



# **CY-FAIR I.S.D. SUBSTITUTE'S HANDBOOK**

## **2017-2018**

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# WELCOME FROM THE SUPERINTENDENT

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Dear Cypress-Fairbanks Team Member:

Each member of the CFISD Team plays a critical and integral role in the education of each student in our district. As a substitute, you will be an important player in the “main thing” of CFISD, developing America’s greatest resource – our students.

The primary mission of our district is to provide each student with a world-class education and to ensure that each of our graduates has been prepared for the future of his/her choice. Cypress-Fairbanks ISD has provided, and will continue to provide, the environment and learning opportunities for all students so that, as graduates, they will possess the characteristics which will enable them to live meaningfully and successfully in society and in the workplace. Each of our graduates must be effective communicators, competent problem-solvers, self-direct learners, responsible citizens, and quality producers. Instructional rigor, care and concern for our students and a quality work environment for all employees are essential components to ensuring our success.

As superintendent, I welcome you to this outstanding team of educators in a district that demonstrates commitment to the mission of meeting the needs of the students, the staff, and the community. I know you will soon be saying the same.

Thank you for choosing to work in CFISD, when you have many choices. Your contributions will not go unnoticed and are certainly appreciated.

Sincerely,

Dr. Mark Henry  
Superintendent

# PORTRAIT OF A CFISD EDUCATOR

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*Classroom teachers ultimately create the environment and learning opportunities necessary to help each student take on the qualities and behaviors described in the Portrait of a Cypress-Fairbanks I.S.D. Graduate. As students are developing concepts of themselves as learners, citizens and workers in our community, teachers can have a powerful influence.*

## **Instructional Strategist**

who, with purposeful planning, designs thought-provoking learning and assessment activities encompassing the scope of content appropriate for students' ages and aptitudes.

## **Creator of Student-Centered Environment**

who engages students by including personal connections, curiosity, challenge and real-world applications, by activating them as workers, doers, and problem solvers, and by creating a caring, supportive environment where all are comfortable taking risks to further their learning.

## **Positive Role Model**

who displays the values, good citizenship and personal qualities that evidence a meaningful, productive life-trustworthiness, responsibility, persistence, optimism, and respect for self and others.

## **Lifelong Learner**

who exemplifies the spirit of continuous improvement by favorable attitude toward and wholehearted participation in activities which foster personal and professional development.

## **Team Player**

who cooperates with others for the group's benefit, striving to solve problems by analyzing all pertinent data, listening to and valuing others' viewpoints, and actively seeking consensus.

# WELCOME TO CYPRESS-FAIRBANKS ISD

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We welcome your employment as a substitute with the Cypress-Fairbanks Independent School District. In order to assist you in your job as a substitute, we have created this handbook to address a wide variety of subjects.

It is important that you read this entire handbook before accepting your first assignment. If you are a returning substitute, please re-read this entire handbook as policies may have changed. You are responsible for the material found within the on-line handbook.

Should you have questions or concerns at any time, please feel free to e-mail the Substitute office at the addresses below. We will be happy to help you now and anytime throughout the year.

## **Stefanie Bates**

Assistant Director, Human Resources

[Stefanie.Bates@cfisd.net](mailto:Stefanie.Bates@cfisd.net)

## **Kimberly Wood**

Administrative Secretary

[Kimberly.Wood@cfisd.net](mailto:Kimberly.Wood@cfisd.net)

## **Alycia Anderson**

Payroll Assistant

[Sceffrenapc.Anderson@cfisd.net](mailto:Sceffrenapc.Anderson@cfisd.net)

For payroll issues, e-mail [SubPayroll@cfisd.net](mailto:SubPayroll@cfisd.net)  
For reactivation, e-mail [SubReactivate@cfisd.net](mailto:SubReactivate@cfisd.net)  
For general questions, e-mail [SubOffice@cfisd.net](mailto:SubOffice@cfisd.net)

## **OPEN OFFICE HOURS\***

Tuesday 9:00am – 11:00am

Thursday 2:00pm – 4:00pm

Summer work days are Monday through Thursday only beginning in June.

**\*Other visits by appointment only**

SUITE 244 N ISC  
10300 Jones Road  
Houston, Texas 77065  
281.897.4023 | Phone  
281.897.4016 | Fax

## **ONLINE SUBSTITUTE RESOURCES**

[www.cfisd.net](http://www.cfisd.net) > Staff > HR > Substitute



# 2017-2018

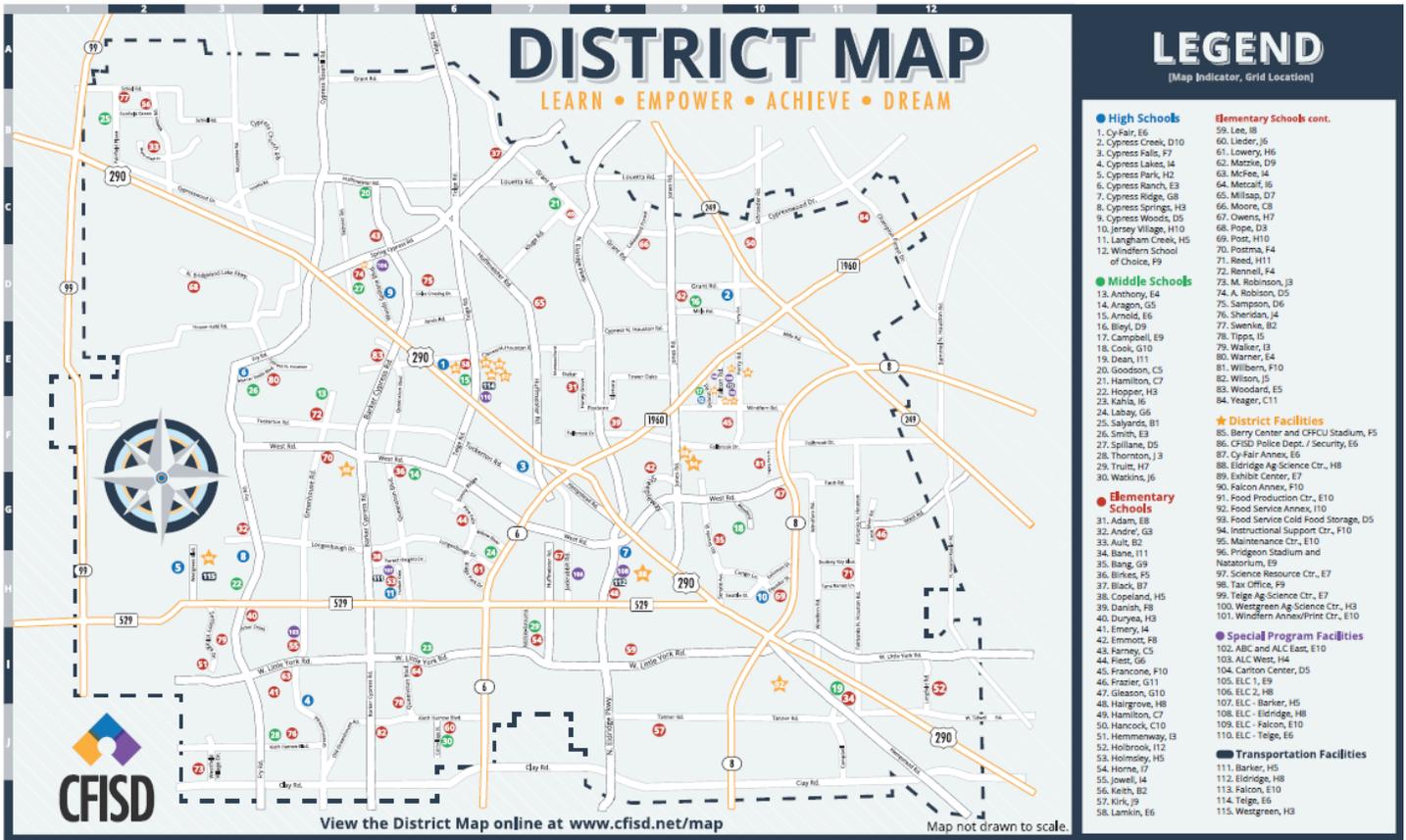
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Important Dates	
Aug. 14-18	Professional Days
Aug. 21-25	Professional Days
Aug. 28	First Day of School
Sept. 4	Student/Staff Holiday
Oct. 9	Professional Day - ES Parent Conferences
Nov. 20-24	Student/Staff Holiday
Dec. 22	Student/Staff Holiday
Dec. 25-29	Student/Staff Holiday
Jan. 1-4	Student/Staff Holiday
Jan. 5	Professional Day
Jan. 8	Classes Resume
Jan. 15	Student/Staff Holiday
Feb. 19	Professional Day - Inclement Weather Day
March 12-16	Student/Staff Holiday
March 30	Student/Staff Holiday
May 28	Student/Staff Holiday
June 1	Last Day of School
June 4	Professional Day - Inclement Weather Day

Grading Periods		
Elementary Schools	Secondary Schools	
Aug. 28 - Oct. 27	First Semester	Second Semester
Oct. 30 - Jan. 19	Aug. 28 - Oct. 20	Jan. 8 - March 9
Jan. 22 - March 29	Oct. 23 - Dec. 21	March 19 - June 1
April 2 - June 1		

Access	Legend
Scan for web version 	 Student/Staff Holiday
	 Professional Day (Student Holiday)
	 First and Last Day of School
	 Parent Conferences
	 Inclement Weather Day

# CYPRESS-FAIRBANKS ISD MAP



## DISTRICT MAP

LEARN • EMPOWER • ACHIEVE • DREAM

## LEGEND

(Map Indicator, Grid Location)

- High Schools**
  - 1. Cy-Fair, E6
  - 2. Cypress Creek, D10
  - 3. Cypress Falls, F7
  - 4. Cypress Lakes, I4
  - 5. Cypress Park, H2
  - 6. Cypress Ranch, E3
  - 7. Cypress Ridge, G8
  - 8. Cypress Springs, H3
  - 9. Cypress Woods, D5
  - 10. Jersey Village, H10
  - 11. Langham Creek, H5
  - 12. Windfern School of Choice, F9
- Elementary Schools cont.**
  - 59. Lee, I8
  - 60. Lieder, J6
  - 61. Lowery, H6
  - 62. Mathe, D9
  - 63. McKee, I4
  - 64. Metcalf, I6
  - 65. Millsap, D7
  - 66. Moore, C8
  - 67. Owens, H7
  - 68. Pope, D3
  - 69. Post, H10
  - 70. Postma, F4
  - 71. Reed, H11
  - 72. Rimmel, F4
  - 73. M. Robinson, J3
  - 74. A. Robinson, D5
  - 75. Sampson, D6
  - 76. Sheridan, J4
  - 77. Swenke, B2
  - 78. Tipps, I5
  - 79. Walker, E3
  - 80. Warner, E4
  - 81. Wilbren, F10
  - 82. Wilson, I5
  - 83. Woodard, E5
  - 84. Yeager, C11
- Middle Schools**
  - 13. Anthony, E4
  - 14. Aragon, G5
  - 15. Arnold, E6
  - 16. Bleyl, D9
  - 17. Campbell, E9
  - 18. Cook, G10
  - 19. Dean, I11
  - 20. Goodson, C5
  - 21. Hamilton, C7
  - 22. Hopper, H3
  - 23. Kahla, I6
  - 24. Labay, G5
  - 25. Salyards, B1
  - 26. Smith, E3
  - 27. Spillane, D5
  - 28. Thornton, J3
  - 29. Truitt, H7
  - 30. Watkins, J6
- Elementary Schools**
  - 31. Adam, E8
  - 32. Andre, G3
  - 33. Ault, B2
  - 34. Bane, I11
  - 35. Bang, G9
  - 36. Birkes, F5
  - 37. Black, B7
  - 38. Copeland, H5
  - 39. Danish, F8
  - 40. Dunyak, H3
  - 41. Emery, I4
  - 42. Emmott, F8
  - 43. Farney, C5
  - 44. Frest, G6
  - 45. Francone, F10
  - 46. Frazier, G11
  - 47. Gleason, G10
  - 48. Haigrove, H8
  - 49. Hamilton, C7
  - 50. Hancock, C10
  - 51. Hemmeway, E3
  - 52. Holbrook, I12
  - 53. Holmsley, H5
  - 54. Home, I7
  - 55. Jowell, I4
  - 56. Keith, B2
  - 57. Kirk, J9
  - 58. Lamkin, E6
- District Facilities**
  - 85. Berry Center and CFCCU Stadium, F5
  - 86. CFISD Police Dept./Security, E6
  - 87. Cy-Fair Annex, E6
  - 88. Eldridge Ag Science Ctr., H8
  - 89. Exhibit Center, E7
  - 90. Falcon Annex, F10
  - 91. Food Production Ctr., E10
  - 92. Food Service Annex, I10
  - 93. Falcon Annex, F10
  - 94. Instructional Support Ctr., D5
  - 95. Maintenance Ctr., E10
  - 96. Bridgemoor Stadium and Natatorium, E9
  - 97. Science Resource Ctr., E7
  - 98. Tax Office, E9
  - 99. Teige Ag Science Ctr., H3
  - 100. Westgreen Ag Science Ctr., H3
  - 101. Windfern Annex/Print Ctr., E10
- Special Program Facilities**
  - 102. ABC and ALC East, E10
  - 103. ALC West, I4
  - 104. Carlton Center, D5
  - 105. ELC 1, E9
  - 106. ELC 2, H8
  - 107. ELC - Barker, H5
  - 108. ELC - Eldridge, H8
  - 109. ELC - Falcon, E10
  - 110. ELC - Teige, E6
- Transportation Facilities**
  - 111. Barker, H5
  - 112. Eldridge, H8
  - 113. Falcon, E10
  - 114. Teige, E6
  - 115. Westgreen, H3

View the District Map online at [www.cfisd.net/map](http://www.cfisd.net/map)

Map not drawn to scale.

## GENERAL INFORMATION/HEALTH CARE COVERAGE

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The Substitute Office operates under the direction of the Human Resources Department. Substitute employees are persons employed by the district to work on a daily basis for a short duration period of time, as replacements for persons absent or on approved short-term leave, and shall be classified as substitute employees. Persons in this category shall include, but are not limited to, administrators, counselors, teachers, nurses, librarians, school clerks, teacher assistants, custodial and food services personnel, and testers. As such, substitute personnel shall not be eligible for certain benefits and privileges available to permanent, full-time employees. However, you may be eligible for health coverage offered by Cypress Fairbanks ISD. Please **visit [www.cfisd.net](http://www.cfisd.net) → Staff → HR → Substitute** or click this link [SUBSTITUTE HEALTH CARE COVERAGE](#) for eligibility and enrollment information.

### **CONDITIONS OF EMPLOYMENT**

All substitutes are employed on an at-will basis and are not considered contractual employees. They are not employed for any specified length of time and have no property rights in the employment. Substitutes are also not guaranteed work at any specific campus, grade level, or other location. Employment hours and assignments may be altered at the discretion of campus administration at any time. The district reserves the right to deny access to specific grade levels, teachers, campuses, and/or locations.

As always, employment is on an at-will basis, and is at the discretion of the building principal or designated supervisor working in conjunction with the Substitute Office.



## HEALTH CARE COVERAGE

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### New Health Insurance Marketplace Coverage Options and Your Health Coverage

#### **PART A: General Information**

When key parts of the health care law take effect in 2014, there will be a new way to buy health insurance: the Health Insurance Marketplace. To assist you as you evaluate options for you and your family, this notice provides some basic information about the new Marketplace and employment based health coverage offered by your employer.

#### **What is the Health Insurance Marketplace?**

The Marketplace is designed to help you find health insurance that meets your needs and fits your budget. The Marketplace offers "one-stop shopping" to find and compare private health insurance options. You may also be eligible for a new kind of tax credit that lowers your monthly premium right away. Open enrollment for health insurance coverage through the Marketplace begins in October 2013 for coverage starting as early as January 1, 2014. ***Please note, all individuals in the United States will be required to have health insurance by January 1, 2014. Under TRS-ActiveCare, (the district's medical insurance plan), this individual mandate is not a special enrollment event. New hires who wish to enroll in TRS-ActiveCare must do so no later than your 31st day of active employment.***

#### **Can I Save Money on my Health Insurance Premiums in the Marketplace?**

You may qualify to save money and lower your monthly premium, but only if your employer does not offer coverage, or offers coverage that doesn't meet certain standards. The savings on your premium that you're eligible for depends on your household income.

#### **Does Employer Health Coverage Affect Eligibility for Premium Savings through the Marketplace?**

Yes. If you have an offer of health coverage from your employer that meets certain standards, you will not be eligible for a tax credit through the Marketplace and may wish to enroll in your employer's health plan. However, you may be eligible for a tax credit that lowers your monthly premium, or a reduction in certain cost-sharing if your employer does not offer coverage to you at all or does not offer coverage that meets certain standards. If the cost of a plan from your employer that would cover you (and not any other members of your family) is more than 9.5% of your household income for the year, or if the coverage your employer provides does not meet the "minimum value" standard set by the Affordable Care Act, you may be eligible for a tax credit. \*

***All TRS-ActiveCare plans, including the three HMO options, meet the minimum value requirement under the Affordable Care Act (ACA).***

**Note:** If you purchase a health plan through the Marketplace instead of accepting health coverage offered by your employer, then you may lose the employer contribution (if any) to the employer-offered coverage. Also, this employer contribution -as well as your employee contribution to employer-offered coverage- is often excluded from income for Federal and State income tax purposes. Your payments for coverage through the Marketplace are made on an after-tax basis.

#### **How Can I Get More Information?**

For more information about your coverage offered by your employer, please check your summary plan description or visit Your Benefit Station, posted at [www.cfisd.net](http://www.cfisd.net) and located under Departments/Insurance.

## HEALTH CARE COVERAGE (continued)

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The Marketplace can help you evaluate your coverage options, including your eligibility for coverage through the Marketplace and its cost. Please visit [HealthCare.gov](https://www.healthcare.gov) for more information, including an online application for health insurance coverage and contact information for a Health Insurance Marketplace in your area.

\* An employer-sponsored health plan meets the "minimum value standard" if the plan's share of the total allowed benefit costs covered by the plan is no less than 60 percent of such costs.

# HEALTH CARE COVERAGE (continued)

## PART B: Information About Health Coverage Offered by Your Employer

This section contains information about any health coverage offered by your employer. If you decide to complete an application for coverage in the Marketplace, you will be asked to provide this information. This information is numbered to correspond to the Marketplace application.

3. Employer name	CYPRESS-FAIRBANKS ISD	4. Employer Identification Number (EIN)	74-6000654		
5. Employer address	PO BOX 692003	6. Employer phone number	(281) 897-4000		
7. City	HOUSTON	8. State	TEXAS	9. ZIP code	77269-2003
10. Who can we contact about employee health coverage at this job?	INSURANCE DEPARTMENT WWW.CFISD.NET				
11. Phone number (if different from above)	(281) 897-3882	12. Email address	Insurance@cfisd.net		

Here is some basic information about health coverage offered by this employer:

- As your employer, we offer a health plan to:

All employees.

Some employees. Eligible employees are: Employees of the district and are either active contributing TRS members or are employed for 10 or more regularly scheduled hours each week.

- With respect to dependents:

We do offer coverage. Eligible dependents are:

- A spouse (including common law spouse)
- A child under the age of 26, who is one of the following:
  - A natural child
  - An adopted child or a child who is lawfully placed for legal adoption
  - A stepchild
  - A foster child
  - A child under the legal guardianship of the employee
- "Any other child" under the age of 26 (unmarried) in a regular parent-child relationship with the employee, meeting all four of the following requirements:
  - The child's primary residence is the household of the employee;
  - The employee provides at least 50% of the child's support;
  - Neither of the child's natural parents resides in that household; and
  - The employee has the legal right to make decisions regarding the child's medical care.
- A grandchild under age 26 whose primary residence is the household of the employee and who is a dependent of the employee for federal income tax purposes for the reporting year in which coverage of the grandchild is in effect.
- An unmarried child, age 26 or over, of a covered employee may be eligible for dependent coverage, provided that the child is either mentally or physically incapacitated to such an extent to be dependent on the employee on a regular basis as determined by TRS, and meets other requirements as determined by TRS.

We do not offer coverage.

If checked, this coverage meets the minimum value standard, and the cost of this coverage to you is intended to be affordable, based on employee wages.

## HEALTH CARE COVERAGE (continued)

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\*\* Even if your employer intends your coverage to be affordable, you may still be eligible for a premium discount through the Marketplace. The Marketplace will use your household income, along with other factors, to determine whether you may be eligible for a premium discount. If, for example, your wages vary from week to week (perhaps you are an hourly employee or you work on a commission basis), if you are newly employed mid-year, or if you have other income losses, you may still qualify for a premium discount.

If you decide to shop for coverage in the Marketplace, [HealthCare.gov](https://www.healthcare.gov) will guide you through the process. Here's the employer information you'll enter when you visit [HealthCare.gov](https://www.healthcare.gov) to find out if you can get a tax credit to lower your monthly premiums.

# Region 10 457(b) FICA Alternative Plan

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## 457(b) FICA Alternative Plan and Trust



### **Retirement Plan for Part-Time, Temporary & Seasonal Employees Including Substitutes**

**1. What is the Region 10 457(b) FICA Alternative Plan?** Legislation passed as part of the Omnibus Budget Reconciliation Act of 1990 (OBRA 90) mandates that substitute, temporary and part-time employees participate in either FICA (Social Security Tax) or an alternative plan set up within the guidelines established by the Internal Revenue Service. The deductions for the FICA Alternative Plan (OBRA) are taken out of your paycheck in lieu of deductions normally made to FICA.

**2. Who is eligible for the Region 10 457(b) FICA Alternative Plan?** You are eligible to participate in the Plan if you are an active employee and are not eligible to participate in the TRS Pension Plan. TRS retirees are considered covered by TRS, are not required to pay FICA taxes and thus are not included in the Plan.

**3. How much do I contribute to the Region 10 FICA 457(b) Alternative Plan?** The FICA Alternative Plan requires a 7.5% contribution by the employee.

#### **4. What are the advantages of participating in the Region 10 457(b) FICA Alternative Plan?**

- You are 100% immediately vested (meaning you own the money) on your contribution to the Plan.
- The Plan lowers your current income taxes since contributions to the Plan are made on a "pretax" basis, unlike Social Security withholdings, which are made on an "after-tax" basis
- When you leave your employer, you can rollover your account balance to an Individual Retirement Account or another qualified retirement plan, or take a cash distribution subject to taxation.
- There is no IRS penalty for taking a cash distribution prior to retirement.
- If you become eligible later for TRS, you can use your Plan account balance to purchase service credit.
- Plan assets are managed by a professional registered investment advisor, TCG Advisors, LP.

**5. How do I participate in the Region 10 457(b) FICA Alternative Plan?** Enrollment in the Plan is automatic.

**6. How do I designate a beneficiary?** Your spouse if married or estate if not married is automatically defaulted as your beneficiary. If you would like to change this default, you will find the designation of beneficiary form on the Region 10 Rams website, [www.region10rams.org](http://www.region10rams.org).

**7. Do I still pay the Medicare portion of FICA?** Yes, Medicare withholding will be made from your paycheck in addition to the contribution to the Region 10 457(b) FICA Alternative Plan.

**8. Where are the funds invested?** The funds are held at Wilmington Trust. Funds are invested in an investment portfolios made up of bonds, other fixed interest investments, mutual funds and other investments judged by the trustees to be appropriate for this type of plan.

**9. How do I find out how much money is in my account?** You will receive annual statements from JEM, the plan administrator, outlining your account activity. You may also go online to [www.region10rams.com](http://www.region10rams.com) or call the third party administrator, JEM Resource Partners, at (800) 943-9179, to find out your account balance.

**10. How do I withdraw or rollover my money?** Upon termination of employment, attainment of retirement age, or in the event of permanent disability or death, you will have access to your account. You will also have access to your funds if you have a change of employment status at your District to a position covered by TRS if there have been no contributions to the account for two (2) years and the account balance is less than \$5,000. If the account balance is greater than \$5,000, the account will only be eligible for distribution due to termination, retirement, or death.

**Administered by:**  
Highway, Suite 350

900 S. Capital of Texas



79 Fax (888) 989-9247  
[a.com](http://www.jem.com)

## FOR ALL TRS RETIREES

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As each situation is different, it is advised that all retirees contact TRS directly to discuss their individual restrictions, if any, in order to make good decisions prior to accepting assignments. It is ultimately the responsibility of each retiree to be aware of his/her status to prevent any loss of funds.

### **TRS Telephone Counseling Center**

**1-800-223-8778**

**(or 1-512-542-6400)**

[www.trs.state.tx.us/](http://www.trs.state.tx.us/)

# FINGERPRINTING

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Texas school districts are authorized to obtain criminal history information relating to an applicant for employment (TEC.22.083). Board Policy includes the following:

## **OBLIGATION TO REPORT**

All substitutes of the District have an ongoing duty to report to his or her immediate supervisor when, and if, the substitute is convicted of any crime other than a minor traffic offense.

## **CONSEQUENCE OF FAILURE TO REPORT**

Any substitute who fails to report the conviction of a crime, as required under this policy, will be subject to disciplinary action up to and including termination.

## **CONSIDERATION BY DISTRICT**

Conviction of a crime is not an automatic basis for termination. The District will consider the following factors in determining what action, if any, should be taken against the substitute who is convicted of a crime during employment with the District: (1) the nature of the offense, (2) the date of the offense, (3) the relationship between the offense and the position to which the substitute is assigned.

## **CERTIFIED EDUCATOR APPLICANTS**

Certified educators must go on-line to the State Board for Educator Certification (SBEC) [www.tea.state.tx.us](http://www.tea.state.tx.us). Please select the red Educator Login box in the upper right corner of the page. Please read all instructions carefully. Once you have created an account and logged in, you must confirm that the first and last name on your certificate match the first and last name on your Texas driver's license. If they do not match, please complete the name change request form and submit to SBEC. You will be required submit your receipt to the Substitute Office prior to being considered as a substitute.

## **NON-CERTIFIED APPLICANTS**

Non-certified personnel who register for the Substitute Applicant Training will receive their FAST Pass Request Form via e-mail. Upon receipt of a FAST Pass, you will be instructed on how to make an appointment at a convenient location. You will be required to submit your receipt to the Substitute Office prior to being considered as a substitute.

# SECURITY BADGES

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All substitutes must wear an official CFISD security badge when on a campus as a substitute teacher, paraprofessional, tester, nurse, interpreter, counselor or administrator for the safety of our staff and students. Failure to wear this badge is a breach of district security and could result in the substitute being asked to leave that campus without payment for an assignment.

Substitutes will be photographed at the time of processing and an ID badge will be prepared for the substitute's use at no cost to the substitute. Each substitute will wear his/her ID badge at all times during normal working hours. It must be clearly visible, except in cases where the type of work does not permit the display.

If the identification badge is lost or destroyed, the substitute will notify the substitute office within three business days to get a replacement badge form. A replacement badge form is **required** by the Badging office.

There will be a \$10.00 replacement fee for all lost badges paid directly to the Badging office. An ID badge will be replaced at no cost to the substitute if the badge is mutilated /damaged; however, the substitute is required to present the damaged badge at the time of request for a new badge\*.

**\*NOTE:** New badges with new photos will NOT be issued. Replacement or renewal badges are re-issued with existing photo and your name.

## **New Hire Substitutes:**

All new hire substitutes must complete their hiring paperwork, be fingerprinted and have a complete background check prior to receiving a security badge.

## **All new hires will receive information regarding obtaining a badge at the time of hire.**

Substitute must appear in person at the Badging office to obtain badge.

Substitute must present a Texas Driver's License or photo ID in order to obtain badge.

Substitute must wear the badge at all times when performing any duties as a substitute.

Failure to wear your badge could result in termination.

## **Returning Substitutes:**

All returning substitutes must have their badge renewed before returning to work at the beginning of each school year. Please read the following carefully:

All returning substitutes will be authorized by the Substitute office to renew their badge during the reactivation period. Renewal badges will NOT be issued by Badging without authorization from the Substitute Office.

In order to receive a renewal badge, returning substitutes must swap their old badge with them when they go to the Badging Office. If you do not have your old badge, you will be required to pay a \$10 replacement fee.

# PARKING PERMITS

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## **PARKING PERMITS**

Parking permits are only required on all CFISD high school campuses. Use by any other person or persons for any other reason, will result in the substitute losing parking privileges on all high school campuses, and may result in the termination of employment. Parking permits can only be obtained directly from the Substitute office.

### **Display where easily visible.**

If lost or stolen, report to Substitute Office immediately.

If used by a student, the student is subject to disciplinary action.

**\*\* Your vehicle may be towed at your expense if you do not display your parking permit, or if you loan your permit to someone else. \*\***

## DAILY PAY RATES

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Classification	Full Day	Half Day
<b>Substitute Teachers/Testers/Nurses/Librarians</b>	\$90.00	\$45.00
Certified/HQ Teacher	\$90.00	\$45.00
Certified/Non-HQ Teacher	\$90.00	\$45.00
Degreed Teacher	\$90.00	\$45.00
<b>Substitute Paraprofessionals (Campus)</b>	\$65.00	\$32.50
<b>Substitute Paraprofessionals (Administrative Building)</b>	\$70.00	\$35.00
<b>Life Skills/PPCD/AB Paraprofessionals</b>	\$75.00	\$37.50

- Substitute positions requiring more than four (4) hours of duty will be compensated for a full day. Any position requiring four (4) hours or LESS will be compensated at the half-day rate. The campus reserves the right to alter the current assignment or schedule at the discretion of the principal or campus designee.

### PAY DATES/PAY PERIODS

Substitutes are paid semi-monthly. Paychecks will be deposited on the 15<sup>th</sup> and the last day of the month. Time worked from the 1<sup>st</sup> -15<sup>th</sup> is paid at the end of the month. Time worked from the 16<sup>th</sup> -31<sup>st</sup> is paid on the 15<sup>th</sup> of the following month. If you have any concerns, please email [SubPayroll@cfisd.net](mailto:SubPayroll@cfisd.net).

### HELPFUL PAYROLL HINTS:

- Substitutes may view their assignments via AESOP at [www.cfisd.net](http://www.cfisd.net), **STAFF > HR > Substitute > Online Substitute Resources**. We advise that substitutes check their assignments daily to ensure accuracy. If you do not see an assignment on your calendar, you will not be paid. Please contact the Campus User to discuss any discrepancies.
- Substitutes should verify all assignments daily by viewing the history tab in the AESOP system.
  - All assignments will have a confirmation number. Confirmation numbers are assigned via the AESOP system and are always available to you. In most cases, errors will be corrected on the next payroll. Please note that it is required to sign in and out with the campus substitute representative. This could be very helpful in the event of discrepancies.

## LONG TERM SUBSTITUTE – GENERAL

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Throughout the school year, requests are frequently made for a substitute to work in the same position for an extended number of days. A long-term assignment is defined as an assignment for:

- an unfilled (vacancy) assignment
- a single substitute assignment for ten (10) or more consecutive days for teachers, nurses and paraprofessionals. Working for different employees at a single campus for several consecutive days does not qualify as a long-term assignment.

The District's goal is to fill long-term substitute teaching positions with a substitute certified in the appropriate area; however, non-certified, degreed substitutes may also be considered when a certified candidate is not available. Vacant position LTS must be certified teachers with a “**highly qualified**” designation.

The long-term substitute teacher is the “teacher of record” for the length of the long-term assignment. A substitute should consider the responsibilities and commitment he/she is making before accepting a long-term assignment. As the teacher of record, the long-term substitute will be actively involved in:

- Implementing and/or creating lesson plans following district guidelines.
- Grading, maintaining accurate grades and submitting grades for report cards in a timely manner.
- Attending all faculty meetings as called by administrators.
- Participating in planning sessions with teams, departments, and other curriculum duties.
- Maintaining duty stations both during and after the school day as assigned by administrators on campus.
- Attending district wide staff development. (Long-term substitutes are not expected to attend staff development during non-school hours. Long-term substitutes should not be compensated for any work performed during non-school time. Do not assume any extra duties without contacting the substitute representative on campus or the Substitute Office beforehand).

## LONG TERM SUBSTITUTE – ABSENCES

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### **Absences during a Long-Term Assignment:**

- Before accepting a long-term assignment, a substitute should pay careful attention to their obligations before and after school. Duty hours are the same as for a full-time employee of the campus. A long-term substitute fulfills all the duties of the assigned staff member, including all activities through the official end of the campus' day. Arrangements must be made for child care, etc., to avoid a schedule conflict.
- Should a long-term substitute need to be absent, the campus substitute representative should be informed in advance, when possible. Each long-term situation can be different on each campus, with each position.

**The Substitute Office's policy on absences is that a substitute may not have more than two (2) absences during a long-term assignment.** However, if there are extenuating circumstances, the substitute should talk with the substitute representative on the campus who will then contact the Substitute Office. Failure to visit in advance with the campus concerning absences over the allowed two (2) absences could result in the long-term assignment being cancelled and the substitute not receiving full compensation. **Any decision on the number of absences allowed above the two (2) recommended by the Substitute Office will be made by the building principal in conjunction with the Substitute Office.**

# LONG TERM SUBSTITUTE - COMPENSATION

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**Any request for compensation must be initiated by the campus.**

## **Long-Term Compensation:**

- A substitute in a long-term assignment will receive additional compensation for that assignment. **Substitutes working as tutors/ testers, counselors or administrators are ineligible for long-term compensation.** In addition, certain positions cannot be combined into one continuous long-term assignment. For example, AMIP and/or ARIP tutoring cannot be combined with any other program.
- Long-term substitutes will not be paid for time equivalency days.
- **Absences, for any reason, are unpaid.** If a substitute does not work he/she will not be compensated for that day. This includes school closures for inclement weather, natural disasters, electrical failures, etc.
- **Long-term compensation is paid at the end of the assignment.** There are no exceptions to this rule. Long-term substitutes are encouraged to keep an accurate record of the number of days worked in that particular assignment to ensure their records match those of the campus. Please note that long-term substitutes are not paid for school holidays, days missed for jury duty, illness, etc. Campuses will turn in the long-term record at the end of the assignment. If an over-payments exist, it will be recouped at this time. Long-term substitutes will meet with the campus substitute representative at the end of the assignment to sign this form acknowledging the number of days for which they are to be paid.

## **Long-Term Teacher**

### **Full Day Assignments:**

- 10 – 24 days: \$35.00 per day back to day one of assignment
- 25+ days: \$70.00 per day back to day one of assignment

### **Half Day Assignments:**

- 10-24 half days: \$17.50 per half day back to day one of assignment
- 25+ half days: \$35.00 per half day back to day one of assignment

## **Long-Term Paraprofessional (Clerical and Classroom):**

### **Full Day Assignments:**

- 10+ days: \$5.00 per day back to day one of assignment

### **Half Day Assignments:**

- 10+ half days: \$2.50 per half day back to day one of assignment

## SUBSTITUTE DRESS AND GROOMING EXPECTATIONS

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District substitutes should use good judgment in the selection of their clothes and hairstyles in order to present a neat, clean, and professional appearance. No apparel or grooming that has or may have an adverse impact on the educational process will be permitted.

Women will be expected to wear dress shoes, dresses or dress slacks that are professionally appropriate to the instruction setting and type of instruction. Clothes that are too snug, short or low cut are not appropriate for a school setting.

Men will be expected to wear collared shirts with dress slacks that are professionally appropriate to the instructional setting and type of instruction. Men will generally be expected to exhibit professionally appropriate grooming insofar as hair length is concerned. Mustaches and beards are acceptable if neatly trimmed and moderate in style.

Campus committees and the campus administration have the option each week of having at least one Spirit Day/Special Event Day (DARE, Rodeo, CORE, etc.) where jeans are appropriate.

**Please note:** Jeans are acceptable only when a campus has approved this attire for the staff for casual or special event days. For example, there are some campus principals who permit jeans on Fridays. However, because not all campuses participate, please verify this is the case before wearing jeans.

If a campus administrator should decide that a substitute's dress is a distraction, the administrator can ask the substitute to leave the assignment.

# PROFESSIONAL EXPECTATIONS – PERSONNEL-STUDENT RELATIONS

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## **Personnel-Student Relations**

All district personnel will recognize and respect the rights of students, as established by local, state, and federal law. Substitute employees shall, at all times, maintain a professional relationship and exhibit a professional demeanor in their interactions with students. Further, substitute employees shall refrain from engaging in any actions or conduct of a sexual nature (verbal or physical) directed toward a student, including, but not limited to, sexual advances, requests for sexual favors or sexually explicit language or conversation. Substitute employees shall not form inappropriate social or romantic relationships with students, regardless of whether or not the student is 18 years old.

Board Policy FFH (Local) defines prohibited conduct to include discrimination, harassment, dating violence, and retaliation. Specifically, discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law is prohibited. Board Policy FFI (Local) prohibits bullying of a student; bullying may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, and theft of valued possessions, name calling, rumor spreading, and ostracism.

## **Electronic Media**

Employees (including Substitute employees) are prohibited from communicating with students who are enrolled in the district through electronic media, except as set forth herein. A substitute employee is not subject to this prohibition to the extent the substitute employee has a pre-existing social or family relationship with the student. For example, an employee may have a pre-existing relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. The following definitions apply for purposes of this section on Electronic Media: "Electronic media" includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video and photo sharing sites (e.g., YouTube, SnapChat, Instagram), editorial comments posted on the Internet, and social network sites (e.g., Facebook, MySpace, Twitter, LinkedIn), and all forms of telecommunication such as landlines, cell phones, and Web-based applications. "Communicate" means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not 40 targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a communication; however, the employee may be subject to district regulations on personal electronic communications. See Personal Use of Electronic Media below. Unsolicited contact from a student through electronic means is not a communication. "Authorized Personnel" includes classroom teachers, counselors, principals, assistant principals, directors of instruction, coaches, campus athletic coordinators, athletic trainers, and any other employee designated in writing by the superintendent or a campus principal.

## PROFESSIONAL EXPECTATIONS – PERSONNEL-STUDENT RELATIONS

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### **Personal Use of Electronic Media**

As role models for the district's students, substitute employees are responsible for their public conduct even when they are not acting as substitute district employees. Substitute employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If a substitute employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If a substitute employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for maintaining privacy settings appropriate to the content. Substitute employees are prohibited from communicating with students through a personal social network site.

It is inappropriate and unacceptable to discuss or solicit students' personal information, including email addresses or information located on websites such as "My Space" or "Facebook" or other similar sites. Additionally, it is inappropriate to share your personal e-mail or social media (Twitter, Instagram, etc.) account information with any student for any reason. If you have personal information on such a site, please consider the implications of this in relation to you, the adult, and the students.

## PROFESSIONAL EXPECTATIONS - GENERAL

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### Late Calls:

- Should a substitute receive a late call request via the system, they should **call the campus** to confirm the job is still available and give the substitute representative an expected arrival time. It is expected that it will take the substitute no more than one hour (1) to arrive at the school.

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### Substitute Arrives/Is Late:

- If you are running late, make every effort to call the campus substitute representative to inform them of your status. Make your own personal directory of the campuses where you substitute in order to facilitate contact. A Substitute Representative list can be found at [www.cfid.net](http://www.cfid.net) > Staff > HR > Substitute > Contact Information
- Should a substitute run late, but still be able to arrive prior to the school's start time, the substitute representative may elect to allow the substitute to take the job if the substitute has called to alert the campus **at least 20 minutes prior** to the school's start time.
- Should a substitute be unable to arrive by the school's start time, the substitute representative may elect to cancel or reassign the job.

### Canceling Job Assignments:

#### NOTE: THE SUBSTITUTE OFFICE CANNOT CANCEL A JOB FOR YOU.

- **If you must cancel an assignment online or via phone on the day of the assignment**, please cancel as soon as possible. Please note that most assignments cancelled on the same day often remain unfilled. Cancelling as early as possible will at least give other substitutes the opportunity to cover the assignment. You are also strongly urged to contact the substitute representative at the campus. This is an excellent practice to formulate in the area of "professional courtesy and responsibility".
- **Never cancel an assignment with one school to accept an assignment with another school.** This is unacceptable and will be addressed accordingly. *Additionally, the Aesop system will automatically create a system generated non-work day which will block you from being able to accept another job if you cancel less than 24 hours before the assignment.*

### No Call/No Show

- It is your responsibility to cancel the assignment in the system. However, the system will not allow you to cancel if it is less than 1 hour prior to the start time.
- Failure to report for an assignment without proper cancellation of the job or notifying the substitute representative could result in permanent removal as a substitute.

### Sleeping

- Sleeping is unacceptable at any time during an assignment. If you are not feeling well, please notify the campus staff immediately. Any report of sleeping will be addressed accordingly.

## PROFESSIONAL EXPECTATIONS - GENERAL

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### Work Hours

School hours vary by campus. Substitutes are responsible for checking the start and end times with the schools at which they choose to teach. Be aware that half-day session times vary as well.

- The substitute must report to the Substitute Representative's desk to sign in at **least 20 minutes** prior to the start of class. The substitute will receive instructions and assignments for the day.
- The substitute may sign out any **earlier than 15 minutes** after the school's end time. If the substitute is on an elementary campus, they must perform carpool/bus duty prior to signing out.
- Substitutes are expected to familiarize themselves with the locations of schools in their selected areas. Refer to [www.cfid.net](http://www.cfid.net) for a list of campuses with their addresses.
- If a substitute becomes ill and needs to leave an assignment, they must inform the building substitute representative immediately so another teacher may be assigned to cover the class.
- Substitute positions requiring more than four (4) hours of duty will be compensated for a full day. Any position requiring four (4) hours or LESS will be compensated at the half-day rate. The campus reserves the right to alter the current assignment or schedule at the discretion of the principal or campus designee.
- Substitutes are guaranteed a 30 minute duty free lunch. This lunch period is assigned by the campus. **Substitutes may not eat in class or leave class to eat. If you have a health condition that requires food/drink at certain times, please inform the campus nurse and the substitute representative to make arrangements for you.**
- The absent teacher's planning/conference period may or may not be available to the substitute teacher because campus administrators/designees may need assistance with teacher-related duties such as covering another teacher's class. Substitutes are **not** guaranteed a conference period unless serving in a long-term position. **Long-Term Substitutes do receive a conference period; however, the principal may request that they cover other classes during this time.** Refusal to cover classes as requested will result in the substitute being removed from that campus, and may result in termination.

# PROFESSIONAL EXPECTATIONS - GENERAL

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## Lesson Plans

- Lesson plans are meant to provide an organized system to be used by the teacher as well as by the principal, substitute, or monitoring team, indicating how teaching and learning will occur. The plans demonstrate the instructional strategies needed to deliver curriculum effectively and ensure student achievement have been prepared and documented. **Always follow the lesson plans provided by the teacher.** Seek help if more activities are needed. **Do not bring any materials into the classroom that have not been authorized by the teacher or campus leadership/academic leaders.**

Lesson plans should address five basic areas:

- **What is to be taught?**
  - Brief description of the objectives/skills/concepts and TEKS
- **How is the lesson to be taught?**
  - Description of the teaching and learning activities
- **What variety of materials and resources are used?**
  - List of textbooks, kits, visual aids, technology, and other instructional materials to be used
- **What are the allocated times?**
  - Estimates of time allocated to various components of the lesson
- **What informal or formal assessments are to be used?**
  - Tests, assignments, projects, competitions, portfolio projects, games, skits, etc. Should you not have lesson plans in your substitute folder, please contact the team leader or department chairperson.

Leave professional, detailed notes for returning employee. Avoid criticizing the nature of the lesson plans, drawing conclusions about the actions or activities of the students, or any other comments that may be perceived as judgmental.

## Videotapes, Cameras, Recordings, Cell Phones

- Substitutes may **NOT** use cell phones to text or call in the presence of students.
- Substitutes may **NOT** call or text students or request students call or text the substitute for any reason.
- Substitutes may **NOT** videotape, record, or take photos using a camera or cell phone, any student at any time.
- Substitutes may **NOT** show personal videotapes or photos, or play personal recordings at any time.
- Substitutes may **NOT** show Internet videos/recordings without explicit instructions from the teacher, team leader, and department chairperson.

**ALL VIDEO AND RECORDED MATERIALS SHOWN IN CFISD CLASSROOMS MUST RECEIVE PRIOR APPROVAL OF DIRECTORS OF INSTRUCTION.** Violations of this policy may result in immediate termination.

# PROFESSIONAL EXPECTATIONS - GENERAL

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## Fire and Emergency Drills

Become familiar with emergency drill procedures and routes. Diagrams are posted in each room.

## Religion in Schools:

CFISD is committed to the constitutional principle of separation of church and state. Board policy makes it clear that substitutes will neither advance nor inhibit religion. Substitutes may not pray with or in the presence of students. However, nothing prevents a teacher or other substitute from praying or reading religious material during a time when students are not present and you are not responsible for students. Off campus and outside the school day or school year, district substitutes have the same right to religious expression as any other citizen. At the same time, substitutes are expected to refrain from using their position in the District to promote religious activities in the community. For example, if a substitute teaches a religious class in their church or gives a religious devotional, the substitute should do so as a citizen, not as a teacher or substitute of CFISD. No religious materials for dissemination should be brought on to school property.

## Moment of Silence and Pledge to U.S. and Texas Flags

As early as possible on school days when classes are scheduled, students in all Texas public schools shall recite the Pledge of Allegiance to the United States and the Pledge of Allegiance to Texas. Immediately following the recitation of the pledges, the students will have an opportunity to take part in one minute of silence. The Moment of Silence is intended to be an individual activity. There shall be no attempt by a district substitute to influence in any way, another person's thoughts during the Moment of Silence. Students are expected to remain silent during this one minute period.

## Other Expectations

- Personal reading material brought onto a campus should be appropriate for a public school setting. This material may **only be read during the allotted 30-minute duty free lunch.**
- Leave the classroom neat and organized.
- Substitutes are not to leave campus until their assignment is over. **If your assignment includes bus/carpool duty, it is the expectation that you stay for this duty as well.** If an emergency arises, the substitute is still expected to sign out with the campus substitute representative before leaving campus.
- **NEVER LEAVE A CLASS UNATTENDED—NOT EVEN FOR A FEW SECONDS.** Leaving a class unattended will result in a substitute removal from that campus, and may result in termination.

## PROFESSIONAL EXPECTATIONS - GENERAL

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- If you are working on the same campus where your child is a student, **do not** engage staff/students in inappropriate discussions about your child's grades/performance, teachers, etc. Additionally, It is considered professional courtesy to refrain from accepting assignments in your child's classroom.
- Do not solicit or advertise personal businesses, charity events, or fundraisers while on campus as a substitute. Do not hand out any informational materials on a campus without prior permission from ISC administration. This includes all organizations. You are subject to termination should you solicit or advertise personal business on CFISD property.
- Under no circumstances is a substitute to share their personal email address or phone number(s) with students for ANY reason.

# SUBSTITUTE STANDARDS OF CONDUCT

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Cypress-Fairbanks ISD is committed to high standards in the workplace requiring the focus of all substitutes on contributing positively to the education of students.

## **Alcohol and Drugs**

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, or alcohol, as that term is defined in state and federal law, in the workplace or at any school-related event.

## **Tobacco/Smoking**

Substitute use of tobacco products in any form is prohibited on all school district property and in district vehicles. Each building shall be equipped with facilities for extinguishing smoking materials.

## **Firearms**

Legislation enacted by the 74th Regular Session of the Texas Legislature regarding the bearing of firearms provided employers with the right to prohibit firearms from the workplace. Firearms are prohibited from any and all property of the Cypress-Fairbanks Independent School District with the exception of licensed peace officers who are serving in their official capacity. This prohibition includes vehicles on any school property.

## **Pagers, Phones in the Workplace**

Cypress-Fairbanks ISD is committed to high standards in the workplace requiring the focus of all employees on contributing positively to the education of students. To maintain these high standards, employees (including substitute employees) may not use personal electronic communications devices (pagers, cellular phones) that interfere with his/her performance of job responsibilities. Personal calls may not be made or received during class periods. School district telephones are for district business; and personal use should be incidental and should not interfere with job performance.

## **Private Business**

No substitute shall engage in the sale or transmittal of private business enterprises on school premises during school hours. This policy does not restrict participation in fundraising projects for school-sponsored activities.

# CONFIDENTIALITY

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When working with any student under your care it is imperative that you, as a substitute, stay mindful of the role of confidentiality in your job. All students deserve and are guaranteed their academic, physical, and mental attributes remain absolutely confidential. As a substitute, you will be privy to information as you work with different groups of students in different schools and different areas of substituting. Failure to maintain confidentiality about ALL aspects of a student's performance will result in your removal from a campus, and could result in your permanent removal as a substitute from Cypress-Fairbanks Independent School District.

## **Tips to Keep Confidentiality from Becoming a Problem**

- ✓ DO NOT SHARE ANY INFORMATION about students at any social gathering. Avoid using names if you are asked about your job. Avoid using specific student's names outside of school setting.
- ✓ Direct any questions about a student to the regular classroom teacher or the special education teacher who works with that student. Suggest that questions about a student are best directed to the regular classroom teacher or special education teacher. If asked about student's personal information, simply reply, "I'm sorry. I do not have that information." Or "I'm sorry – I can't say".

## SUBSTITUTE TEACHERS AND PHYSICAL CONTACT

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- Maintain a professional distance when assisting students. It is not appropriate to assume a touch, a pat, a hand on a student's shoulder is acceptable for a substitute. Additionally, pushing, shoving, physically moving or blocking a student is unacceptable.
- Inappropriate or overly aggressive physical contact is grounds for immediate dismissal. Understand special needs students and very young students will initiate a hug. Thank the student, quickly disengage the physical contact, and redirect their behavior. All other forms of physical contact may be grounds for termination. Corporal punishment is prohibited. Students shall not be spanked, paddled, or otherwise physically disciplined for violations in the Code of Student Conduct.
- Avoid being in a room alone with a student. Keep doors open and be visible at all times if working in an area alone with a student.
- Please do not attempt to break up a fight between students. Immediately seek assistance from campus staff.
- **Writing Discipline Reports:**
  - Ask about discipline procedures (in case of emergencies).
  - Some newer campuses have call buttons for emergencies.
  - Should it become necessary to involve an Assistant Principal, be prepared to provide details regarding your attempt to handle the situation.
  - Be specific when writing discipline reports. Do not use vague or general language.
  - If you send a student to the Assistant Principal, always follow up with the AP. Students may be sent back to class for certain infractions. If this happens, please do not assume you are not being supported. Serious infractions will be handled by the AP's office in an appropriate manner and you may not be directly involved in the end result.

## PROCEDURES RELATING TO CHILD ABUSE/NEGLECT

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All employees are required by state law to report any suspected child abuse or neglect to a law enforcement agency, Child Protective Services, or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering a facility) within 48 hours of the event that led to the suspicion. Abuse is defined by SBEC and includes the following acts or omissions:

- 1) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functions;
- 2) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
- 3) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
- 4) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

Reports to Child Protective Services can be made to any law enforcement agency or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from retaliating against an employee who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to report suspected child abuse may result in prosecution as a Class A misdemeanor. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Code of Ethics and Standard Practices for Texas Educators.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency. In addition, employees must cooperate with investigators of child abuse and neglect. Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

# SEXUAL HARASSMENT

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The district prohibits sexual harassment and harassment based on a person's race, color, gender, national origin, disability, religion, or age. Employee (including substitutes) shall not tolerate harassment of others and shall make reports as required. (DIA Local)

## SEXUAL HARASSMENT

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other sexual conduct, either verbal or physical, or any conduct or other offensive unequal treatment of an employee or group of employees that would not occur but for the sex of the employee or employees, when:

- 1) the advances, requests, or conduct have the effect of interfering with performances of duties or creating an intimidating, hostile or otherwise offensive work environment; or,
- 2) submission to such advances, requests, or conduct is explicitly or implicitly a term or condition of employment; or,
- 3) submission to or rejection of such advances, requests, or conduct is used as a basis for employment decisions.

Employees (including substitutes) shall not engage in conduct constituting sexual harassment. Sexual harassment is against district policy and is a violation of law. The district shall investigate all allegations of such harassment and shall take appropriate disciplinary action against employees found to engage in such harassment, up to and including termination.

The district forbids retaliation against complainants and will take disciplinary action against anyone who retaliates against complainants, up to and including termination.

An employee (including a substitute employee), who believes he or she has been or is being subjected to any form of sexual harassment as defined above, shall bring the matter to the attention of the principal or immediate supervisor, in accordance with the district's sexual harassment complaint procedure [see DIA (LOCAL)] in Board policy. However, no procedure or step in that policy shall have the effect of requiring the employee alleging such harassment to present the matter to a person who is the subject of the complaint.

# CLASSROOM MANAGEMENT

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## Strategies and Tools for Tough Kids

(Compiled by Cindy Cook & Molly Fike)

Edited for substitute use from original "Building Better Relationships"

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- **Misbehavior Occurs For a Reason**

It is often difficult to understand why a student behaves irresponsibly, especially when the consequences of that behavior seem highly unpleasant. However, whenever a student or group of students exhibits irresponsible behavior on an ongoing basis, the behavior is occurring for a reason – it is not completely random. Therefore, the first thing you need to do is determine the reason for the misbehavior. Among the likely possibilities:

- The student doesn't know exactly what you expect.
- The student doesn't know how to exhibit the responsible behavior.
- The student is unaware that he or she is engaged in the misbehavior.
- The student is experiencing some pleasant outcome from exhibiting the misbehavior (e.g., she likes the attention she gets from adults or peers).
- The student is successfully avoiding some unpleasant outcome by exhibiting the misbehavior (e.g., she is getting out of assigned work).

Source: CHAMPS by Randall Sprick

- Remain as **calm** as possible (to calm down, take a deep breath in for 4 – hold for 4 – out for 4 counts, keep voice tone normal (even quieter), etc.
- Check your **body language** (don't hover over the student, get eye to eye, arms relaxed, not crossed in front of you, relaxed face, etc.).
- Explain – **Demonstrate** – **Practice** what you expect.
- Break down the task. Give only **1 direction** at a time.
- Focus on the **positive**. Give lots of specific praise & positive encouragement to the rest of the class too, especially if you have a student on a contract or token board.
- Try to use **active teaching strategies** rather than lecturing (sitting & listening).
- Teach **sign language** signals for directions.

## CLASSROOM MANAGEMENT (CONTINUED)

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When Students Have Difficulty...

### **Showing Respect:**

- Model respect for students by:
- Saying “please” and “thank you”
- Correcting students in private, not in front of peers
- Using a calm, polite voice tone at all times
- Making eye contact & keeping a respectful distance
- Catch students showing respect for others

### **Talking Excessively:**

- This is more a social problem than a discipline problem. This is often a compulsive behavior.
- Never assume the student knows he/she is talking. The student may or may not know.
- React consistently and never punish irrationally. Don't get on the talker one day, and ignore him/her the next.
- Look for the reason for the talking.
- Station yourself next to this student during presentations.
- Reinforce positive behavior.

### **Blurting Out:**

- Accept one important fact: This student is more disturbing to the teacher than to classmates. With this acceptance, a teacher is more likely to respond in a professional way. Without it, a teacher may create a total disturbance in the classroom.
- The behavior of the blurter is either overanxious or attention-seeking.
- Acknowledge the student whenever this behavior occurs with eye contact or hand movements, but no verbal comment.
- Speak softly and calmly, and never reprimand him/her in the presence of other students.
- Give attention in positive ways when the blurter is not being disruptive – rather than allowing him/her to be recognized only negatively.

### **Arguing:**

- Respond consistently to the inappropriate behavior. Whenever the student begins to argue, gently correct him/her. Let him/her know that this is an example of arguing and inform him/her what to do next, (“Bob, you are arguing, please be quiet. You need to sit down and start your assignment.”). Or give him/her another way to say what he/she needs to say, (“Bob, you can tell me your opinion, but you need to use a quiet and respectful voice.”).
- If the student complies, praise him/her for being cooperative and following directions. If the student does not comply, implement a consequence such as time owed.
- Use reinforcement to encourage appropriate behavior. Give the student increased praise when he/she is being cooperative.
- Maintain a 4:1 ratio of positive to negative attention.

## CLASSROOM MANAGEMENT (CONTINUED)

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### **Refusing to Do Work:**

- Make your expectations very clear. State the choices that are available to the student now or later. Show him/her the ramifications of the “I won't do it” attitude. Say, “That's fine, but this is what I must do if you don't try”.
- Be sure that you and the student are clear regarding what the specific results will be.
- Set reasonable goals for this student. Don't expect the student to alter his/her behavior all at once.
- Remain calm. Don't react personally. Stay professional.
- Be consistent in the way you deal with this student. Don't show favoritism one way or the other from day to day.
- It is easier for the student to accept teacher guidance when it's clear that you see his/her good points as well as his/her faults. Regard every correction situation as an opportunity to build relationships with the student – not to destroy them.
- Substitutes must never contact parents.
- Look for small improvements in the behavior of the student. Your ability to see the small positive changes will affect how you work with the student.
- Focusing Attention on Work:
- Students may act on impulse. Treat such acts as a temporary lack of self-control – which is normal. Remember, at times students will act impulsively without thinking. Correct such acts, but don't make this behavior into something that it isn't.
- Give positive reinforcement whenever the student is quiet or completing assignments appropriately.
- Always use verbal and nonverbal communication in a slow, quiet, patient way. Any other strategic action only increases the student's anxiety and makes the behavior worse.

### **Getting Appropriate Attention:**

- Frequent praise and attention is the core of any plan you make for this student. The student must see that he receives more frequent and more satisfying attention when he behaves cooperatively than when he is disruptive.
- Be kind, polite and firm at all times.
- Model the behavior you want. Speak softly and quietly.

# CLASSROOM MANAGEMENT (CONTINUED)

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## TOP 10 INTERVENTIONS

Source:

Active Learning: 101 Strategies to Teach any Subject, Mel Silberman, CHAMPs, Randall Sprick, Building Better Relationships, Classroom Management in CFISD

### 1. Use active learning techniques.

Use relevant, interesting assignments that fit the learning styles of the students. Active learning techniques tend to minimize the classroom management problems that often plague teachers who rely too heavily on lecture and full-group discussion.

### 2. Connect on a personal level.

Whether the problem students are hostile or withdrawn, make a point of getting to know them. It's unlikely that students will continue to give you a hard time or remain distant if you've taken an interest in them. Personally greet students each day.

### 3. Use more positives.

"You catch more flies with honey than vinegar." Establish a positive classroom environment by increasing the amount of positive statements you make in class. Use positive reinforcement through incentives and rewards appropriate to the developmental level of students including symbolic, token, tangible, or activity rewards.

### 4. Signal verbally.

Make eye contact with students or move closer to them when they hold private conversations, start to fall asleep, or hide from participation. Press your fingers together (unobtrusively) to signal wordy students to finish what they are saying. Make a "T" sign with your fingers or other signal to stop unwanted behavior. Raise your hand to get students' attention. Teach students the behavioral expectations of your signals and practice using them until they become routine.

### 5. Listen attentively.

Give students your full attention when they are talking to you. Give them eye contact and positive body language. If students monopolize discussion, go off on a tangent, or argue with you, interject with a summary of their views and then ask others to speak. Or you may acknowledge the value of their viewpoints or invite them to discuss their views with you at a later time.

# CLASSROOM MANAGEMENT (CONTINUED)

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## TOP 10 INTERVENTIONS, continued

### 6. **Change the method of participation.**

Sometimes you can control the damage done by difficult students by inserting new formats such as using pairs or small groups rather than full-class activities. Another way of changing participation is by using craft sticks. Put students' names on each stick and draw out names randomly. Give students the question and give think time or partner discussion time first before drawing a stick to call on a student. This increases their success rate.

### 7. **Check back.**

Periodically ask yourself what is going well and what needs improvement in your behavior management plan. If you identify something that needs improvement, take steps to do something differently. Remember that even though you may not be able to directly control student behavior, you can modify various aspects of your classroom (e.g. seating arrangements, activities, procedures, the way you interact with a student, etc.), which in turn may have a positive effect on the behavior.

### 8. **Visibility radar.**

Circulate around the room during seatwork activities, keeping students on task and providing help as needed.

### 9. **Use good-natured humor.**

One way to deflect difficult behavior is to use humor with students. Be careful, however, not to be sarcastic or patronizing. Gently protest the behavior (e.g., "Enough, enough for one day."). Humorously, put yourself down instead of the students (e.g., "I guess I deserved this.>").

### 10. **Discuss negative behaviors in private.**

You must call a stop to behaviors you find detrimental to learning. Firmly request, in private, a change in behavior of those students who are disruptive. Let the student know you care about him/her, and to prove it, increase the positive attention you give the student. If the entire class is involved, stop the lesson and explain clearly what you need from students to conduct class effectively. Increase positive feedback for the class.

**Note: Don't take personally the difficulties you encounter. Remember, many problem behaviors have nothing to do with you. They are due to personal fears and needs or displace anger toward someone else. Try to connect with the student to develop a relationship of trust and to communicate you care about the student as an individual.**

## CLASSROOM MANAGEMENT HELPFUL HINTS

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- Write your name on board/overhead.
- Introduce yourself to staff and students. A substitute is expected to be easily understood by students and staff.
- Set out clear expectations for student behavior.
- Practice “wait-time”. Give the students’ time to process your instructions.
- Maintain a calm demeanor and a professional tone of voice in volume, attitude and age appropriateness with students at all grade levels.
- Be actively engaged in classroom activities. Talking on your cell phone, texting, reading personal materials, or working on a computer is unacceptable. Sitting behind a desk uninvolved in the classroom may result in a substitute being removed from a campus list.
- Use proximity – walk around classroom.
- Use age appropriate “attention getters”. **“Shut up!” is never acceptable.** At the elementary level, ask what attention getters are used on that specific campus.
- Refrain from throwing any object at a student. There is never a reason for doing so.
- Substitutes are responsible for all materials used during a lesson. If materials or equipment go missing, the substitute must report this to the campus substitute representative immediately.
- Remain in the classroom with students. If a situation arises where a full-time employee dismisses you from class, i.e., co-teach situation, report to the campus substitute representative immediately. As with full-time employees, restroom breaks for substitute employees must be timed with conference/off periods and lunch.
- Should a personal emergency arise, seek help before leaving a class unattended.
- Handle minor disciplinary issues. Ask for assistance for major and/or repetitive disruptive behaviors.
- Be aware of such disciplinary tactics as “time out”, “offices” or “centers” when working on an elementary campus. Substitutes must ask questions on when, if, or how they should implement these procedures.

## CLASSROOM MANAGEMENT HELPFUL HINTS (CONTINUED)

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- Many campuses have “call buttons”. Utilize these when other measures are not working. If no “call button” is available, send a student to the Assistant Principal’s office to get assistance.
- Never block or try to prevent a student from leaving the classroom. If a student refuses direction and leaves the room, do not attempt to stop them. Allow them to exit and escalate accordingly for assistance.
- Before sending a student out of class alone, be very aware of the age of the student. For example, there is no reason for a kindergarten student to be sent unescorted away from the class room to the parking lot or other areas not contiguous to their classroom. On secondary campuses, any student dismissed from class must have a hall pass. At the elementary level, inquire about proper procedures for students needing to leave class.
- Refrain from calling out grades or allowing students access to other students’ grades. This is considered CONFIDENTIAL information.
- Avoid going through an employee’s desk or materials without permission.
- Refrain from accessing district computers without formal campus authorization. Working on district computers without authorization will result in suspension or termination.
- Any inappropriate viewing/use of one’s personal equipment (cell phone, iPad/iPod, etc.,) at any time while on a campus is grounds for immediate suspension and/or termination.
- A substitute should make no attempt to take away a student’s cell phone, iPod, etc. Ask them to put the item away. Should they refuse, make a note for the teacher about the incident.
- Prevent class discussion to gravitate toward anything other than that which is indicated in the lesson plans.
- Avoid giving students food products of any kind. Many students have food allergies.
- Never deny a student the right to go see the nurse. If a student feels that he/she is in need of medical attention, please allow them the opportunity to be seen by the nurse.

# SUBSTITUTE TEACHERS AND ACCIDENTS

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## **The Substitute and Accidents:**

### **Accident Involving a Student:**

- Send for assistance from the clinic or have another student escort the injured student to the clinic.
- Anytime a student has any mishap, send them to the clinic. Do not allow them to remain in class after any incident.
- As soon as you can, report to the campus administrative offices and complete an accident report. Write a complete report. This is required.

### **Accident Involving a Substitute:**

- Report to the clinic for an assessment.
- If you are injured while at work as a substitute, you must fill out an accident report immediately.

## SUBSTITUTE EVALUATIONS AND/OR REMOVALS

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There are several campus initiated forms used for identifying the quality of substitute services.

1. The **Substitute Evaluation Form** is completed when a campus would like to formally evaluate a substitute in specific areas of professionalism, organization and classroom management, and communication. These can be positive or negative in nature.
2. The **Substitute Coaching Form** is issued for a variety of reasons in which there is a concern regarding the substitute and it is the consensus that he/she can be “coached” successfully in a way that the behavior or concern may not recur.
3. The **Substitute Removal Form** is issued for many reasons involving behavior which could be deemed as unprofessional or unacceptable and could be considered grounds for immediate removal.



- Each form has the option to remove the substitute from the substitute list at that campus.
- Each form is reviewed and signed by the principal or designee prior to submission to the Substitute Office.
- **Substitutes may not, under any circumstances, contact any staff or administrators concerning evaluations or removals, or the outcome of any suspension. Contacting these individuals prior to resolution could result in dismissal from the District. All questions related to removals should be directed to the Substitute Office.**

Notifications will be sent via Aesop in e-mail form and will be generic in nature. If a substitute should receive an e-mail notification from Aesop, as advised, he/she is directed to e-mail the Substitute Office ([SubRemovals@cfisd.net](mailto:SubRemovals@cfisd.net)) to schedule an appointment to meet with the Assistant Director of the Substitute Office.

# SUBSTITUTE EVALUATIONS AND/OR REMOVALS

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## General Information

Dependent upon on the severity of the concern, the substitute will be **immediately** suspended and will be unable to log in to the Aesop System to accept any future assignments until the scheduled meeting has taken place. Any outstanding assignments may be removed from the substitute's calendar as well if deemed appropriate.

The determination of an immediate suspension is made by the Assistant Director of the Substitute Office after consideration of the impact to the students and CFISD.

If a substitute receives **three (3) or more** removals from campus lists within a calendar year, a thorough review of all concerns will be initiated by the Assistant Director of the Substitute Office and the Director of Human Resources. The substitute may be suspended immediately. Upon investigation, termination may be considered.

However, a single incident/concern or several spanning school years may warrant this same thorough review depending upon the severity of the situation. This review will be completed by the Assistant Director of the Substitute Office and the Director of Human Resources.

# NON-WORK DAYS AND RESIGNATION

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## Definitions:

- 1) **Active Substitute** - one who is available to be called by the automated system and accept assignments
- 2) **Inactive Substitute** - one who has been blocked by the Substitute Office and cannot listen to or accept assignments.

## Non-Work Days:

If you have days or partial days that you are not able to substitute you can create non-work days so Aesop will not offer you assignments on those days. Please note that adding a non-work day to your calendar limits your availability.

## Inactive Substitutes:

The Substitute Office will review all substitute files throughout the year. If an active substitute has not accepted **at least 4 assignments within a thirty day period**, the substitute could be made inactive. It is important that we maintain a substitute pool that is reflective of the number of active/working substitutes in the district.

## Resignations:

If you wish to resign from the substitute list, please resign using **Resignation/Exit** under **Staff > HR > Substitute > Forms and Resources**. Your name will be blocked in the automated system and you will no longer receive phone calls.

## REACTIVATION

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At the end of each school year, all **ACTIVE substitutes deemed in good standing** will be invited to reactivate for the next school year. A reactivation period will be opened during the summer and substitutes wishing to reactivate will follow the online reactivation process.

Information regarding the process will also be posted as a web alert in AESOP.

During the online reactivation process, substitutes will:

1. Digitally sign the Letter of Reasonable Assurance
2. Digitally sign the Substitute Acknowledgement
3. Digitally Accept/Decline the Health Care Election Form
4. Receive information regarding changes impacting substitutes in the next school year
5. Receive authorization to acquire an updated security badge

# NETWORK/INTERNET RESPONSIBLE USE GUIDELINES

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Network/Internet access is available to students, teachers and staff in the Cypress-Fairbanks Independent School District ("the district"). The Internet is a network connecting millions of computer users all over the world. The Internet enables worldwide connections to electronic mail, discussion groups, databases, software, and other information sources, such as libraries and museums. The district provides Network/Internet access to promote educational excellence in the district by facilitating resource sharing, innovation, and communication. The district firmly believes that the valuable information and interaction available on the Network/Internet far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

## Network/Internet - Terms and Conditions

### 1) Training

The district will provide training in proper use of the system and will provide all users with copies of responsible use guidelines. All training in the use of the district's system will emphasize legal, ethical, and safe use of this resource. The school district will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

### 2) Risk

Sites accessible via the Network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. **Although the district will attempt to limit access to objectionable material by using filtering software, controlling all materials on the Network/Internet is impossible.** With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

### 3) Monitored Use

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered confidential and may be monitored at any time by designated district staff to ensure appropriate use for educational or administrative purposes. This monitoring may include activity logging, virus scanning, and content scanning.

### 4) User Responsibilities

Network/Internet users, (students and district employees), like traditional library users or those participating in field trips, are responsible for their actions in accessing available resources. The following standards will apply to all users (students and employees) of the Network/Internet:

1. The user in whose name a system account is issued will be responsible at all times for its proper use. Users may not access another person's account without written permission from a campus administrator or district level administrator.
2. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy.

## NETWORK/INTERNET RESPONSIBLE USE GUIDELINES

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3. Users may not redistribute copyrighted programs or data without the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, district policy, and administrative regulations.
4. Employees and students may not share sensitive district documents, such as test answer keys, via the Internet.
5. Students are not permitted to use district technology to search the Internet for non-educational purposes. This includes “free search/surf” of the Internet which is defined as unsupervised searching of the Internet without an approved educational purpose.
6. A user must not knowingly attempt to access educationally inappropriate material. If a user accidentally reaches such material, the user must **immediately** back out of the area on the Internet containing educationally inappropriate material. The user must then notify the teacher or campus/building administrator of the site address that should be added to the filtering software, so that it can be removed from accessibility.

# NETWORK/INTERNET RESPONSIBLE USE GUIDELINES

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## Publishing on the Internet

### Recognition

First and last names and grade level may be used on the Internet to recognize personal achievements.

***Permission for the following items is granted or denied through the initial Emergency Information and Medical/Parent Authorization Form given to each student at the beginning of the school year.***

### Student Work:

Student work will only be published on a cfisd.net web page, social media or Project Share, a state-sponsored web page for students, only with parental permission. Examples of published work could include short stories, poems, slide shows, and/or artwork. First and/or last names may be included with the student work.

### Photographs:

Student photographs will be published on a cfisd.net web page, social media or Project Share, a state-sponsored web page for students, only with parental permission. If a photograph of the student is included with the posting of the recognition and/or student work, the first and/or last name may be included with the photograph.

### Exceptions to the above:

Any exceptions to the items above will be secured through the Communication Office. Individual campuses may elect not to publish student work and/or photographs on the campus website even though the parent has given permission to do so.

### Web Authoring:

The district, the campuses, and the faculty have an authorized web site and social media. Students, district employees, and community members are prohibited from authoring a private website or social media which represents itself as the official site for the district. For example, this would include but not be limited to campus and department sites.

# NETWORK/INTERNET RESPONSIBLE USE GUIDELINES

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## **Network Etiquette**

System users of e-mail or other communication messaging systems are expected to observe the network etiquette listed below.

- 1) Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
- 2) Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited.
- 3) Pretending to be someone else when sending/receiving messages is considered inappropriate.
- 4) Transmitting obscene messages or pictures is prohibited.
- 5) Revealing personal addresses or phone numbers of the user or others is prohibited.
- 6) Be considerate when sending attachments with e-mail by considering whether a file may be too large to be accommodated by the recipient's system or may be in a format unreadable by the recipient.
- 7) Using the network in such a way that would disrupt the use of the network by other users is prohibited.

## **Inappropriate Use**

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations below, that violate the rules of network etiquette, or that hamper the integrity or security of this or any networks connected to the Network/Internet. Please refer to the "Consequences of Violation" section of this document.

**Commercial Use:** Use for commercial purposes, income-generating or "for-profit" activities, product advertisement, or political lobbying is prohibited. Sending unsolicited junk mail, or chain letters, is prohibited.

## **Vandalism/Mischief:**

Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data of another user, hardware, peripherals, the district network and Internet, or any networks that are connected to the district network. This includes, but is not limited to, the creation or propagation of computer viruses. Any interference with the work of other users, with or without malicious intent, is construed as mischief and is prohibited.

## **Playing Games and Downloading Music or Video Files or Game Files:**

These activities are prohibited unless approved for educational purposes.

## **Electronic Mail Violations:**

Forgery of electronic mail messages is prohibited. Reading, deleting, copying, or modifying the electronic mail of other users, without permission, is prohibited.

**File/Data Violations:** Deleting, examining, copying, or modifying files and/or data belonging to or created by other users, without permission, is prohibited.

# NETWORK/INTERNET RESPONSIBLE USE GUIDELINES

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## **System Interference/Alteration:**

Deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

## **Unauthorized Disclosure:**

Unauthorized disclosure, use and dissemination of personal information regarding students and employees are prohibited.

## **Security Reporting**

Security Problems If a user identifies or has knowledge of a security problem on the Network/Internet, such as filtering software not working, the user should immediately notify a teacher, administrator or the System Administrator. The security problem should not be shared with others.

## **Impersonation**

Attempts to log on to the Network/Internet impersonating a system administrator or district employee will result in revocation of the user's access to Network/Internet.

## **Other Security Risks**

Any user identified as having had access privileges revoked or denied on another computer system may be denied access to the district's Network/Internet.

## **Violations of Law**

Transmission of any material in violation of any US or state law is prohibited. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material; or material protected by trade secret. Any attempt to break the law through the use of a district Network/Internet account may result in litigation against the offender by the proper authorities. If such an event should occur, the district will fully comply with the authorities to provide any information necessary for the litigation process.

## **Consequences of Violations**

Any attempt to violate the provisions of these guidelines may result in revocation of the user's access to the Network/Internet, regardless of the success or failure of the attempt. In addition, disciplinary action consistent with the district discipline policy and/or appropriate legal action, which may include restitution, may be taken. District administrators will make the final determination as to what constitutes inappropriate use. With just cause, the System Administrator or other administrator, may deny, revoke, or suspend Network/Internet access as required, pending the outcome of an investigation.

# NETWORK/INTERNET RESPONSIBLE USE GUIDELINES

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## **COMPUTER SOFTWARE POLICY**

In accordance with Board Policy EFE (LOCAL) and Administrative Regulation EFE-R, it is the practice of the district to respect all computer software copyrights and to adhere to the terms of all software licenses to which the district is a party. Technology Services is charged with the responsibility of enforcing these guidelines.

All computer software installed on district equipment must be purchased, reported to and installed by Technology Services, or its designee. Software acquisition is restricted to ensure that the school district has a complete record of all software that has been purchased for district computers and can register, support, and upgrade such software accordingly. Software on district computers used for instructional and/or administrative purposes must be approved by a district curriculum coordinator and Technology Services.

Students, district employees (including substitutes), and volunteers may not duplicate any licensed software or related documentation for use either on the district's premises or elsewhere unless Technology Services is expressly authorized to do so by agreement with the licensor. Unauthorized duplication of software may subject the employee and/or the school district to both civil and criminal penalties under the United States Copyright Act. Students, district employees, and volunteers may not give software to any third party including relatives, clients, contractors, etc. District employees, students, and volunteers may use district approved software on local area networks or on multiple machines only in accordance with applicable license agreements. For further information regarding the purchase and installation of computer software, please call the district's HELP Desk at 281.897.HELP (4357).

## **DISCLAIMER**

These guidelines apply to stand-alone computers as well as computers connected to the Network/Internet. The district makes no warranties of any kind, whether expressed or implied, for the services it is providing and is not responsible for any damages suffered by users. This includes loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its negligence or user errors or omissions. The district is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the Network/Internet is at the user's own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the district. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communications system.

# CFISD WEBPORTAL INSTRUCTIONS (EAC)

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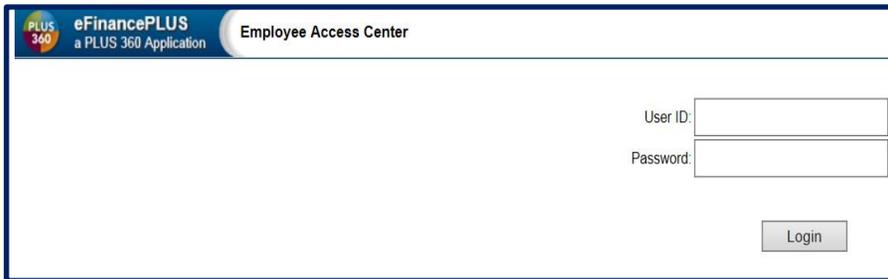
TO PRINT YOUR W-2 OR VIEW YOUR PAY STUB, VISIT the Employee Access Center. The User ID is your Substitute Number and the password is your full SSN without dashes. If this does not work, try entering only the last 4 digits of your SSN as your password.

## Employee Access Center

1. Open your web browser to [www.cfisd.net](http://www.cfisd.net) .
2. Go to STAFF → Employees Only Links→
3. Click on **Employee Access Center**.

- AESOP Substitute Placement System
- eCenter
- **Employee Access Center**
- Enter a Work Order / Work Order Site Administrator
- FS Direct Site Administrator / FS Direct Campus Staff/Requester Login

4. Enter your **Employee ID #** for your user ID
5. Enter your password which is either the last **four digits** or **all the digits** of your Social Security number without dashes.
6. Click the Login button.



The screenshot shows the login interface for the Employee Access Center. At the top left, there is a logo for 'eFinancePLUS a PLUS 360 Application'. To the right of the logo, the text 'Employee Access Center' is displayed. Below the header, there are two input fields: 'User ID:' and 'Password:'. A 'Login' button is positioned below the password field.

7. Once you are logged in click on **Update** to make changes to your email address and/or phone number. It will update to AESOP within 24 hours.
8. If you have questions or concerns about **EAC**, please contact the Help Desk at 281-897-4357.

# AESOP ABSENCE REPORTING SYSTEM

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## AESOP

Cypress Fairbanks ISD utilizes the AESOP (Automated Educational Substitute Operator) substitute placement and absence management system. All absences are entered, fulfilled and tracked using the AESOP system. This service utilizes both the Internet and telephone to communicate available jobs. Once you are activated as a substitute, you will receive an e-mail notifying you of your login and PIN for accessing your account. You may access the AESOP website directly at [www.frontlinek12.com/aesop](http://www.frontlinek12.com/aesop) or [www.cfisd.net](http://www.cfisd.net) > Staff > HR > Substitute > Online Substitute Resources > AESOP.

Substitutes who work in multiple districts have the option of creating a multi-district PIN to view all available jobs in the districts where they serve. From their online account, substitutes can view and accept available jobs, track past jobs, enter non-work days, update their e-mail address, and set campus and call time preferences. **Changes to your phone number cannot be made online and must be submitted to Human Resources (Substitute Office).**

Available jobs can be viewed and accepted 24 hours a day, 7 days a week online or via a toll-free automated telephone system at 1-800-942-3767. You may also be contacted by phone within 48 hours before available assignments with the option to accept or reject jobs. District call times are **5:05 a.m. - 1:00 p.m.** and **4:05 p.m. - 9:55 pm.** If you accept an assignment by phone or online, you will be issued a confirmation number for the assignment. **In order to maximize the efficiency of the system, substitutes should enter non-work days for days they are unavailable to accept assignments.**

Training is provided during New Substitute Orientation on the use of the AESOP system. A variety of helpful user guides and videos are also available on the AESOP website under Help. A few helpful links are listed below:

[Aesop Substitute Help Guide](#)

[Aesop Substitute Phone Guide](#)

[Aesop Substitute Quick Start Guide](#)

[Aesop Learning Center for Aesop](#)

## Jobulator

Jobulator is an **optional** subscription service offered by AESOP which provides automatic, continuous notification of job opportunities and job acceptance from your desktop or mobile device.

There is a \$39.99 fee for a one-year subscription. For more information, go to [www.jobulator.com](http://www.jobulator.com).



**Phone System Instructions for Substitutes**

**1.800.942.3767**

**Learn how to:**

- Search for jobs by phone
- Respond when the system offers you a job
- Personalize the phone system

**FRONTLINE™**  
TECHNOLOGIES

[www.FrontlineK12.com/Aesop](http://www.FrontlineK12.com/Aesop)

**When you call Aesop**

**To Review or Change your Personal Information, Press ④**

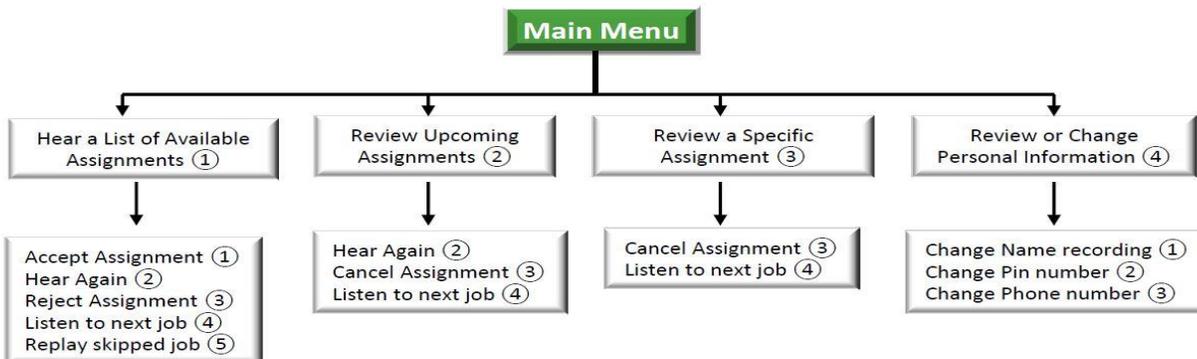
- To review or change your name recording, Press ①
- To change your Pin number, Press ②
- To change your phone number, Press ③

**Special Things to Note**

**When Aesop calls you:**

- The phone number that appears on Caller ID is: 1-800-942-3767.
- Typically, Aesop will not leave a message on your home answering machine.
- Please say "hello" in order for Aesop to begin the phone call.
- If you are sick and wish not to work, Press ② - To Prevent Further Calls Today.
- If two or more substitutes have the same phone number it is to your advantage that you both voice-record your names. Aesop will then play the voice recording at the beginning of the phone call and you can enter the correct Pin number.

**1.800.942.3767**



**Available 24/7**

**i** Please note that some options may not be available to you.

Aesop will ask you to enter the confirmation number.

- To cancel this assignment, Press ③
- To listen to the next assignment, Press ④
- To return to the Main Menu, Press ⑥

**To Review or Cancel a Specific Assignment, Press ③**

Aesop will now read off all the details of the assignment.

- To hear this again, Press ②
- To cancel this assignment, Press ③
- To listen to the next assignment, Press ④
- To return to the Main Menu, Press ⑥

- To review your assignments for the next 7 days, Press ③
- To return to the previous menu, Press \*

**To Review or Cancel your Upcoming Assignments, Press ②**

**When you call Aesop**

**1.800.942.3767**

**i** When you have successfully accepted an assignment Aesop will play back the confirmation number.

- To accept the assignment, Press ①
- To hear the assignment again, Press ②
- To reject this assignment and not hear it again, Press ③
- To listen to the next assignment, Press ④
- To replay a bypassed assignment, Press ⑤
- To return to the Main Menu, Press ⑥

Aesop will play you a list of up to five available jobs.

**To Hear a List of Available Assignments, Press ①**

**i** Pressing the star key (\*) will always take you back one menu level anywhere in the phone system.

1. Dial 1.800.942.3767
2. Enter your ID number followed by the pound key (“#”)
3. Enter your PIN number followed by the pound key (“#”)

**When you call Aesop**

**www.aesopeducation.com**

- If you select this option then Aesop will never call you again.

**To prevent Aesop from ever calling, Press ⑨**

**If you are unavailable, Press ③**

**To prevent further calls today, Press ②**

**i** When you have successfully accepted an assignment Aesop will play back the confirmation number.

- To accept the assignment, Press ①
- To hear the assignment again, Press ②
- To reject but allow additional Calls today, Press ③
- To reject this assignment and prevent additional calls today, Press ④

Enter your Pin number followed by the pound key (“#”)

Aesop will now read off all the details of the assignment.

Aesop will play you the School District Name and the School Name.

**If you are interested in a job, Press ①**

When you answer the phone, say “Hello” and Aesop will present the following options:

**When Aesop calls you**

## EMERGENCY SCHOOL CLOSINGS

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When a determination is made to close schools due to inclement weather or other emergency conditions, the Substitute Office will place a message on the automated calling system. Substitutes who have previously scheduled jobs, or who receive calls from the system on days when there are weather and/or other emergency alerts, should follow the guidelines below.

- If a substitute has previously scheduled jobs, they should check with the television and/or radio stations listed below to see if they are required to work that day.
- If a substitute receives a call from the system that contains job information, they should check with the television and/or radio stations listed below to see if they are required to work that day. The substitute may also access the [www.cfisd.net](http://www.cfisd.net) to check for district announcements.
- If a substitute receives a call from the system that contains the school closure announcement and no job information, this indicates that an absence was called in prior to the decision to close the schools. However, the job has been cancelled due to the school closure. No further action on the part of the substitute is necessary.
- If a substitute has no jobs scheduled and receives no calls, no further action on the part of the substitute is necessary.

For information regarding school closures, tune in to the following:

Television Channels: 2, 11, 13, 26, 48 and 51

Radio Stations: KTRH (740 AM)  
KIKK (95.7 FM)  
KILT (100 FM)  
KKBQ-90Q (92.9 FM)  
SUNNY (99.1 FM)

[www.cfisd.net](http://www.cfisd.net) : Closings will also be posted on district web site.

# EMERGENCY OPERATION FOR SUBSTITUTES

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In the event of an emergency, you will receive instructions that require your immediate response. The following outlines basic instructions and responses. **Since campuses differ in location, design, and demographics, please follow the specific directions of the campus administration.**

## **THINGS TO DO: BEFORE AN EMERGENCY**

- Introduce yourself to the nearby staff
- Familiarize yourself with the campus and the classroom
- Determine whether you will be able to lock the classroom door
- Review the evacuation map posted in the classroom
- Review the Crisis Procedures flip chart and emergency information contained in the sub folder
- Seek any needed clarification from regular staff or office staff

## **THINGS TO DO: DURING AN EMERGENCY**

- Stay calm
- Keep students calm and quiet
- Supervise students at all times
- Follow ALL directions
- Refer all questions to campus administration

## **PLEASE DO NOT:**

- Use a cell phone, unless specifically instructed that it is permissible
- Use a regular phone, unless specifically instructed that it is permissible
- Use the email system, unless specifically instructed to do so
- Release a student to anyone. Student release procedures will be coordinated by the administration.

## EMERGENCY OPERATION FOR SUBSTITUTES

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The following will familiarize you with district / campus emergency operation plans.

When you arrive at your assigned campus you should receive information from administrators about the following drills and emergency procedures:

- Evacuation / Reverse Evacuation
- Lockdown
- Secure the Building
- Shelter in Place (Weather Related)
- Shelter in Place ( Hazmat Related )

# EMERGENCY OPERATION FOR SUBSTITUTES

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## GENERAL DEFINITIONS/INFORMATION

Below you will find basic instructions for the four most common emergency situations. Please be aware that instructions may be modified based on the needs of a particular campus/department. Please be sure that you have the campus Crisis Plan flip chart in your sub folder when you arrive on campus. If you do not, you are required to request a copy from the Sub Rep on the campus.

### **Evacuation/Reverse Evacuation:**

The rapid exiting of the building upon hearing the fire alarm or receiving the evacuation command.

In the event of certain building emergencies, students will be relocated to an evacuation assembly area. The district will follow established procedures when releasing students to any parent/guardian. Students will only be released to a parent/ guardian who presents a valid government issued photo identification.

- Each student occupied space will have the primary and secondary evacuation routes posted. The assigned assembly point will be marked or described on the posted evacuation route sheet.
- Each instructional and non-instructional facility will post a floor plan of their building or campus showing your location in relation to the floor plan by indicating “you are here” and providing two evacuation routes to the exit area. Primary displayed in ‘red’ and Secondary displayed in “green”.
- Evacuation maps will be consistent as to their orientation of the correct direction the person is facing when viewing the evacuation map.
- Each evacuation map shall indicate the location of each fire extinguisher, fire pull station, and AED (automated electronic defibrillator) in their area.
- The Cypress Fairbanks Police Department Dispatcher will be contacted prior to performing the drill at 281-897-4337 (Administrative Line).
- The drill will be initiated using the fire alarm.
- Each teacher will take her/his class attendance sheet and the class emergency kit with her/him as they lead the students out using the posted evacuation route.
- Each teacher will check attendance when they arrive at the assigned assembly point. Any missing students will be reported to the assigned administrator. The emergency team will report to the pre-designated incident command post.
- The PA system verbal announcement will end the drill and signal that it is safe to return to the building.
- The campus safety administrator will complete the appropriate form and submit to the Office of Campus Safety.

# EMERGENCY OPERATION FOR SUBSTITUTES

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## **Lockdown:**

The immediate locking of doors associated with the risk of an intruder or other risk to the campus.

A lockdown takes place if an internal threat is identified at the school. All school doors are locked, and students are confined to classrooms. No entry into or exit from the school will be allowed until an all-clear announcement is made. For their safety, students will NOT be released during a lockdown.

- Each school will develop a lockdown plan that shows spaces where students can be secured behind locked doors when a lockdown is initiated.
- The drill will be initiated using a verbal announcement by PA – “Lockdown” (do not shout the directive) along with providing information about the threat.
- Each teacher will secure students currently in their classroom and any students within a few steps of the room.
- Each teacher will stay securely behind their locked classroom door until instructions are given over the PA system.
- The campus safety administrator will complete the appropriate form and submit it to the Office of Campus Safety.
- Evacuation and relocating to a predetermined area (rally point) may be necessary.

## EMERGENCY OPERATION FOR SUBSTITUTES

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### **Secure the Building:**

This occurs when there is criminal activity in the community or an unsafe situation outside of the school. Staff will secure the exterior doors and monitor the situation, preventing any unauthorized visitors into the school. Students will continue with school activities and will not be permitted outside until the all-clear announcement is made.

- The drill will be initiated using a verbal announcement by PA – “Secure the Building” (do not shout the directive), providing information to staff about the dangerous situation outside the building.
- Staff is to be trained that this activity is called for when there is a criminal activity in the community, or unsafe situation outside of the school. Staff is not to travel outside the building or allow any unauthorized person into the building.
- The administration and custodial staff will lock all exterior doors and clear the hallways of all students. The threat is outside the school and the procedure is to prevent any access from the outside.
- Only after the threat is identified will the “all clear” be announced allowing a return to normal operations.

# EMERGENCY OPERATION FOR SUBSTITUTES

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## **Shelter-in-Place:**

The response dictated when there is a hazardous materials release.

Air systems are discontinued and doors and windows closed. Students take shelter in designated areas to protect themselves from hazardous materials or severe weather. No entry into or exit from the school will be allowed until an all-clear announcement is made. Students will NOT be released during shelter-in-place.

### **HAZMAT RELATED**

- The drill will be initiated using a verbal announcement by PA – “Shelter in Place” (do not shout the directive), along with providing information about the impending chemical spill.
- Each teacher will shelter his or her students. Students out of class should immediately return (unless returning would require exiting a building).
- In the event of a Hazmat threat HVAC shall be turned off and determination will be made if evacuation will be necessary.

Only after student accounting is completed, and the dangerous conditions have passed, will the “all clear” be announced by PA allowing a return to normal operations.

### **WEATHER RELATED**

- The drill will be initiated using a verbal announcement by PA – “Shelter in Place” (do not shout the directive), along with providing information about the impending weather conditions.
- Each teacher will shelter his or her students. Students out of class should immediately return (unless returning would require exiting a building).
- Immediately get into a protected crouched position, i.e. knees to chest with hands and arms covering head and neck.
- Anyone in an area with exposure to exterior windows and doors needs to quickly move to another area (hallways) and get into a crouched position. Also, move away from any tall, heavy cabinets such as file cabinets that would be blown over on top of a person.

Only after student accounting is completed, and the dangerous weather conditions have passed, will the “all clear” be announced by PA allowing a return to normal operations.

## EMERGENCY OPERATION FOR SUBSTITUTES

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In the event of an emergency, call the following offices in the order listed:

- The designated campus Emergency Operations Representative (This designation is held by the campus principal or assistant principal).
- Cy-Fair Police @ **832-237-2373 or 911**
- Director of Emergency Management @ 281-897-6448
- Student Services @ 281-897-4060

# BLOOD BORNE PATHOGENS

## UNIVERSAL PRECAUTIONS IN THE SCHOOL SETTING

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**PURPOSE:** The purpose of universal precautions is to eliminate or minimize exposure to blood or other potentially infectious body fluids. Treat all blood as potentially infectious. Appropriate barrier precautions should be used to prevent skin and mucous membrane exposure when in contact with blood or bodily fluids of any person.

### I. Handwashing

Handwashing is an important preventive measure in the spread of disease. Hands and other skin surfaces should be washed after contact with blood or body fluids and after the removal of gloves. Handwashing facilities with germicidal soap are provided for employees who incur exposure to blood or other potentially infectious material. Handwashing should be done with warm water and soap, vigorously scrubbing hands, wrists, between fingers and under nails. Hands should then be rinsed thoroughly, allowing water to run off finger tips. Dry with paper towel, then use towel to turn off faucet.

### II. Housekeeping

All surfaces contaminated with blood or body fluids should be disinfected with 1:10 solution of bleach, 70% alcohol, or disinfectant used by plant operations. Use gloves when cleaning up a spill. Call custodian for cleanup of any large spills, or if you need help cleaning contaminated surfaces. Do not pick up broken glass with bare hands. Articles contaminated with blood should be triple bagged and thrown away in a garbage can. The nurse has one in her office. If contaminated articles are thrown away in a classroom waste basket, have custodian remove it as soon as possible. If an article is saturated with blood (blood can be squeezed out of it), it should be placed in a triple bagged trash bag.

### III. Personal Protective Equipment

Gloves (disposable latex or non-latex) – Gloves should always be worn if any contact with blood or body fluids is anticipated. Gloves should be worn only once and thrown away. They should not be washed or decontaminated for reuse and are to be replaced as soon as practical when they become torn, punctured, or when their ability to function as a barrier is compromised. Skin breaks or dermatitis should be covered with a bandage under the gloves. Hands should be washed immediately after removal of gloves. Goggles and masks should be worn whenever droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated. Mucous membranes should be flushed with water immediately if exposure to blood occurs.

# UNIVERSAL PRECAUTIONS IN THE SCHOOL SETTING

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## IV. Sharps

Needles or other sharps such as lancets used to test blood sugar in diabetic students should be disposed of in the sharps' container in the nurse's office. The needle should not be recapped or broken.

## V. General Rules

Minimize splashing as much as possible. Do not eat, drink, put in contacts, apply cosmetics, or lip balms in areas with possible exposure.

**All exposure incidents should be reported to the principal, supervisor, and school nurse.**

For additional information on the district's Blood Borne Pathogen Plan, contact the Director of Health Services, 281/897-4015.

# BLOOD BORNE PATHOGENS - GLOSSARY

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**Antibodies:**

Serum proteins present after a previous infection or vaccination. Measured by blood titer for a specific organism.

**Antigen:**

A substance that induces the formation of antibodies.

**Asymptomatic:**

Without symptoms of illness. For example, individuals with HIV infection do not know they are infected until their blood is tested for antibodies. A person may be infected with the hepatitis B virus and may not turn yellow (jaundice).

**Bio hazardous:**

Infected or potentially infectious material.

**Body Fluids:**

Blood, saliva, urine, feces, cerebrospinal fluid, semen, vaginal secretions, synovial fluid, fluids around heart, lungs, and in the peritoneum, and amniotic fluid.

**Blood:**

Means human blood, human blood components, and products made from human blood.

**Blood Borne Pathogens:**

Microorganisms present in human blood that can cause disease in humans. These pathogens

**Carrier:**

A person who harbors a specific pathogenic organism and does not have symptoms.

**Contaminated:**

The presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

**Contaminated Laundry:**

Laundry which has been soiled with blood or other potentially infectious materials or laundry that may contain sharp items.

**Contaminated Sharps:**

Any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.

**Decontaminate:** To use physical or chemical means to remove, inactivate, or destroy blood borne pathogens on a surface or item to the extent they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use or disposal.

# BLOOD BORNE PATHOGENS - GLOSSARY

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**Disposable Sharps:**

Syringes, lancets, broken glass contaminated with blood, etc.

**Engineering Controls:**

Devices (e.g., sharps disposal containers, self-sheathing needles) that isolate or remove the blood borne pathogens hazard from the workplace.

**Exposure Incident:**

Direct contact with blood; body fluids containing blood, semen or vaginal secretions; unidentified body fluids; or through a needle stick, cut, bite, eye-splash, or mouth splash.

**Hand Washing Facilities:**

Means a facility providing an adequate supply of running potable water, soap and single use towels or hot air drying machines.

**Immune Response:**

Reaction of the body to substances in blood that are foreign or are interpreted as foreign.

**Immune System:**

Those white blood cells, lymph glands, and antibodies that provide protection against foreign substances in the body.

**Incubation Period:**

Interval between exposure to infection and the appearance of the first symptom.

**HBV:**

Hepatitis B virus.

**HIV:**

Human Immunodeficiency Virus.

**Mucous Membrane Exposure:**

Splash or droplets of blood or OPIM into eyes, lips, head of penis or an opening into body, i.e., mouth, nose, vagina, rectum, etc. The potential for Blood borne pathogens to enter the bloodstream through intact mucous membranes exists.

**Occupational Exposure:**

Reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials resulting from the performance of a substitute's duties.

## BLOOD BORNE PATHOGENS – GLOSSARY

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### **Other Potentially Infectious Materials (OPIM):**

Human body fluids including semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures; any body fluid that is visibly contaminated with blood; and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;  
Any unfixed tissue or organ (other than intact skin) from a human, living or dead;  
Cells; tissue or organ cultures; a culture medium or other solution; or blood, organs, and other tissues from experimental animals infected with HIV or HBV.

### **Parenteral:**

Piercing the mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, or abrasions.

### **Pathogen:**

A microorganism or substance capable of producing a disease.

### **Personal Protective Equipment:**

Specialized clothing or equipment worn to avoid a hazard.

### **Prophylaxis:**

Observing rules necessary to prevent disease.

### **Regulated Waste:**

Liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release a quantity of blood (3-4 ounces) or other potentially infectious materials in a liquid or semi-liquid state if compressed; contaminated sharps; and pathological and biological wastes containing blood or other potentially infectious materials. Items that are caked with dried blood or other potentially infectious materials should be handled with caution; they may contain moist areas capable of releasing these materials during handling.

### **Skin Exposure:**

The potential for an infectious agent to enter the body through an opening in the external covering of the body. Intact skin is not likely to be penetrated by pathogens, but tiny nicks, hangnails, or cuts may exist without a person being aware of them. Keep skin clean, wash with soap and water, and dry.

### **Source Individual:**

Any individual, living or dead, from whom blood or other potentially infectious materials may cause occupational exposure to a substitute.

### **Sterilize:**

To use a physical or chemical procedure to destroy all microbial life, i.e., microscopic cells, infectious or not.

## BLOOD BORNE PATHOGENS - GLOSSARY

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**Titer:**

A standard of strength per volume of blood that indicates the presence of antibodies or chemical substances.

**Universal Precautions:**

An approach to infection control, whereby all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other Blood borne pathogens.

**Vaccine:**

A suspension of an infectious agent prepared in a laboratory and administered for the purpose of establishing resistance to a specific disease.

**Virus:**

A minute organism that is a parasite, dependent on nutrients inside the cell of other organisms for its metabolic and reproductive needs.

**Work Practice Controls:**

Procedures that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

# WE APPRECIATE YOU!

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## **The Challenge**

A substitute has one of the most challenging assignments in our school system. It is the responsibility of all school personnel to establish and maintain a favorable and respectful attitude concerning the substitute and his/her work. Pupils must appreciate the need and the importance of the work of the substitute and be urged to treat him/her in a courteous, kind, and friendly manner. CFISD must maintain the high status that rightly belongs to the substitute.

## **The Commitment**

By your request for an assignment as a substitute teacher, paraprofessional, or nurse, you accept a commitment to perform the job to the best of your ability, and always in the best interests of the students of CFISD.

## **Our Thanks**

We hope the suggestions and ideas presented in this handbook help you. You are an integral part of our educational team, and we sincerely appreciate your participation in our endeavors on behalf of CFISD students.