

San Dieguito Union High School District

Substitute Teacher Handbook 2018-19

This booklet contains important information you will need on a daily basis. Please keep this as your reference.

Substitute Teacher Coordinator:

Cristina Gamino: cristina.gamino@sduhsd.net

School District Website: www.sduhsd.net

School Site Secretaries for Substitute Job Check in:

Carmel Valley Middle School	Roberta Blank	(858) 481-8221
Diegueno Middle School	Missy Nunez	(760) 944-1892
Earl Warren Middle School	Martha Hutchinson	(760) 755-1558
Oak Crest Middle School	Tamara Rey	(760) 753-6241
Pacific Trails Middle School	Vetha Pierce	(858) 509-1000
Canyon Crest Academy	Anne Van Winkle	(858) 350-0253
La Costa Canyon High School	Christi Munson	(760) 436-6136
San Dieguito High School Academy	Maureen Keyohara	(760) 753-1121
Torrey Pines High School	Jorie Rankin	(858) 755-0125
Sunset Alternative High School	April Llamas	(760) 753-3860

School Directions and Hours:

The directions, calendars, and bell schedules for each school can be found on the District webpage. Each school has a separate webpage. Please note some of the schools have different hours, start times, and bell schedules.

Substitute Teachers Hours:

- Please arrive at least **20 minutes before school starts** and check in with the secretary responsible for substitute teachers.
- Please remember if your job is **3 hours or more you are required to be at the school site the full day.**
- Please check in with the secretary if you have a free period. You may be required to fill in for another class or may be asked to assist in the office.

Substitute Teacher Pay:

\$120.00 - Full Day: 3 hours or more in the system – you are required to be at the site the full day.

\$60.00 - Half Day: less than 3 hours

\$130.00 – Long-term pay starts on the 11th consecutive day in the same assignment.

\$140.00 – Long-term pay starts on the 21st consecutive day in the same assignment.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

SUBSTITUTE TEACHER HANDBOOK 2018-19

Pay Checks:

Pay day is the last working day of the month following the month you worked. The first check after you have started working will be a manual check that can be picked up at the District Office in the Payroll Dept. If your check is not picked up by 1:00 pm on pay day it will be mailed to your home address. If you have not signed up for direct deposit all paychecks will be mailed out to you if not picked up by 1:00 pm on pay day.

Annual Notifications:

Please read these notifications. They are very important. The notifications can also be found on the District Website.

Computer Access & Technology

As a new substitute you will need to set up a computer login account. This is done through the library media tech at the school site and is usually done your first day at school. Please arrive extra early on your first day to allow time for this. Once your login is established you will be able to access some of the district computer applications such as Montage.

User ID: Your first name.last name

Password: password12

SEMS:

SEMS is the substitute calling system. Directions are included with this packet. Once your hiring process is completed you will receive an email telling you to register with SEMS over the phone. Once you register over the phone, you will activate your status in SEMS and you will start receiving calls for assignments. Once you are activated you will also be able to access the system on line. The website is: <https://sandieguito.eschoolsolutions.com>

Unavailability & Inactivity:

If you are unable to work for a period of 2 weeks or longer please notify Cristina Gamino at cristina.gamino@sduhsd.net by e-mail. Please note the dates and reason for unavailability. Please mark your unavailability in your profile in SEMS. Substitute activity is monitored on a regular basis. Substitutes that are unavailable or inactive without notice are removed from the substitute roster.

SUBSTITUTE EMPLOYEE MANAGEMENT SERVICE CALLER

(760) 452-8763 (System Phone Number)
sandieguito.eschoolsolutions.com

Daily Responsibilities:

Your role as a substitute teacher is essential the success of the educational program. Only through your services and those of other substitute teachers can learning continue when regularly assigned teachers are not present in the classroom.

As you are aware, since you function in the same manner as the regular teacher, you have the same general needs for materials and services to make your performance effective.

It is important that you have met the District's requirements to serve as a substitute teacher. It is also important that you demonstrate such characteristics as the following to assure success in the classroom:

- The ability to perceive special needs of students and the ability to employ effective alternative methods of teaching to meet those needs.
- An appreciation of the necessity for improvement and the willingness to accept guidance.
- The ability to maintain a relationship with students of trust and understanding.
- An awareness of those factors that make it possible for learning to take place.

The position of the substitute teacher is unique in many respects. It requires resourcefulness and poise as you deal with various types of situations. You should try to maintain the prescribed program of the regular teacher; but you must also be prepared to plan creatively if you do not find adequate instructions so that students will receive appropriate and worthwhile instruction.

Each good day of teaching that you contribute makes the continuation of learning, of high professional standards, and of the positive image of the substitute teacher in the school and community possible.

Daily Assignment Procedures

Calling substitute teachers begins at approximately 4:15 p.m. the night before the assignment. You will be informed of the name of the school, subject, the name of the absent teacher, the approximate length of the assignment (remember 3hrs or more is a full day, and you should be there the full day regardless of the hours stated for the assignment). Please allow ample time. **You should arrive at least 20 minutes before school starts.**

Please note that if your assignment has no first period, you are still required to report 20 minutes prior to school starting. Substitute teachers hired for a full day may be assigned related duties during this time. Please check with your school secretary during any free periods.

If you are late in arriving, the school will communicate with the District Office to determine the time you received the call. Notification of one hour before the class starting time is considered to be reasonable to allow time to travel from home to school providing you have prepared for quick departure. Occasionally, you will be asked to respond to a "late call" (one received too late to allow the substitute to arrive on time). In this instance, the school will be notified of the fact you were called late.

Before You Arrive at the School

Much of the assignment's success will depend on what you bring to school in terms of attitude, preparation, organization, understanding and adaptability. Remember the positive effects on morale (of teacher and student) of good grooming and attractive appearance. Anticipate that there may not be a lesson plan. If not, you should have on hand basic lessons appropriate to the subject field and grade level. For this purpose, some substitute teachers:

- Keep kits of materials in their automobiles.
- Maintain file boxes or folders of materials by subject and/or grade level.
- Carry materials that they may need in a large bag, folder, notebook, or a brief case.

It is suggested that personal materials (especially books and records) be labeled with your name, address and phone number. Maintain a checklist of materials brought to the classroom to assist you in collecting them at the end of your assignment.

In the School Office

When you arrive, report to the school office, pick up keys, and a copy of any appropriate bulletins. Review information sheets that are available to substitute teachers in most school offices and relate to such matters as yard duty, supervisory assignments, emergency drills and special events. Ask any necessary questions, such as location of restroom. Ask for the name and location of the Department Chairperson. This person can assist you if you have questions regarding lesson plans.

Before Students Arrive

Locate the substitute folder (either on file in the main office, on the teacher's desk) which contains lesson plans, seating charts and perhaps special instructions that the regular teacher has prepared. Review homeroom announcements or other daily communications. Determine whether or not a student teacher, parent aid, or teacher's assistant is assigned to the room; establish what your working relationship with him/her will be prior to the time class begins.

Determine the methods of taking attendance and record keeping.

Note how the plans for the day may be affected by the time and place of special activities, such as auditorium or student body programs, television schedules, sports events, or visits by special personnel, such as the nurse, or other support persons.

Locate textbooks and necessary supplies. Open the windows and regulate the classroom temperature. Lock up your purse or valuables. Write your name on the chalkboard.

If time permits:

- Write assignments on the chalkboard.
- Duplicate follow-up materials following school procedures.
- Distribute necessary supplies.
- Set up audio-visual equipment if its use is suggested in the teacher's lesson plan.

Do as much as possible to avoid the need for asking questions of students. If more information is needed, seek the help of appropriate personnel. Get acquainted with neighboring teachers. They too will provide answers to questions that you may have.

Determine established procedures for treatment of students who are not in the classroom during instructions. Find out which students must leave early for various reasons, such as to serve as cafeteria helpers. Learn their times of departure and return to the classroom. Determine how alternatives are appointed in the event those students who perform service functions are absent.

Beginning the Day

Introduce yourself, and call attention to your name on the chalkboard. Explain that you will help the students continue their work while the regularly assigned teacher is absent. Explain that no two teachers or students do things in exactly the same way and that your procedures may vary in some ways from those used in the regular program.

Take attendance for the day. Checking can be performed quickly by using the seating chart. In upper grade classes a student may be designated to take the attendance. Changes should not be made on the permanent seating chart. Address questions to specific individuals to avoid individuals' simultaneous responses. Provide students with a brief overview of the day's work or class period, and establish expectations. Arrange for students to begin work at their seats as quickly as possible.

During the Day

Adhere to the regular program as closely as possible, and follow the plan suggested by the regular teacher whenever feasible; include your own material for enrichment as time and conditions permit. Plan lessons that can be presented with confidence and which will be of value to the class. Show enthusiasm.

Plan a program for every part of the day, but be prepared to make changes as needed. Use good judgment in determining what is appropriate in a given situation.

Help students to review and reinforce basic skills rather than introduce new skills or concepts unless definite instructions have been received from the regular teacher or principal. Give one instruction at a time. Be clear, concise, and consistent. Follow through on instructions.

When appropriate, circulate in the classroom to help individual students or members of small groups.

On the Alert

Be aware at all times of the Teacher's professional and legal responsibilities for the safety and welfare of students. Students are not to be left unattended in the classroom. In an emergency, arrange for another staff person to assist in order that your class will be supervised.

Make a quick check of attendance after each intermission in the day's activities.

Be aware at all times of the location of students in the class. Students should not be released during the school day to anyone, including parents and guardians, nor should they leave the premises without proper approval from the appropriate school office.

Send notes to parents only with the principal's approval. Refer requests from parents for any confidential information to the principal; or ask parent to confer with regularly assigned teacher. Leave a note for the teacher about the request.

Avoid keeping students after class or at the end of the day. (Check school policy regarding this

practice.) Note that corporal punishment is not permitted in the San Dieguito Union High School District.

Note the presence of adults other than school employees, parents, or support personnel. Report any suspicious activity to the school office.

Keep keys in your possession or in another safe place at all times. Students should not be given the responsibility of handling keys.

As previously stated, keep your purse and personal valuables in a secure place.

Ask for assistance from a qualified staff member whenever you are uncertain about what actions to take.

Before the Students Leave

Evaluate the activities of the class period with the students and review what they learned.

Provide sufficient time before dismissal for meeting housekeeping standards. Assure that the students leave the room in an orderly manner.

Dismiss students only at the scheduled or legal closing time, unless specifically directed otherwise.

In the Office or Teacher's Room

Remember that substitute teachers are welcome in the school. If you have constructive criticism that you would like to make, you should make it to the principal of the school.

Remember that a substitute teacher is accountable to the principal and should accept the terms of assignment, or any changes in that assignment, in a gracious manner.

Computer Use

Substitutes are not permitted to use district computers or computer labs for personal use. All substitutes are required to have an Acceptable Use policy on file at the District Office. (Form 4112.7/AR-1)

Before You Leave

Check any assignments that are left for the regularly assigned teacher.

Leave a note for the teacher which summarizes what has been accomplished and explain in detail the behavior of disruptive students

Return materials to their proper places. Leave an orderly desk and room.

Lock windows and doors. To checkout, please report to the office, **to return keys** and other materials to be left there. Be sure that you have filled out and signed a time card so that you can be paid.

Evaluation

The teachers for whom you substitute are encouraged to evaluate you. You also are encouraged to evaluate the experiences you have as a substitute teacher. In order to make your experience as a substitute teacher meaningful and to ensure that the best possible conditions can exist for the substitute teachers, we encourage you to turn in an evaluation of your day.

Discipline

Substitute teachers who were asked about areas which they believed were of crucial importance to their effectiveness frequently mentioned behavioral problems. A day-to-day substitute teacher has no opportunity to become acquainted with the backgrounds of students or with the causes of misbehavior. It is recognized that a substitute teacher coming to school on a temporary basis may, therefore, find it difficult to maintain the higher levels of control (reasoning and democratic self-control). If, however, the substitute teacher thinks in terms of preventive control, good discipline will be easier to maintain. Preventive control can be achieved more readily when students are using their time in educationally desirable ways. A well-prepared, well-organized teacher who

has interesting lessons planned can anticipate a far more successful assignment and fewer discipline problems than can the teacher who is not fully prepared.

Values and Attitudes

Be aware of the fact that your attitude is communicated to students. Teachers need to respect the values and attitudes of students, whether there is agreement or not. When planning lessons, give attention to providing students with activities that encourage the development of respect for self and others.

Equal Opportunity

Organizational patterns and learning activities should be designed to enhance opportunities for all students to achieve their objectives without being labeled or stereotyped. A variety of approaches and role models should be presented to help the students understand that they have equal rights to achieve their maximum potential. Preview instructional materials you plan to use to assure that stereotyping is avoided, and where it does exist, it should be called to the attention of the students.

Cultural Differences

Students come from varied socio-economic and cultural backgrounds. There are unique challenges in teaching culturally different students. Some speak a different language, and others may not be aware of the many cultures that make up our society. Such students may need more experiences involving the use of language. Activities that invite interaction with people from different cultures provide students with natural opportunities to express themselves in a variety of ways.

Notice of Non-Discrimination

It shall be the policy of the San Dieguito Union High School District to prohibit discrimination on the basis of sex, disability, race, color, national origin, religious creed, age, marital status, or sexual orientation in the educational programs and activities, which it operates.

Notice of Non-Responsibility

The San Dieguito Union High School District is not responsible for personal property of students or employees. Items such as clothing, equipment, vehicles or other personal property, if brought on school property, is at the owner's risk.



Union High School District

710 Encinitas Boulevard, Encinitas, CA 92024
Telephone (760) 753-6491
www.sduhsd.net

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Cindy Frazee, Associate Superintendent
Fax (760) 943-3505

TO: Substitute Teachers

FROM: Cristina Gamino

RE: Substitute Teacher Pay

Payroll checks are issued from the San Diego County Office of Education via the district payroll department on the last working day of each month. **NO EXCEPTIONS!**

Certificated substitutes are paid at the end of the month following the month the hours were worked. Time sheets are to be completed by you at each site you work, each time you work.

Full-Day vs. Half-Day Pay

As stated in the Substitute Teacher Information Packet, an assignment of three or more hours per day is considered a full-day. Any assignment under three hours is considered a half-day. When you accept a full-day assignment, you are required to be present at your assigned site the full-day. The arrival time for a full-day's assignment is 20 minutes prior to the start of the assigned school's schedule. Substitute teachers hired and paid for a full-day may be assigned other related duties as part of the required work day. Please check with the school site administrative assistant for additional instructions during any free periods. This policy is in effect in spite of the times listed in the Substitute Employee management System (SEMS) and the position. Failure to comply with this policy may result in termination.

PeopleSoft Employee Self-Service (ESS): Viewing Your Paycheck

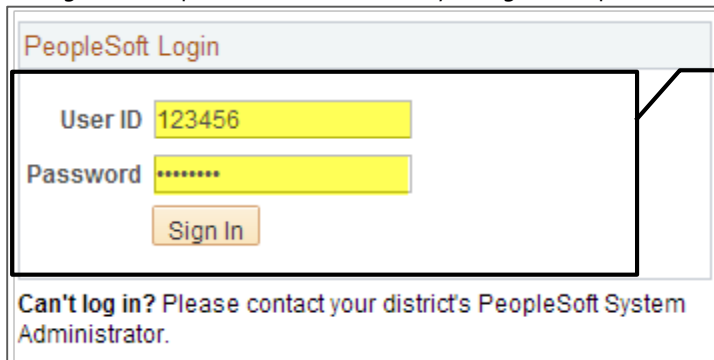
Effective June 13, 2014

These directions explain how to use the new PeopleSoft Employee Self-Service (ESS) website to view your paycheck. In this document, the term "paycheck" refers to your paystub.

A. Logging In to ESS

Directions:

1. Go to the district's intranet or website where you currently go to view your paychecks.
2. Click the PeopleSoft Employee Self-Service (ESS) link.
3. Log in with your PeopleSoft User ID and password. If you are a new user, you will be forced to change your auto-generated password the first time you log in (see p.2).



USER ID:

- User ID = Your employee ID without hyphens.
- Example: 123456.

AUTO-GENERATED PASSWORD:

- Password = The First 4 of YOUR LAST NAME IN CAPS + Last 4 of SSN.
- Example: Pat Smith = SMIT6789
- Example: Taylor Vo = VO6789
- Example: Sam O'Hara = O'HA6789
- Example: Shannon Van Woy = VAN 6789 (with a space)

NOTE: If you began using PeopleSoft in January - May 2014, continue to use your existing password issued to you by the SDCOE Customer Resource Center during your training.

HOW TO GET HELP

If you cannot log in or are experiencing issues, please contact your district's PeopleSoft contact. Provide your name, User ID, and a description of the problem. If necessary, the district PeopleSoft contact will work with the SDCOE Customer Resource Center (CRC) to resolve the issue.



How to Read Your PeopleSoft Paycheck

Version 1.0 | January 27, 2015

Sample Paycheck

Here is a sample PeopleSoft paycheck stub. Descriptions of each area begin on the next page.

Public School District 1234 Main Street San Diego CA 92103		Pay Group: 17M-Jamul-Dulzura Union Pay Group Pay Begin Date: 11/01/2014 Pay End Date: 11/30/2014	Business Unit: 01700 Advice #: 000000000002315 Advice Date: 11/26/2014														
1A		1B	1C														
John Doe 123 State Street San Diego CA 92103		Employee ID: 123456 Department: 999-District Wide Location: Public School District	TAX DATA: Federal CA State Marital Status: Married H-of-H Allowances: 6 3 Addl. Percent: Addl. Amount:														
2		3															
HOURS AND EARNINGS																	
Description		Prior Period		Current		YTD		Description		Current		YTD					
		Begin Date	End Date	Rate	Hours	Earnings	Hours	Earnings									
Regular						5,260.83		55,653.09	Fed Withholding		144.05		1,944.31				
Equ Allow						50.00		300.00	Fed MED/EE		70.13		757.55				
Mileage						150.00		1,650.00	Fed OASDI/EE		299.84		3,239.17				
Cafe Cash						0.00		640.00	CA Withholding		43.65		614.52				
4		5															
TOTAL:				0.00		5,460.83		0.00		58,243.09		TOTAL:		557.67 6,555.55			
BEFORE-TAX DEDUCTIONS				AFTER-TAX DEDUCTIONS				EMPLOYER PAID BENEFITS									
Description		Current		YTD		Description		Current		YTD		Description		Current		YTD	
Medical Deductions Pre-Tax		585.36		0.00								Medical Deductions Pre-Tax		600.04		0.00	
Dental Deductions Pre Tax		12.98		0.00								Dental Deductions Pre Tax		37.88		0.00	
Vision Plan Deduction Pre Tax		23.60		0.00								Life Insurance Deduction		2.08		0.00	
Life Insurance Deduction		2.75		0.00								PERS PEPR		1,209.37		0.00	
457		100.00		0.00								Jamul Dulzura Workers Comp		103.21		0.00	
PERS PEPR		616.45		0.00													
6A		6B		7													
TOTAL:		1,341.14		0.00		TOTAL:		0.00		0.00		*TAXABLE					
		TOTAL GROSS		FED TAXABLE GROSS		TOTAL TAXES		TOTAL DEDUCTIONS		NET PAY							
Current		5,460.83		4,119.69		557.67		1,341.14		3,562.02							
YTD		58,243.09		47,805.29		6,555.55		13,877.40		37,810.14							
		8															
Absence Balances								NET PAY DISTRIBUTION									
Vacation Balance		198.7						Advice #000000000002315		Account Type		Checking		Deposit Amount		3,562.02	
Sick Balance		176.0															
Personal Necessity Balance		48.0															
Personal Business Balance		8.0															
9		10															
TOTAL:																3,562.02	



Area	Description	Fields
1	Payroll Information <i>Consists of payroll information.</i>	<ul style="list-style-type: none"> ▪ Employer name and business address ▪ Pay Group: M (Salaried Employee), P (Hourly Employee) R (Retired Employee) ▪ Pay Begin Date and Pay End Date: The current monthly payroll cycle ▪ Business Unit: The school district's identifier within San Diego County ▪ Advice Number: The number assigned to the employee's pay advice, similar to a check number ▪ Advice Date: The date the funds are available
2	Employee Information <i>Displays employee information.</i>	<ul style="list-style-type: none"> ▪ Employee Name: The name of the employee ▪ Employee Address: The address of the employee ▪ Employee ID: The employee's issued employee identification number ▪ Department: The employee's primary department ▪ Location: The employee's primary location
3	Tax Data <i>Shows what the employee has designated for federal and state taxes, which determines how much Federal and California state taxes are withheld from a paycheck.</i>	<ul style="list-style-type: none"> ▪ Marital Status: Marital status of the employee for tax withholding purposes ▪ Allowances: Withholding allowances selected for Federal and State ▪ Addl Percent and Addl Amount: Additional withholdings
4	Hours and Earnings <i>Reports the employee's regular monthly salary and/or how many hours worked in the pay period, including overtime, holiday hours, and vacation hours.</i>	<ul style="list-style-type: none"> ▪ Regular monthly base salary: Includes base pay and any extra pay for bilingual stipends, master and doctoral stipends, longevity, credential stipends, etc. ▪ Additional Pays: Allowances such as auto allowance, insurance buy-out, equipment allowance or uniform allowance, etc., are individually identified and listed separately
5	Taxes <i>Shows how much is being withheld for taxes.</i>	<ul style="list-style-type: none"> ▪ Fed Withholding: Federal income tax withheld ▪ Fed MED/EE: Employee portion of Medicare ▪ Fed OASDI/EE: Employee's portion of Social Security
6	Before and After Tax Deductions <i>Shows the before and after tax deductions.</i>	<ul style="list-style-type: none"> ▪ Before Tax Deductions: Items listed in this box are taken from the employee's gross wages before taxes, these deductions reduce the Federal taxable wages and therefore the employee's tax withholding ▪ After Tax Deductions: Items listed in this box are deducted from the employee's gross wages and have no effect on the taxable wages
7	Employer Paid Benefits <i>Shows employer paid benefits.</i>	<ul style="list-style-type: none"> ▪ If any amounts are included as taxable income they will be indicated with an asterisk.
8	Paycheck Summary <i>Displays a breakdown of current and year-to-date earnings, taxes, deductions, and net pay.</i>	<ul style="list-style-type: none"> ▪ The Current row refers to gross pay less current deductions. The YTD row refers to the total gross received for the calendar year and includes the current amount. ▪ Total Gross: The gross pay received ▪ Fed Taxable Gross: Gross pay minus any pre-pay deductions ▪ Total Taxes: The total of Federal and State withholdings ▪ Total Deductions: The total of the before tax and after tax deductions ▪ Net Pay: The gross pay less deductions and tax withholdings paid to the employee



Area	Description	Fields
9	Absences Balances <i>Shows your absence balances for vacation, sick, personal necessity, and personal business.</i>	<ul style="list-style-type: none"><li data-bbox="651 352 1040 380">▪ Balances are displayed in hours.
10	Net Pay Distribution <i>Shows net earnings for the pay period.</i>	<ul style="list-style-type: none"><li data-bbox="651 472 1386 527">▪ If you have more than one account set up for direct deposit, each account and the amount of deposit will be shown

Video Policy

2013-2014

The district's Board Policy 6161.1 limits the showing of "R" rated film/videos to grades 9-12 only. The policy further requires that no "R" rated film/video be shown without first having it approved by the subject area academic committee, Coordinating Council, and the Board of Trustees.

"G" and "PG" (grades 7 & 8) rated films may be shown at any time and do not need parent permission slips. "PG-13" (grades 7 & 8) and "R" (grades 9-12) rated films require that the teacher provide notice to parents a minimum of seven days prior to the showing of the film and allow only students with signed permission slips to view the video/film. Copies of recommended permission slips are available in the site principal's office. All videos/ movies should be directly related to course objectives and standards.

A current list of approved "R" rated videos and the courses in which they may be shown is listed below. It should be noted that films listed will not necessarily be shown in every course for which they are approved. Please remember that the "Approved" list still requires parent permission.

Title Course

Beyond Silence American Sign Language
Children of a Lesser God American Sign Language
Con Ganas de Triunfar Spanish for Spanish Speakers
El Norte Spanish I and II
María, Full of Grace Spanish IV and V
Milagro Bean Field Spanish III
The Mambo Kings (edited version) Spanish II
The Motorcycle Diaries Spanish III
Zoot Suit Spanish III
Das Boot U.S. History & Geography 11
El Norte U.S. History & Geography 11
Glory U.S. History & Geography 11
One Flew Over the Cuckoo's Nest Psychology/ Sociology
Rain Man Psychology/ Sociology
Roger and Me Economics (All)
The Cotton Club U.S. History & Geography 11
The Killing Fields World History/ U.S. History

Title	Course
Schindler's List	World History/ U.S. History
Woodstock	U.S. History & Geography 11
Alive	ESL III
Apocalypse Now	English 12
Bowling for Columbine	English 11
Equus	English 12
Frankenstein	English 12
Guilty by Suspicion	English 11 Honors
Hamlet (Mel Gibson)	English 12
Macbeth (Roman Polanski)	English 12
One Flew Over the Cuckoo's Nest	English 11, Eng.11 Honors
Ordinary People	English 10
Patch of Blue	English 9
Roger and Me	English 11
Schindler's List	Film Studies
Shakespeare in Love	English 9 (Beginning and concluding scenes only)
Six Degrees of Separation	English 10 (5 minute excerpt only)
Stand By Me	English 11
The Emerald Forest	English 10
Crash	Video Film
Little Miss Sunshine	Video Film
American Beauty	Video Film
Saving Private Ryan	Video Film
Braveheart	Video Film
China Town	Video Film
Run, Lola, Run	Video Film
The Matrix	Video Film
Breakfast Club	Video Film
Tombstone	Video Film
Mississippi Burning	Video Film
Cinema Paradiso	Video Film

S.D.U.H.S.D.Certificated Substitute Handbook Guidelines Agreement

I have received and read a copy of the ***San Dieguito Union High School District Certificated Substitute Handbook, and*** I agree to abide by the guidelines described therein.

Name (printed)

Signature

Date