



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

**2014-2015**

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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

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

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

**ON-LINE HANDBOOK ACCESS**

[www.cfisd.net](http://www.cfisd.net) > Staff > HR > Substitutes > Forms and Resources

**ON-LINE PAYROLL CHECK STUB ACCESS**

We do not mail check stubs, but you may access your direct deposit information at the website listed below:

<https://webportal.cfisd.net/>

## 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.

## 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/)

## 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.

## NON-TRS PENSION PLAN FOR SUBSTITUTE

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The Texas Teachers Retirement Plan does not provide a benefit for certain substitutes of school districts. This includes substitute teachers and other non-contract professionals or paraprofessionals who may be used as part-time support staff. Because these substitutes are not covered by a state plan, districts are required by federal law to either provide a plan, or collect and pay Social Security taxes for the entire class of covered substitutes.

Cypress-Fairbanks Independent School District (CFISD) provides its own pension plan as a benefit to all qualified substitutes. The plan is funded entirely by the District. Each substitute in the class of covered substitutes is a member of the plan without exception and, as in any pension plan, will have an individual account. An employee becomes vested in the plan once they are a participant in the plan. Annual vesting in that account of an actuarially calculated sum of total annual earnings will equal an average of two percent (2%) of that year's pay.

The official plan documents are available for review in the office of the plan administrator. Since the plan is a define benefit pension plan (requiring no contributions from participants) as defined in section 401 (a) of the Internal Revenue Service code, members who participate in an individual retirement account (IRA), in addition to the Non-TRS pension plan, must comply with the deductibility limits of the contributions to the IRA as established by the IRS for tax reporting purposes. Check with your tax advisor if this is a concern to you.

If a substitute chooses to withdraw their funds from this account, the substitute must have retired or terminated service from the district at the time of the request. Per the plan document, the termination from service date shall mean the first day of the month succeeding the last month of a twenty-four (24) month period during which the Participant did not render one hour of service for and on behalf of the employer. This means that if an employee resigned or was terminated from the district, the employee will have to wait 24 months from the last day worked before the distribution can be paid out.

The Non-TRS pension plan is administered by Mid-America Administrative & Retirement Solutions, Inc. Mid-America will mail out annual statements to participants. Questions regarding account balances and plan distributions can be directed to Mid-America at 1.800.430.7999.

Any additional questions can be addressed to Melissa McAnear with the CFISD Business Services Department at 281.897.4051 or by email at [melissa.mcanear@cfisd.net](mailto:melissa.mcanear@cfisd.net).

# LONG TERM SUBSTITUTE

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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).

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 SUBSTITUTE

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## 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

## 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.**

# FREQUENTLY ASKED QUESTIONS

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Please read before contacting Substitute Office.

**1. How do I change my address?**

- The Employee Access Center (EAC) (<https://webportal.cfid.net/>) is available for you to update your address as well as other personal information.

**2. How do I change my school selections?**

**Step by step instructions can be found on the following link.**

[https://help.frontlinek12.com/Sub/WebHelp/desktop/Preferences.htm?rhtocid=7.0\\_3#Preferred\\_Schools](https://help.frontlinek12.com/Sub/WebHelp/desktop/Preferences.htm?rhtocid=7.0_3#Preferred_Schools)

**3. How do I receive my paycheck?**

All substitutes are paid via direct deposit or debit card. No pay stubs are mailed. Monies are guaranteed on the 15<sup>th</sup> and the end of the month. You may view your pay stub by clicking the link for the Employee Access Center (EAC) found here: <https://webportal.cfid.net/>.

Direct deposit or debit card forms are part of the initial application process.

**4. What do I do if I need to change my direct deposit or debit card information?**

All direct deposit or debit card changes must be handled directly by the Payroll Department. New forms may be downloaded from the link Resources for Current Substitutes. These forms may NOT be emailed or faxed. The original must be mailed or returned in person to the Payroll Department.

**5. What do I do if I believe my paycheck is incorrect?**

Please verify that your assignment calendar corresponds with your paycheck. If it does not, please contact the campus substitute representative for any discrepancies. Please be sure that you verify the pay period (page

**6. What if I am overpaid?**

If a substitute is overpaid, it is his/her responsibility to notify the Substitute Office immediately. If a substitute does not report an overpayment, overpayment monies will be deducted upon discovery of the error by the Substitute Office.

**7. When should I contact the substitute office at [subpayroll@cfid.net](mailto:subpayroll@cfid.net) ?**

- Missing or incorrect deposit on pay date. - Remember, deposits are not guaranteed until designated pay date.

## FREQUENTLY ASKED QUESTIONS

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### 8. How do I get a new security badge if I misplace my old one?

Substitutes **must** contact the Substitute Office by phone or e-mail to report a lost badge. We will give you further instruction on what you will need to do to obtain a replacement badge. The cost of a replacement badge is ten dollars (\$10.00). Replacement badges will NOT have a new photo issued; it will be a replacement only.

### 9. What do I do if I receive a late call from a campus? Should I accept the job?

If the call comes late and you decide to accept the assignment, you must first record the confirmation number. Next, call the appropriate campus substitute representative to see if you are still needed on the campus. Failure to do this could result in a wasted trip to the campus and the job being cancelled. The substitute will not receive payment. A directory of campus substitute representatives is available for download at STAFF > HR > SUBSTITUTE > CONTACT INFORMATION

### 10. What do I do if I have to cancel a job the night before or the day of an assignment?

First, it is your responsibility to cancel yourself from the job via phone or online so that the system can resume calling out. Next, you are required to contact the campus substitute representative to inform them that you have canceled as soon as possible. The campus does not need an explanation.

Should you wish to return to and remain in good standing at a campus, please avoid canceling on the day of the assignment. However, if you must cancel, you are required to cancel at a minimum of **one hour** prior to the start of the assigned job. The system will not allow you to cancel if you attempt to cancel less than **1 hour before the job start time**.

### 11. Can a campus cancel a job if I am late?

Campuses reserve the right to cancel any assignment if the substitute has not signed in **twenty (20) minutes prior to** the school's start time. Classes must have coverage and our students are the first priority. The campus is NOT obligated to pay the substitute if he/she reports after the required time.

### 12. Can a campus change my original assignment?

Yes. Campuses reserve the right to shorten assignments or move substitutes to the position of greatest need. If a substitute refuses to follow the campus directives, they are subject to removal, and they will not be paid for the day's assignment.

### 13. Do teacher substitutes have conference periods?

Substitutes in regular day-by-day substitute work are NOT guaranteed a conference period. Substitutes are guaranteed a 30 minute duty free lunch; however, the time of this duty free lunch period is NOT at the discretion of the substitute; it is designated by the campus.

### 14. Will the Substitute Office provide references for me for another position?

The Substitute Office cannot provide references to other school districts or employers, as we do not observe a substitute in the performance of his/her duty on each campus. If contacted, we may:

- A. Verify beginning and/or ending date(s) of employment
- B. Verify whether substitute is inactive or active
- C. Verify position (Substitute Teacher or Substitute Para)
- D. Verify whether or not substitute is in good standing in the district.

## FREQUENTLY ASKED QUESTIONS

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### **15. Is the Substitute Office considered my “Place of Employment”?**

**YES**, if you need verification of employment for such things as obtaining an apartment, obtaining other types of discounts, and if the information required is that which is outlined in FAQ #14 (see above).

**NO**, for bill collectors and other similar agencies. We do not acknowledge your employment for these types of calls because you are NOT physically present in the Substitute Office.

### **16. Why do I have to be fingerprinted?**

Fingerprinting is mandated by Senate Bill-9, the State of Texas, as an added measure to ensure the safety and security of our students. All substitute applicants must be fingerprinted and your fingerprint profile must be recorded with SBEC, State Board for Educator Certification. This will be followed by a background check. This process is initiated by the substitute office at the time of application.

### **17. How do I print copies of my W-2 forms for tax purposes?**

The Employee Access Center (Web portal) is the application that you would use to obtain your W-2 information. Once you are logged in, click the “PRINT W2 button”. W-2s are no longer mailed.

# 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. This 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. \*\***

## SUBSTITUTE DRESS CODE

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District substitutes shall dress in a clean, neat, professional manner appropriate to their assignments in the district.

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 tight, 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. All facial hair, however, must be fully established by the start of the school year.

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 that 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 that this is the case before wearing jeans.

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

# 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

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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.

# CLASSROOM MANAGEMENT

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- 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.

## **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

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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

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## TOP 10 INTERVENTIONS

### 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 that 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 that 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.
- 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 substitutes 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

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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.
- 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 classroom 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 allow 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.
- It is inappropriate 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.
- 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.

## SUBSTITUTE TEACHERS AND PHYSICAL CONTACT

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- Maintain a professional distance when assisting students. It is not appropriate to assume that a touch, a pat, a hand on a student's shoulder is acceptable for a substitute. Additionally, pushing, shoving or physically moving a student from one location to another is unacceptable.
- Inappropriate or overly aggressive physical contact is grounds for immediate dismissal. Understand that 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.

# 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.

# PROFESSIONAL EXPECTATIONS

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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 NO 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.cfisd.net](http://www.cfisd.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 that 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.

## Late Calls:

- Should a substitute receive a late call request via the system, they should **call the campus** to confirm that 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.

# PROFESSIONAL EXPECTATIONS

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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.cfisd.net](http://www.cfisd.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 required 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.

## No Call/No Show

- You fail to report for an assignment without proper cancellation or notifying the substitute representative.
- 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.

## 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.**

## 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 that 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.

# PROFESSIONAL EXPECTATIONS

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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** 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

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## **Electronic Media**

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 sharing Web sites (e.g., YouTube),
- editorial comments posted on the Internet,
- 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 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. Unsolicited contact from a student through electronic means is not a communication.

## **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.

# PROFESSIONAL EXPECTATIONS

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## 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 10 SECONDS.** Leaving a class unattended will result in a substitute removal from that campus, and may result in termination.
- 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.
- 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**

The use of electronic communication devices (pagers, cellular phones, iPods, iPads, etc.) is not allowed during the designated workday of substitutes without prior approval of the supervisor responsible for their evaluation.

## **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 that 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.

- Share information only to one who has the authorization to hear it.
- Share NO INFORMATION about students at any social gathering.
- Do not ask questions about a student's physical condition. You will be told what you need to know.
- If asked about student's personal information, simply reply, "I'm sorry. I do not have that information."
- 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.
- Never joke about a student's condition.

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

- ✓ Be careful with whom you share information. Is that person directly involved with the student's education?
- ✓ Avoid using names if you are asked about your job.
- ✓ Suggest that questions about a student are best directed to the regular classroom teacher or special education teacher.
- ✓ Be careful not to distort, exaggerate, or confuse information.
- ✓ Never use information about a student as gossip or as a joke.
- ✓ Focus comments on student strengths and be positive.
- ✓ No matter who asks you a question about a student, if you don't want to answer, or are unsure whether you should answer, don't. You can do this gently and politely.
- ✓ Be direct and honest: "I'm sorry – I can't say".
- ✓ Develop a workable response to questions about student information. Write it down, practice it and use it.

## 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.
  - Copies are sent to the substitute via e-mail or via regular mail.
  - **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.**
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If a substitute should receive any of these forms, he/she is advised to do the following:

- Respond via written communication (regular mail or email) with a rebuttal of the allegations made in the evaluation.
- As required, please call to schedule an appointment via the Substitute Office to meet with the Assistant Director of the Substitute Office.

## SUBSTITUTE EVALUATIONS AND/OR REMOVALS

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However, a single incident/concern may warrant this same thorough review depending upon the severity. Before a decision is made, this review will be completed by the Assistant Director of the Substitute Office and the Director of Human Resources.

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

### General Information

If the incident is considered serious enough, the substitute will be **immediately** suspended and will be unable to log in to the Aesop System to accept any future assignments until the matter is resolved. Any outstanding assignments will be removed from the substitute's calendar as well.

Depending on the severity of the concern, a substitute may be removed only from the campus with the concern or from all substitute lists in the district.

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.

# NON-WORK DAYS AND RESIGNATION

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## Definitions:

- **Active Substitute** - one who is available to be called by the automated system and accept assignments
- **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 an assignment for sixty (60) days, the substitute will be made inactive.

## Resignations:

If you wish to resign from the substitute list, please fill out the Substitute Resignation Form 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. Receive information regarding changes impacting substitutes
4. Receive authorization to acquire an updated security badge.

## SEXUAL HARASSMENT

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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 substitute or group of substitutes that would not occur but for the sex of the substitute or substitutes, when:

1. the advances, requests, or conduct have the effect of interfering with performance 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.

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 substitutes 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.

A substitute 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 DHC (L)] in the board policy book. However, no procedure or step in that policy shall have the effect of requiring the substitute alleging such harassment to present the matter to a person who is the subject of the complaint.

### **REPORTING CASES OF CHILD ABUSE/NEGLECT**

- All substitutes are reminded that under the Texas Family Code 261.101, a certified substitute, including a teacher, counselor, nurse or administrator, is required to report suspected child abuse or neglect to Child Protective Services. If, during the course of your substituting, you identify any student that you suspect has been abused or neglected, you should immediately notify the principal's office. Do not confront the student. This is the law of the State of Texas.

# NETWORK/INTERNET ACCEPTABLE 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 inconsistent 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 acceptable use guidelines. All training in the use of the district's system will emphasize legal, ethical, and safe use of this resource.

### **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. This monitoring may include activity logging, virus scanning, and content scanning. The district does not provide student electronic mail accounts. The district may allow secure, web-based, student accounts to support instruction. Participation in computer-mediated conversation/discussion forums for instructional purposes must be approved by curriculum and campus administration.

### **4) User Responsibilities**

Network/Internet users, (students, substitutes, 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, substitutes, employees) of the Network/Internet:

- a. 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.
- b. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy.
- c. Users may not redistribute copyrighted programs or data without the written permission of the copyright holder or designee. Such permission must be specified

## NETWORK/INTERNET ACCEPTABLE USE GUIDELINES

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- d. 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. 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.
- e. A user must not knowingly attempt to access educationally inappropriate material.
- f. 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.

### **Publishing on the Internet**

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 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 only with parental permission. If a photograph of the student is included with the posting of the recognition and/or student work, only the first 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. Students, substitutes, district employees, and community members are prohibited from authoring a private website, 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 Etiquette:**

System users are expected to observe the following network etiquette. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited. Transmitting obscene messages or pictures is prohibited. Revealing personal addresses or phone numbers of the user or others is prohibited. Using the network in such a way that would disrupt the use of the network by other users is prohibited.

# NETWORK/INTERNET ACCEPTABLE USE GUIDELINES

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## **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:** 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.

**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.

# NETWORK/INTERNET ACCEPTABLE USE GUIDELINES

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## 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 ACCEPTABLE 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.

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, mis-deliveries, 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.

# ELECTRONIC COMMUNICATION & DATA MANAGEMENT

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## **ELECTRONIC COMMUNICATION AND DATA MANAGEMENT**

The Superintendent or designee will oversee the district's electronic communications system.

### **District Technology Resources**

- The district has invested in computer technology to broaden instruction and to prepare students for an increasingly digital society. Use of these resources is restricted to students working under a teacher's supervision and/or direction for approved instructional purposes only.
- All students and district employees may use district-approved software in accordance with applicable license agreements. Unless otherwise noted in the license, or in the event the software arrived without a license agreement, any duplication of copyrighted software, except for back-up and for archival purposes, is a violation of federal law. The use of any non-district software or the erasing of or tampering with authorized software on district computers is not permitted.
- Students or district employees violating these guidelines will face disciplinary action and/or restitution to the district. A copy of the acceptable use guidelines is included in this Handbook.
- Parents are asked to review these guidelines when initially enrolling students in the district.
- Students (grades 6-12) and all district employees are required to sign and agree to the district's Acceptable Use Guidelines regarding appropriate use of these resources.

The statements above are explained in detail in the policies and procedures that follow. The district will provide training in proper use of the system and will provide all users with copies of acceptable use guidelines (Student Handbook, Exhibit A). All training in the use of the district's system will emphasize the ethical and safe use of this resource.

### **Consent Requirements**

Copyrighted software or data may not be placed on any system connected to the district's system without permission from the holder of the copyright. Only the copyright owner, or an individual the owner specifically authorizes, may upload copyrighted material to the system.

No original work created by any district student or employee will be posted on a cfisd.net web page under the district's control unless the district has received written consent from the student (and the student's parent if the student is a minor) or employee who created the work.

No personally identifiable information about a district student will be posted on a web page under the district's control unless the district has received written consent from the student's parent. An exception may be made for "directory information" as allowed by the Family Educational Rights and Privacy Act and district policy.

### **Filtering**

A committee, chaired by the Associate Superintendent for Technology and School Services or designee, will select, implement, and maintain appropriate technology for filtering Internet sites containing material considered inappropriate or harmful to minors. All Internet access will be filtered for minors and adults on computers with Internet access provided by the school.

# ELECTRONIC COMMUNICATION & DATA MANAGEMENT

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The categories of material considered inappropriate and to which access will be blocked will include, but not be limited to: nudity/pornography; images or descriptions of sexual acts; promotion of violence, illegal use of weapons, drug use, discrimination, or participation in hate groups; instructions for performing criminal acts (e.g., bomb making); and on-line gambling.

## **Requests to Disable Filter**

The committee will consider requests from users who wish to use a blocked site for district approved educational research or other lawful purposes. The committee will make recommendations to the Superintendent or designee regarding approval or disapproval to disable the filter for the requested use.

## **System Access**

Access to the district's electronic communications system will be governed as follows:

1. All users will be required to acknowledge their receipt and understanding of the acceptable use guidelines as published in the Student Handbook and Code of Conduct students and the Employee Handbook for employees.
2. Access to the district's electronic communications system, including the Internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system by employees shall be permitted if the use:
  - a. imposes no tangible cost on the district;
  - b. does not unduly burden the district's computer or network resources; and,
  - c. has no adverse effect on an employee's job performance.
  - e. Students will be granted access to the district's system and will be assigned individual accounts. Students are not to share their login/password with others.
  - f. As appropriate, district employees will be granted access to the district's system.
  - g. The district will require that employee network passwords be changed every 90 days. Any system user identified as a security risk or as having violated district and/or campus computer use guidelines may be denied access to the district's system.

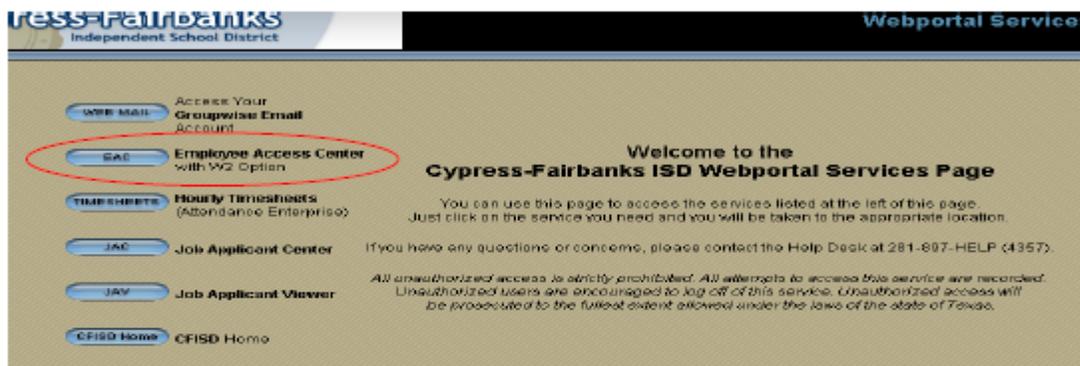
# CFISD WEBPORTAL INSTRUCTIONS

[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.

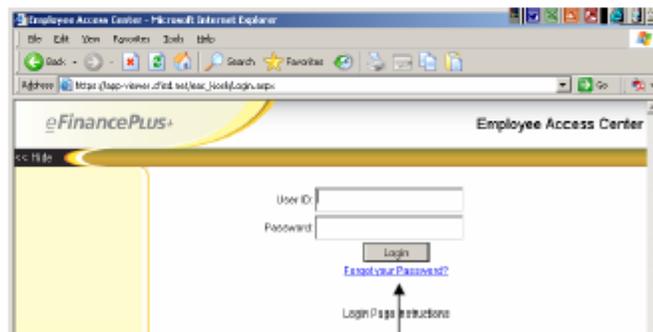
## Employee Access Center

### ACCESSING AWAY FROM DISTRICT COMPUTER:

1. Open **Internet Explorer**
2. Type **webportal.cfisd.net** in the address line  
You may receive the error shown to the right
3. Click the Yes or Continue button
4. Click **(EAC) Employee Access Center**



5. Enter your **Employee ID #** for your user ID
6. Enter your password (case-sensitive)
  - a. 1<sup>st</sup> time **EAC** user, the password is your Social Security number without dashes
  - b. It prompts you to make a new password by re-entering old password (social) and then a new password twice (case sensitive).
  - c. If you don't remember the password, click the **FORGOT PASSWORD** link. Your password will be sent to your Groupwise email account. If you don't have a Groupwise email account call the Help Desk for password change
7. Click the **Login** button



If you have questions or concerns, please contact the Help Desk at 281-897-4357 (HELP)

## AESOP 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.

### 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).

# AESOP SYSTEM



**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**

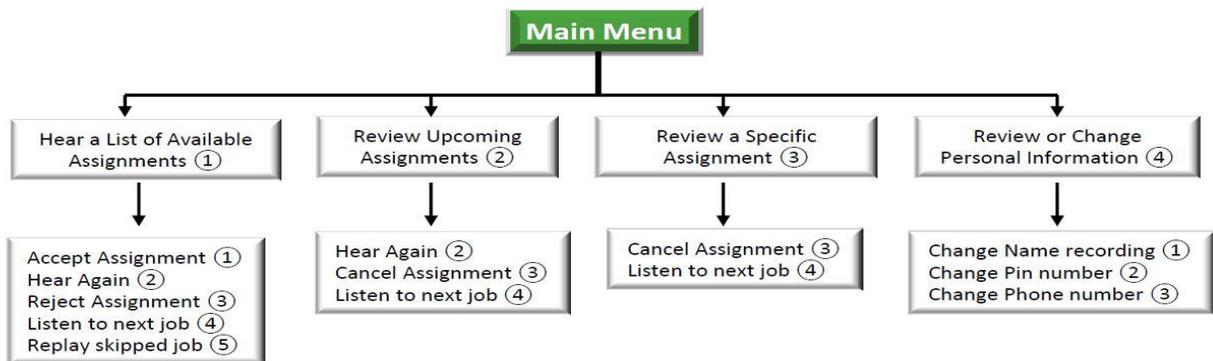
- To review or change your name recording, Press ①
- To change your Pin number, Press ②
- To change your phone number, Press ③

**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**



# AESOP SYSTEM

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.

## **GENERAL DEFINITIONS/INFORMATION**

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

**Drop and Cover:** The movement to the designated safest areas of the building due to hazardous weather conditions. Everyone sits facing the wall, with heads tucked down and covered by their hands.

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

**Shelter-in-Place:** The response dictated when there is a hazardous materials release. Air systems are discontinued and doors and windows closed.

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.

# EMERGENCY OPERATION FOR SUBSTITUTES

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## **LOCKDOWN**

- Quickly check the hallway for students
- Usher students into the classroom
- Lock the classroom door
- Close windows/blinds
- Remain in the classroom until the *All Clear*, or other instructions are given

## **SHELTER-IN-PLACE**

- Close and lock any exterior windows
- Do not open exterior doors
- Remain the classroom until the *All Clear* or other instructions are given

## **EVACUATION**

- **Secure class roster/account for ALL students**
- Stand at the door as students file out
- Follow the designated evacuation route
- Escort students to the designated assembly area
- Account for all students/report discrepancies to the administration
- Remain in the assembly area until further instructed
- Follow ALL staff directions

## **DROP AND COVER**

- Direct students to designated area
- Instruct students to drop & cover their heads with their arms
- Remain in the *safe* area until further instructed
- Follow al staff instructions

# BLOOD BORNE PATHOGENS

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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. Hand Washing:**

Hand washing 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. Hand washing facilities with germicidal soap are provided for employees who incur exposure to blood or other potentially infectious material.

Hand washing 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.

### **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.

# BLOOD BORNE PATHOGENS

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## **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. The nurse will then complete the Contaminated Sharps Injury Form when appropriate.**

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

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## **Blood Borne Pathogens Glossary**

### **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

# BLOOD BORNE PATHOGENS

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## Blood Borne Pathogens Glossary (continued)

### **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.

### **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.

# BLOOD BORNE PATHOGENS

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## **Blood Borne Pathogens Glossary (continued)**

### **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 an substitute's duties.

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

- 1) 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;
- 2) Any unfixed tissue or organ (other than intact skin) from a human, living or dead;
- 3) 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.

# BLOOD BORNE PATHOGENS

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## Blood Borne Pathogens Glossary (continued)

### **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.

### **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).

# BLOOD BORNE PATHOGENS

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## BLOOD BORNE PATHOGENS UNIVERSAL PRECAUTIONS

### Signature Form

I acknowledge that I have been trained in the appropriate universal precautions to take when exposed to blood or other bodily fluids.

I have been given job-related information.

**Print Name:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Social Security Number:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# 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 that 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.

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