
(619) 428-5551 Fax (619) 690-2837

5-South to 905-East. Exit on Smythe Avenue, and turn right. Follow the road to Beyer Blvd. Make a left on Beyer Blvd. to Otay Mesa Rd. Turn left on Otay Mesa Rd. The San Ysidro Middle School is on the right hand side.

### OCEAN VIEW HILLS SCHOOL

4919 Del Sol Blvd. San Diego, CA 92154  
Principal: Jose Valdivia; jvaldivia@sysd.k12.ca.us  
Asst. Principal: Jose Torres; jtorres@sysd.k12.ca.us  
Asst. Principal: Lizeth Lopez; llopez@sysd.k12.ca.us  
(619) 661-0457 Fax (619) 710-0280

805-South Exit on Palm Avenue, and go east. Palm Avenue turns into Ocean View Hills. Turn right on Del Sol Blvd.

### WILLOW ELEMENTARY

226 Willow Road, San Ysidro, CA 92173  
(Currently Closed)

5-South Exit on San Ysidro Blvd. Make a right at lights, then a short left on Calle Primera. Follow to Willow Rd. Willow grounds on the left hand side.

### CHILD DEVELOPMENT CENTER (CDC)/ PRESCHOOL

1880 Smythe Avenue, San Ysidro, CA 92173  
Coordinator: Lorena Varela-Reed  
(619) 690-4807 & (619) 428-2352

5-South to 905-East  
Exit on Smythe Avenue, and turn right.  
Child Development Center is next to Smythe School

